

PROBLEMS IMPLEMENTING THE 2013 CURRICULUM LEARNING ASSESSMENT DURING THE COVID-19 PANDEMIC

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Abstract: *This study aimed to investigate the implementation of learning assessment of Curriculum 2013 during the Covid-19 pandemic in 263 Rancaloe Elementary School. This was a qualitative research with a case study. The subjects of the research were three teachers of grade, two upper grade teacher and a lower grade teacher of 263 Rancaloe Elementary Schools. The main instrument was the human instrument. While supporting instruments used interview guide, tape recorder, and observation sheet. The data were analysed using interactive analysis Miles & Huberman (data collection, reduction, display, and verification/conclude). The results indicate that (1) the implementation of learning assessment of Curriculum 2013 during the Covid-19 pandemic has not met standards. However, of the three teachers who became the subject of study, two teacher managed to carry outmet standards that was VA1 and VA2, (2) the problems of learning assessment of Curriculum 2013 during the Covid-19 pandemic include; facilities and infrastructure, teachers and parents understanding, teachers' productivity, unpreparedness teachers and parents, (3) the teachers strategy in addressing the problem is the teacher collective and individual strategy.*

Keyword: *Problematics, Assessment of 2013 curriculum learning during the Covid-19 Pandemic*

Submitted: 07-01-2022	Accepted: 02-06-2022	Published: 01-07-2022
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INTRODUCTION

Currently, the communication media that is inseparable from the world of education is digital technology. Digital technology includes a variety of computer hardware and software such as cellular phones, web tools, application software, communication and storage services (Mohammadyari & Singh, 2015).

Teachers, students and parents face many challenges in distance learning. Most distance learning is done via WhatsApp thus limiting direct interaction between teacher and students. Nearly half of parents expressed concern about limited access to the internet and electronic devices, as well as a lack of time and capacity to help teach their children.

In every learning can not be separated from the assessment. Until now, education is still implementing the 2013 curriculum, which from learning and assessment uses established rules, namely scientific learning and authentic assessment. There is a fundamental loss for students when school closures occur. Many exams that should be done by students in normal conditions, now suddenly due to the impact of covid-19, the exams are canceled or postponed. Internal assessments for schools may be considered less important but for students' families assessment information is very important. There are those who think that the loss of student assessment information is very meaningful for the future sustainability of students. For example, the target skills and certain skills of students who should receive an assessment this year so that it has an impact on treatment for the coming year, will be lost for students who have been able to master many skills this year but have not received the proper assessment.

SDN 263 Rancaloe is one of the public elementary schools in Bandung that implements the 2013 curriculum. This school is a school that is used as a pilot project in implementing the 2013 curriculum. From the results of the initial research survey at this school regarding the implementation of the 2013 curriculum

assessment during the covid-19 pandemic, several the teacher complained about the obstacles in the implementation of the assessment. Constraints complained of is related to attitude assessment. The number of assessment instruments that must be completed in the condition that students study at home makes it difficult for teachers to provide assessments. This is what underlies this research with a focus on knowing the real situation about the problems faced by teachers in carrying out the 2013 curriculum assessment during the Covid-19 pandemic.

Literature Review

Evaluation

Assessment is the determination of various ways and using various assessment tools to obtain information about how far the learning outcomes of students or the achievement of competencies (a series of abilities). The results of the assessment can be in the form of qualitative values (narrative statements in words) and quantitative values (in the form of numbers).

Then according to Linn and Gronlund (Marhaeni, 2012) assessment is a general term that involves all a series of procedures used to obtain information about student learning outcomes (for example: observation, graded scale on performance, written test) and the implementation of an assessment of progress. learn students. (Pramana, 2019)

Hasanuddin argues, Assessment, on the one hand, is a progressing procedure that includes a considerable more extensive area. Each time a student responds to a question, offer a comment, or tries out another word or structure, the educator intuitively makes an appraisal of the performance of the student. Written work from a jotted-down phrase to a formal essay-is assessed directly by the performers themselves, teacher and students. (Hasanuddin, 2018)

So it can be concluded that the assessment is information about student

learning outcomes regarding the achievement of competencies through data collection such as observations, oral and written tests, graded scales and so on. The assessment aims to determine the level of progress of student learning outcomes with predetermined competency standards and basic competencies. Thus, through the assessment the teacher can analyze the level of completeness achieved by students. No matter how good the concept and purpose of the learning assessment is, if the teacher can't implement it well, then the objectives of the learning assessment in the 2013 Curriculum will not be achieved. (Sahidu, 2020)

Authentic Rating

Authentic Assessment is a form of task that requires learners to demonstrate performance in the real world in a meaningful way which is the application of the essence of knowledge and skills. (Nurgiyantoro, 2008)

In essence, authentic assessment itself is a real assessment and in accordance with the actual abilities of the child. (Desyanti Kemalasari Nurisman, 2017)

Authentic assessment is an assessment carried out during the learning activity process and after the learning activity ends. The assessment includes affective (attitude), cognitive (knowledge) and psychomotor (skills) aspects (Umami, 2018). The assessment carried out during the learning process is called process assessment. While the assessment carried out at the end of the lesson is called the assessment of learning outcomes (Jumaeda, 2018). Thus, the assessment activities in the 2013 curriculum are always related to the learning process. (Joseph, 2020)

In addition, authentic assessment can also be interpreted as a process of collecting, reporting, and using information about student learning outcomes by applying the principles of assessment, continuous implementation, authentic, accurate, and consistent evidence such as public accountability. All evidence of assessment that has been used can be

accounted for clearly. Although the assessment techniques used vary. (Wicaksana, 2020)

Meaning, authentic assessment is an assessment of learning outcomes that require students to demonstrate learning achievements in the form of real life skills or as outlined in the form of work performance/outcomes.

Based on some of these opinions, it can be concluded that authentic assessment is an assessment that emphasizes assignments, so that students are required to be able to display their learning outcomes in a real and meaningful way and be able to prove their mastery of knowledge and skills in certain fields of study. (Nurzannah, 2021).

Stiggins (1994) suggests that authentic assessment is "Performance assessments that call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered".

The assessment process must be an inseparable part of the learning process, not a separate part of the learning process (a part of, not apart from, instruction). Assessments must reflect real world problems, not just school work-kind of problems. The assessment must use various measures, methods and criteria that are in accordance with the characteristics and essence of the learning experience. The assessment must be holistic which includes all aspects of the learning objectives (cognitive, affective, and sensori-motor) (Bundu, 2017)

The characteristics of authentic assessment according to Kunandar (2013, p.38), are: (a) measuring all aspects of learning, (b) carried out during and after the learning process takes place, (c) using various techniques and sources, (d) In collecting assessment data, it does not only rely on tests, (e) the tasks given to students are real in everyday life, and (f) the assessment is not quantity, but the emphasis is more on the quality of knowledge or skills of students. (Kamiludin, 2016).

A similar step was put forward by Huba & Freed (2000):

1. Identification of standards: Standards must be meaningful with real-world applications.
2. Develop goals: Goals should be specific, measurable components referring to standards.
3. Identification of performance tasks or skills: Tasks or skills that must be in accordance with the target goal to be achieved. Required activities "higher order cognitive skills".
4. Develop performance criteria: Performance criteria should be clear, concise, and communicated openly to students.
5. Develop a scoring rubric: The rubric must be specific, not multiple interpretations, and consistent, for giving an honest and fair score.
6. Design learning activities: Learning should lead students directly to the expected performance.
7. Implementation of authentic assessment: Emphasis on both process and product, and always open to self-assessment and revision.

Assessment in Curriculum 2013

The 2013 curriculum is the latest curriculum that focuses on the use of a scientific approach, authentic assessment and integrative thematic in learning. This curriculum is expected to be able to produce a critical and creative generation of Indonesians in accordance with the demands of the times. Supporting factors for assessing the implementation of the 2013 Curriculum include the guidebooks provided during the 2013 Curriculum socialization, directions from supervisors, school facilities, and socialization from related parties. With these supporting factors, teachers take advantage of using manuals to compile various curriculum administrations, utilize school facilities as much as possible to support learning, and find solutions to any problems faced together with the principal. If the principal

and teachers do not find a solution to the existing problem, the principal asks the school supervisor for help to find a solution to the problem. (Liana, 2020)

The assessment carried out by the teacher to fill out report cards is seen from portfolio assessment, assessment rubrics, self-assessment, and also seen from daily tests or assignments that have been given by the teacher. SKL Curriculum 2013 contains the attitudes, knowledge, and skills of students. In the implementation of the 2013 Curriculum, there are no students who do not go to class because students have their own advantages in each basic competency, so that even though they only master one basic competency, they can still be declared promoted.

Assessment during the Covid-19 Pandemic

Literally the word evaluation comes from English evaluation, in Indonesian it means assessment. The root of the word is value which means value. Thus literally educational evaluation can be interpreted as an assessment in education or an assessment of matters relating to educational activities.

The application of online learning is certainly accompanied by new problems in the learning process and in evaluating students. The problems of online learning that are applied in the era of the new order certainly arise related to the difficulties of teachers in evaluating students, especially in assessing student attitudes during online learning. Because education does not only teach knowledge but also on the assessment of student attitudes in accordance with the expected national education goals. This is supported by (Ramdhayani, Ibrahim, and Madlazim 2017) that education does not only teach cognitive knowledge and skills but the most important thing is how to instill values to shape positive attitudes of students and be able to implement them in everyday life.

Since the beginning of this pandemic, which has appeared and hampered face-to-face learning in classrooms, the learning

from home (BDR) model has become the new normal in the world of education, thus requiring the use of information technology, especially the internet. The inhibition of learning affects the assessment as well.

Assessments during the COVID-19 pandemic were carried out by teachers not directly dealing with students. The teacher gets a report on learning outcomes through the student's parent gadget so that the accuracy of the assignment is not authentic.

RESEARCH METHODOLOGY

This research uses a qualitative approach, with the type of case study research. Case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, either at the individual level, a group of people, institutions, or organizations to gain in-depth knowledge about the event. Usually, the selected events, hereinafter referred to as cases, are real-life events, which are currently ongoing, not something that has passed. (Rahardjo, 2017)

This research was conducted at SDN 263 Rancaloea in class II. The research time was carried out for 2 weeks. The research subjects in this study were upper and lower grade teachers. While the objects of this research are 1) the implementation of the 2013 Curriculum learning assessment, 2) the problems faced by teachers in authentic assessments, 3) the efforts made in overcoming these problems.

The technique used to analyze the data in this study is the interactive model of (Miles, Huberman, & Saldana, 2014). Data analysis is carried out interactively and takes place continuously, both while in the field and after it is completed, so that the resulting data reaches a saturation point. There are four steps carried out in interactive analysis, namely collecting data, reducing data, presenting data, and drawing conclusions (verification).

RESULT AND DISCUSSION

Curriculum Learning Assessment during the Covid-19 Pandemic.

Attitude Assessment

The attitude assessment at SDN 263 Rancaloea has been carried out. Each teacher has their own way of carrying out the assessment. In assessing the attitude of the teacher, he used more observational techniques.

The technique of implementing attitude assessment by observation is carried out in different steps, which can be described as follows: 1) the teacher assesses attitudes in terms of life skills at students' homes through sending videos or photos, 2) from observing student attitudes, students are given good marks so that students are happy, 3) carry out attitude assessment with observations divided into three classifications. Attitude is very good, good, and not yet good. Then averaged for each student.

Knowledge Assessment

This type of knowledge assessment includes oral and written tests. In the learning process, SDN 263 Rancaloea teachers use these two tests to assess student learning outcomes. VA1 and VA2 have used the two tests in a balanced way to determine student learning outcomes. VA1 and VA2 used an oral test and a written test referring to the instruments in the textbook. VA1 and VA2 use oral tests to reflect and provide reinforcement to students regarding the material discussed. VA3 only uses a written test to determine student learning outcomes. The oral test is done by sending a file in the form of a voice note on Whatsapp. The written test is done by taking a photo of the student's writing or doing an assignment via Google Form.

Skills Assessment

Skills assessment includes; practices, projects, and portfolios. Performance/practice assessment carried out by SDN 263 Rancaloea teachers on learning content that clearly has elements of practice and produces works/products.

Such as making kites, making space, making crafts, etc. Assessments in the form of projects have not been carried out properly by teachers because of the position of students at home and parents who are not on standby at home so there is a lack of monitoring on project-based learning. Assessment in the form of a portfolio has been carried out by all teachers by grouping photos of student work on Google Drive.

Problems with the Implementation of the 2013 Curriculum Assessment during the Covid-19 Pandemic

There were several problems found in the implementation of the 2013 curriculum assessment during the covid-19 pandemic, namely facilities and infrastructure, lack of understanding, unpreparedness of teachers and parents.

Table. 1 Problems with the Implementation of the 2013 Curriculum Assessment during the Covid-19 Pandemic

No	Problem	Bentuk Problem
1	Facilities and infrastructure	<ul style="list-style-type: none"> Gadgets whose specifications do not support learning The number of gadgets used is not proportional to the users (1 gadget for 3 children; brothers and sisters) Limited internet quota
2	Lack of understanding	Education about learning and assessment to teachers and parents.
3	Unpreparedness of teachers and parents	<ul style="list-style-type: none"> Teachers who have children at home and at school Teachers and parents do not master technology Parents of working students. It is difficult to divide time with children's learning activities.

Tactics of the Problematic Implementation of the 2013 Curriculum Assessment during the Covid-19 Pandemic

The tactics carried out by the teacher are divided into two, namely, collective tactics and individual tactics. Collective tactic is a strategy that is carried out to overcome the problem of implementing the assessment or relating to the implementation of the 2013 Curriculum in a planned and programmed manner. Individual tactics are the way teachers or parents deal with the difficulties encountered in learning the 2013 Curriculum or learning assessment. This tactic is influenced by the creativity of teachers or parents who can adapt to the context when problems occur.

Table. 2 Troubleshooting Problems in the Implementation of the 2013 Curriculum Assessment during the Covid-19 Pandemic.

No	Tactics	Strategy Form
1	Collective	<ul style="list-style-type: none"> Discussion between teachers or parents Education through webinars
2	Individual	Creativity of teachers and parents

Discussion

Implementation of the 2013 Curriculum Learning Assessment during the Covid-19 Pandemic at SDN 263 Rancalao

The technique of implementing attitude assessment by observation is carried out in different steps, which can be described as follows: 1) the teacher assesses attitudes in terms of life skills at students' homes through sending videos or photos, 2) from observing student attitudes, students are given good marks so that students are happy, 3) carry out attitude assessment with observations divided into three classifications. Attitude is very good, good, and not yet good. Then averaged for each student.

Furthermore, teachers VA1, VA2, VA3 have carried out attitude assessments

by observing through the Whatsapp application with students sending attitude habituation reports in the form of photos or videos.

In the aspect of knowledge using oral and written tests. In the learning process, SDN 263 Rancaloe teachers use these two tests to assess student learning outcomes. VA1 and VA2 have used the two tests in a balanced way to determine student learning outcomes. VA1 and VA2 used an oral test and a written test referring to the instruments in the textbook. VA1 and VA2 use oral tests to reflect and provide reinforcement to students regarding the material discussed. VA3 only uses a written test to determine student learning outcomes. The oral test is done by sending a file in the form of a voice note on Whatsapp. The written test is done by taking a photo of the student's writing or doing an assignment via Google Form.

Skills assessment includes; practices, projects, and portfolios. Performance/practice assessment carried out by SDN 263 Rancaloe teachers on learning content that clearly has elements of practice and produces works/products. Such as making kites, making space, making crafts, etc. Assessments in the form of projects have not been carried out properly by teachers because of the position of students at home and parents who are not on standby at home so there is a lack of monitoring on project-based learning. Assessment in the form of a portfolio has been carried out by all teachers by grouping photos of student work on Google Drive. Problems with the Implementation of the 2013 Curriculum Assessment during the Covid-19 Pandemic.

Problems with facilities and infrastructure include: 1) gadgets whose specifications do not support learning. In the implementation of learning during the Covid-19 pandemic, students learn through video conferences. In order for the video conference application to run smoothly, a gadget with a high memory and RAM capacity is needed. 2) The number of

gadgets used is not proportional to the users (1 gadget for 3 children; brothers and sisters). This causes delays in sending assignments to teachers. Thus reducing the value of discipline. 3) limited internet quota. When the pandemic entered this country, many sectors reduced employees and the number of salaries so that it affected the life of an employee at home.

Lack of understanding includes education about learning and assessment to teachers and parents. Some teachers feel that the lack of student learning outcomes in a pandemic condition is full of explanations.

The unpreparedness of teachers and parents includes 1) Teachers who have children at home and in school. Confusion of a teacher in choosing priorities. 2) Teachers and parents do not master technology. This causes the learning process to be less than optimal so that it affects the assessment. 3) Parents of working students. It is difficult to divide time with children's learning activities.

A related study was conducted on the implementation of learning assessments, teacher problems in carrying out assessments, learning, and teacher steps in dealing with learning assessment problems. The purpose of the study was to identify and analyze the problems of the 2013 curriculum learning assessment. As a result of the research, the 2013 curriculum learning assessment was not up to standard. This research is similar to this study because it both focuses on the concept of learning assessment, and the difference found is at the time of the assessment, namely before the Covid-19 outbreak and during the Covid-19 outbreak.

CONCLUSION

From the explanation of these facts, it can be seen that some teachers in the high and low grades have made assessments on certain types/assessment techniques such as assessment in the form of observation, practical assessment is not on all learning content, and assessment in the form of

projects has not been carried out optimally. . This proves that the implementation of the learning assessment has not met the 2013 curriculum standards. Of the 3 teachers who became informants, there are 2 teachers who carry out the learning assessment according to the standard, which can be proven from the results of interviews, documents, and researcher observations. The problems faced by teachers in implementing the 2013 Curriculum learning assessment during the Covid-19 pandemic include facilities and infrastructure, lack of understanding, and the unpreparedness of parents and teachers.

Suggestion: During the Covid-19 pandemic, learning must continue so that the goals of education in Indonesia can be achieved. As teachers, we should be able to adapt to the situation so that learning continues well. The problems found in schools are used as evaluation materials so that learning can take place well.

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