

STUDENT'S PERCEPTION ABOUT ASSESSMENT RELATED WITH IMPLEMENTATION OF 2013 CURRICULUM

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ABSTRACT

The main focus of assessment is student, and how assessments are used will contribute to students' perception. Students' perception of assessment can be influenced by various types assessment, and Curriculum 2013 facilitate a variety of assessment for learning. Research about perception that involves 36 boys and 46 girls was conducted for identify students' perception of assessment and the reconciliation with the demands of curriculum assessment in 2013. Data collected through the use of a questionnaire that was developed from perception indicators, i.e. reproducing knowledge, rehearsing, accountability, improving learning, problem solving, and critical judgement. This study placed improving learning perception in the first position and the rehearsing perception at the sixth position. About 85% of students consider that assessment can develop their knowledge, but only 52% of students consider that the assessment made them practice before the exam. Even though 2013 curriculum demands assessment which strongly supports six perceptions of students, in this study only few assessments criteria have been addressed. Research finding shows that only a few demands of the assessment has been completed. Therefore, high level of improving learning perception in this study is closely related to the reconciliation with the demands of Curriculum assessment in 2013 that involved types of assessments during the learning.

Kata kunci: Curriculum 2013, purpose of assessment, student's perception of assessment

ABSTRAK

Pengguna utama asesmen adalah siswa, dan penggunaan asesmen secara tidak langsung akan membentuk suatu persepsi. Persepsi siswa terhadap asesmen didukung oleh berbagai variasi asesmen, dan Kurikulum 2013 memfasilitasi penggunaan beragam asesmen dalam pembelajaran. Penelitian tentang persepsi ini melibatkan 36 siswa dan 46 siswi bertujuan untuk mengidentifikasi persepsi siswa terhadap asesmen dan kaitannya dengan tuntutan penilaian pada Kurikulum 2013. Data dikumpulkan melalui kuesioner yang telah dikembangkan dari indikator persepsi siswa yaitu *reproducing knowledge*, *rehearsing*, *accountability*, *improving learning*, dan *critical judgment*. Penelitian ini menempatkan *improving learning* pada posisi pertama dan *rehearsing* pada posisi terakhir. Sebanyak 85% siswa menyatakan bahwa asesmen dapat mengembangkan pengetahuan mereka, namun hanya 52% siswa yang sepakat bahwa asesmen membuatnya menjadi rajin berlatih sebelum menghadapi ujian. Walaupun tuntutan penilaian Kurikulum 2013 memfasilitasi keenam persepsi siswa terhadap asesmen, namun dalam penelitian ini hanya beberapa jenis asesmen saja yang terlaksana. Hasil temuan membuktikan bahwa hanya beberapa tuntutan asesmen yang dilakukan. Oleh karena itu, tingginya persepsi *improving learning* dalam penelitian ini sangat dekat kaitannya dengan tuntutan penilaian pada Kurikulum 2013 yang digunakan selama pembelajaran.

Keywords: kurikulum 2013, persepsi siswa terhadap asesmen, tujuan asesmen

INTRODUCTION

Assessment is an important aspect of teaching and learning activities. The assessment is used to measure student achievement against the learning objectives. Additionally, assessments are often used as a reference for making comparisons and the final decision in determining the rank. Assessment is instrumental in measuring the success of learning programs, teaching methods and the education system (Lee, Lin and Tsai,

2013). Thus assessment is also associated with the development of learning, policy making, curriculum changes, and also educational programs. The use of assessment in learning has several roles. Although traditionally assessment is used to measure students' learning, assessment also relate to other aspects, such as engaging students in learning science (Cowie, Jones & Otrell-Cass, 2011). Therefore, assessment should not only be viewed from teachers' perspectives but also students' perspectives since the main focus of

assessment is on the students (Klausner & Alberts, 1996). Therefore, it is the student who plays a major role in the assessment. This role relates to the learning experience of students and students' responses, either during or at the end of the learning activities (Coffey, Hammer, Levin & Grant, 2011).

Research on students' perceptions of the assessment is somewhat limited. This study is an extension of previous research on assessment (Brown & Hirschfeld, 2007; Brown & Hirschfeld, 2008; Brown, Irving, Peterson & Hirschfeld, 2009; Brown & Harris, 2012). It was found that there are two categories of students' perceptions of the assessment (Lee *et al.*, 2013; Lin, Lee & Tsai, 2013), i.e. assessment improves learning and assessment makes students accountable. Other studies on student's perception about assessment (Lee *et al.*, 2013; Lin *et al.*, 2013), reassured that the students' perceptions of the assessment could be categorized based on their experience in getting a variety of assessment during the teaching and learning activities.

There are six categories of students' perception of assessment with specific indicators including categories perception of the need to reproduce knowledge, rehearsing, accountability, improving learning, problem solving, and critical judgment (Lee *et al.*, 2013; Lin *et al.*, 2013). The study did not reveal a student's perspective specifically. It only classified student's perception generally and did not relate the perception with any subject of science or the educational policy.

Giving variety of assessment for learning will form perception on students. In digestive system, "Curriculum 2013" was demand for the implementation of a variety of assessment for learning activities (Permendikbud, 2013). The student's perspective on the importance of the role of assessment in the material needs to be revealed to assess the extent to which assessments affect their daily lives, especially before an exam study habits. In this case, the student plays an important role as a mayor user of assessment for teaching and learning. Therefore, this research needs to unravel the role of assessment through the student's perspective.

METHODS

X High School chosen as a test site with a research subject in class XI MIA (Mathematic and Science concern). Sample taken from 30% of the

whole class, two classes XI MIA includes 82 students. Class purposively selected based on the similarity of teachers who teach in the classroom. The same teacher would provide the same experience to the students related to the learning experience, practical work, as well as the experience of getting various types of assessment.

This study used two types of instruments, namely the questionnaire and document analysis section. The questionnaire was made to determine the position of the category of students' perceptions of the assessment, containing 55 statements include 32 statements perceptions and 23 statements confirming that developed from perception indicator reproducing knowledge, rehearsing, accountability, improving learning, problem solving, and critical judgment. Rubric document analysis was made to analyze the suitability of the demands of Curriculum assessment in 2013 and its role in shaping students' perceptions.

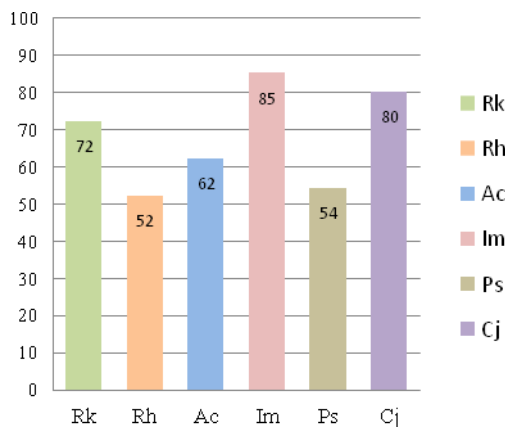
The questionnaire was analyzed by giving scores. Score 1 for the appropriate answers to the perception and a score 0 for answers that are not in accordance with the perception. For every positive statement, a score of 1 was given the answer 'Yes' and a score of 0 on the answer 'No', while a negative statement is given a score of 1 to answer 'No' and a score of 0 to answer 'Yes'. Results of the analysis of the digestive system (Lesson plan) document will be presented in the form of a chart. Any content assessment plan tailored to the demands of curriculum assessment in 2013. Compliance demands of the curriculum in 2013 will also be seen from its implementation, any kind of assessment has been completed, and showing the involvement in influencing students' perceptions position against the assessment. Indirectly, these results reveal the effectiveness of the demands of the curriculum assessment in 2013 to measure the achievement of learning objectives and the demands of Core Competence or "Kompetensi Inti (KI)", and Basic Competence or "Kompetensi Dasar (KD)". If the score indicates suitability of a low number, it becomes information that the demands of the curriculum assessment in 2013 could not be fully implemented.

RESULT AND DISCUSSION

Results of research on students' perceptions of the assessment provide a position of students' perceptions are presented on Figure 1. The study found the highest perceptions held by students

concerned improving learning. 85% of students consider that assessment used in the learning making them can improve their knowledge and skills about digestive system. This high percentage of improving learning is reinforced by previous studies that the majority of students were examined by him to give a statement that the assessment made their knowledge and abilities increased (Brown *et al*, 2009).

Assessment used for learning on the digestive system can motivate students to get a high score. This view was stated by the student in the questionnaires. When students received low marks on a test item or task, they will be motivated to study hard. It's because, when the students saw assessment as improving learning, the assessment has provided a broad impact includes changes their learning habits. This view is consistent with other study that found a correlation between motivation and student achievement (Brown & Harris, 2012).



Rk: Reproducing knowledge, Rh: Rehearsing, Ac: Accountability, Im: Improving learning, Ps: Problem solving, Cj: Critical judgment

Figure 1. The Percentage of Student's Perception of Assessment.

A high percentage of perception is also found in the perception of critical judgment. Almost 80% of participants consider that an assessment made them aware of the error, weakness, or their fault in about digestive system. In this study, the perception of critical judgment giving reinforcement that assessment built the character of students. If the assessment is only perceived as an attempt to test the students, it will stimulates student's fear and anxious (Brown *et al*, 2009). When the assessment succeeded in making students aware of the mistake, they will correct their mistakes, and working to fix it. In this case,

the assessment succeeded to build the character of students.

About 72% students consider that assessments make them reproduce their knowledge. Most students are well aware that they must use their memory to imitate and remember all of information to be able to do a task or answer questions given by the teacher. This perception is embedded in the mindset of the students because of their experience in obtaining assessment about digestive system. Students are asked to state, explain, given the biological terms, given the type of enzyme or remember a function of certain organs in the digestive system tests. The test required students to refresh their memory, and memorize digestive system material. Thus students become motivated to read over and over again, and pay attention when the teacher explains. The assessment also proved to improve the student's accountability (Lee *et al*, 2013; Lin *et al*, 2013). In this study found as many as 62% of students consider that assessment make them more accountable. This reinforces the other study that findings, that the categorization of students' perceptions of the assessment puts the perception of accountability in the highest position (Brown *et al*, 2009; Lee *et al*, 2013).

Based on the results, there are two perceptions with the lowest percentage there are problem solving and rehearsing. Only 54% of students believe that assessment made them accustomed to solve a problem related to the digestive system. A lower percentage concerned rehearsing, where 52% of students felt that the assessment does not make them practice or learn continuously. The second acquisition is consistent with results of previous studies conducted but contrast to other study about "Students' Perceptions of Assessment and Mathematics". In math, the students saw that the assessment made them skillfully to solve the problem especially in a tests and practiced a variations matter (Lin *et al*, 2013). But in the biology lesson, students felt that reading or listening to the teacher's explanation was enough for them.

Not all of the required assessment in the syllabus Curriculum 2013 implemented during teaching and learning activities. There are four assessment demands related digestive system, but only two types of assessment are implemented, these are task and test. Teacher added to the assessment score, practicum worksheet results to gain practical score. Thus in this study, there are

three types of assessment that affect students' perceptions of assessment, they are task, test questions, and practical worksheets. Students' perception of the assessment is not affected by the observation sheet, portfolios and student performance. To see the relationship of the demands of the curriculum assessment in 2013, lesson plan, and its implementation, has been presented in Figure 2.

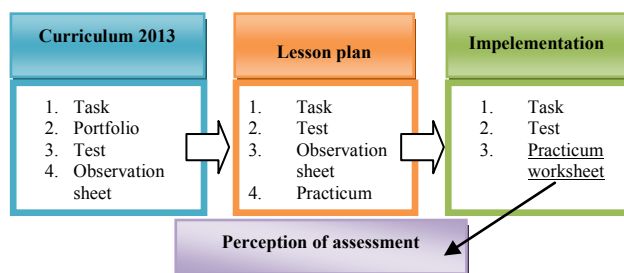


Figure 2. The reconciliation demands of curriculum assessment in 2013

CONCLUSION

The highest perception lies in the perception of improving learning, while the lowest position lies in the perception of rehearsing. The high position of improving learning was confirmed by students through the questionnaire. Generally viewed that the assessment made student learning capabilities increased. There are three perceptions of mutual support in this study. The high perception of improving learning was supported by the high perception of critical judgment and reproducing knowledge. The tests and task made students built their perception, they thought that assessment ask them to use their memory and rote. But on the other hand every mistakes that have been mad, makes students motivated to learn back (improving learning) and reread the material (reproducing knowledge).

Curriculum 2013 requires four types of assessment, but only two types of assessment have been addressed. In this study, it was found suitability between the demands of assessment of the digestive system with six students' perceptions of assessment. Demand assessment requested in student learning activities facilitate the students to view the assessment as reproducing knowledge, accountability, improving learning, problem solving, and critical judgment, but less on

facilitating rehearsing perception. Therefore, the high percentage of students' perceptions of the assessment remain to be determined by a personal nature in studentself.

As documented by a number of research (Klieger & Bar-Yossef, 2011; Towndrow, Tan, Yung & Cohen, 2010) intensive teacher professional development is needed to support teacher in applying new types of assessment. In the case of Curriculum 2013, the government may need to conduct more teacher professional development on assessment.

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