

# AUTHENTIC ASSESSMENT BASED LEARNING TO IMPROVE STUDENT LEARNING MOTIVATION

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**Abstract.** Motivation of learning giving an important contribution in the learning process, therefore the motivation of students in the learning process needs to be improved. One way is to present meaningful lessons and guide them to be directly Involved in the learning process Including assessment activities. The assessment in Curriculum 2013 is an authentic assessment. Authentic assessment is a process of collecting various of data that can provide a comprehensive, picture of the development of learners that includes the domains of cognitive, affective and psychomotor. This assessment Allows the teacher to Obtain a result of comprehensive assessment, the which encompasses all aspects of the student's personality, such as moral development, emotional development, social development, cognitive development and other aspects of individual personality. With authentic assessment-based learning is expected to a make learning more Become qualified so as to the make students Become more motivated in learning.

Keywords: authentic assessment, motivation of learning

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## I. INTRODUCTION

The learning process becomes insignificant without judgment. Assessment plays an important role in measuring the extent of implementation and achievement of learning objectives. At least an assessment of learning outcomes is useful to help learners reflect on what they know, how they learn, and encourage responsibility in learning. Even the teacher ratings for helpful feedback on their performance in measuring quality also serves to mapping achievement of learning outcomes learners. So that assessment and learning processes are components that can not be separated in an educational context.

Policies in the curriculum in 2013 led orientation of different learning and assessment. In the 2013 curriculum assessment is made with authentic assessment. Authentic assessment aims to measure a range of skills in a variety of contexts that reflect real-world situations where those skills are used. Kemendikbud (2014) defines authentic assessment (*AuthenticAssessment*) as a meaningful measurement significantly over the study of students to the realm of attitudes, skills

and knowledge. So it can be said that this assessment is a comprehensive assessment, which covers all aspects of the personality of students, such as moral development, emotional development, social development, cognitive development and other aspects of the personality of other individuals.

Interest in learning needs to be done with efforts to raise the motivation of learners. Learners who are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb and prioritize the material better. If the motivation to learn a good student. then the tendency of attention and seriousness of learning will increase, resulting in better learning results. Some of these things have implications for educators to plan how to support the student's motivation. For example, by guiding them to directly engage in activities including an assessment of the learning process.

## II. DISCUSSION

### 1. Authentic Assessment

Authentic Assessment (*AuthenticAssessment*) is the



measurement of learning outcomes of students to the realm of attitudes, skills and knowledge. The term *Assessment* is synonymous with assessment, measurement, testing, or evaluation. While term *Authentic* is synonymous with original, real, valid or reliable. Thus, authentic assessment is a form of a task that requires learners to demonstrate the real-world performance significantly, which is the essence of the application of knowledge and skills. Authentic assessment emphasizes the ability of the learner to demonstrate knowledge in a real and meaningful. The assessment activities are not just ask or tapping the knowledge that has been known to the learner, but the real performance of the knowledge that has been mastered.

Authentic assessment has relevance to the scientific approach to learning appropriate to the curriculum in 2013 were able to describe the learning outcome of students, both in order to observe, reason, try, build networks, and others (Yasri, 2013). Alfred De Vito (Kemendikbud, 2014) stated that scientific learning is learning to adopt measures in building science knowledge through scientific method. The learning model that is required is that allows terbudayanya scientific thinking skills, terkembangnya sense of inquiry and creative thinking abilities of students. The steps of scientific learning are as follows: (1) Viewing (2) ask (3) Gather information (4) associates (5) Communicate.

Hosnan (2014) stated that assessment is authentic or real assessment (*authentic assesment*) assess the knowledge and skills (*performance*) obtained by the students. The principle that should be applied in authentic assessment are as follows:

- a. Rating authentic reference to the achievement of national standards (based on indicators).
- b. Authentic assessment must balance the three domains. Assessments done enough

to give scope to the aspects of knowledge (cognitive), attitudes (affective) and skills (psychomotor) are balanced.

In Permendikbud No. 66 Year 2013 stated that, authentic assessment is a comprehensive assessment conducted to assess the start of the input (*input*), process, and output (*output*) learning. So that assessment is not only done on the results, but see the process as well.

According to (Gulikers, Bastieaens & Kirschner, 2004) argues that there are five dimensions that are interrelated to create authentic assessments are:

- a. Tasks or assignments that accommodate cognitive, affective and psychomotor learners. The task given should also be meaningful to them.
- b. Classroom or learning environment should be able to support learners to be able to explore and optimize the capabilities, both in the cognitive, affective and psychomotor. Learning should be designed to provide a snapshot condition or situation that will be experienced by learners when they become a professional yng.
- c. Social interaction. Factors in the social environment activities are divided into two kinds, namely in the form of collaborative activities, and individual activities. In collaborative activities, authentic assessment obtained from looking at interactions between learners in solving a problem. While in individual activities, dalam authentic assessment done by looking at how each learner competing and trying to solve the problem individually.
- d. Results of authentic assessment is something original assessment that describes the overall capability of each individual. The results of the assessment



- may take the form of a product or an idea of learners.
- e. Standards and assessment criteria of the authentic. The standards and criteria of authentic assessment is transparent assessment, the assessment focuses on the ability or competence to be possessed by learners, and assessment is done by using a rubric or portfolio.
- The types of authentic assessment consists of: performance evaluation, self-evaluation, essays, projects and portfolios.
- a. Performance assessment  
Performance assessment is a procedure that uses various forms of tasks to obtain information about what and how far has been done in a program (Dantes, 2008). Monitoring is based on performance(*performance*)is indicated in completing a given task or problem. The result obtained is a result of the performance.
  - b. Essay  
essay requires students to organize, formulate and put forward their own answers. This means that learners do not choose the answer, but the answer in their own words freely. Essay tests can be classified into two forms, namely the open-ended essay tests(*extended-response*)and answers are limited(*restricted-response*)and this depends on the freedom given to the learners to organize or arrange ideas and write the answers.
  - c. Assessment Portfolio  
The portfolio is a collection of artefacts (evidence of work / activity / data) as proof(*evidence*)that shows the progress and achievement of a program. The use of portfolio in evaluation activities actually have been done, especially in language education (Dantes, 2008).
  - d. Project Assessment  
Assessmentproject(*projectassessment*)is an assessment of the tasks to be completed by learners by period / a specified time. Completion of tasks referred to in the form of an investigation carried out by the students, ranging from planning, data collection, organization, processing, analysis, and presentation of data. The assessment report can be poured in the form of a poster or writing.
  - e. Self-evaluation  
Self-evaluation is a way to look inside yourself. Through self-evaluation that learners can see the advantages and disadvantages, to further these shortcomings become improvement goals(*improvementgoal*).Thus, the learner is responsible for the process and achievement of learning goals.
- Authentic assessment data can be analyzed using qualitative methods, kuantitatif, as well as quantitatively. Qualitative analysis of authentic assessment in the form of a narrative or a description of the achievement of learning outcomes of students accurately. Quantitative analysis of authentic assessment data to apply a rubric score or a checklist(*checklist*)to assess the relative responses of learners relative to the criteria in a limited range of four or more levels of proficiency (eg highly proficient, proficient, partially proficient and not proficient). An assessment rubric can be either analytic or holistic. Holistic analysis gives an overall score of learners' performance, so that it can be effective feedback for teachers in designing future learning and learners in enhancing the learning competencies.
- In authentic assessment notice a balance between competence assessment of attitudes, knowledge and skills that are tailored to the characteristics of learners. According Kunandar

(2014), the characteristics of authentic assessment is:

- a. Must measure all aspects of learning, namely performance and results or products. This means that, in assessing learners should measure aspects of performance (*performance*) and the products or results done by learners. In assessing the performance and product performance and make sure that the product is a reflection of the competence of such learners are real and objective.
- b. Carried out during and after the learning process takes place. That is, in the assessment of learners, teachers are required to conduct an assessment of the ability or competence (ability or competence of learners in learning activities) and the ability or competence of learners after learning activities.
- c. Using various tools and resources. This means that, in assessing learners should use a variety of assessment techniques (adjusted to the demands of competence) and use the resources or data that can be used as information describing the mastery of competence of learners.
- d. The test is only one assessment data collection tool. That is, in the assessment of learners towards the achievement of specific competences should be comprehensively and not just rely on test results alone. Other information that supports the attainment of learners can be used as an ingredient in making judgments.
- e. The tasks given to learners must reflect portions of learners real life every day, they should be able to share the experience or activities they do every day.
- f. Assessment must emphasize the depth of knowledge and skills of learners, not generality (quantity). That is, in the

assessment of students toward mastery of certain competencies objectively.

Authentic assessment also has the characteristics or special features. Characteristic of authentic assessment by Kunandar (2014) can be described as follows:

- a. authentic assessment can be done to measure the achievement of competency to one or several basic competence (formative) and the attainment of the standards of competence or core competency in one semester (summative).
- b. Measure skills and performance. That is, the authentic assessment is intended to measure the achievement of competencies that emphasize aspects of skills (skills) and performance (performance), not only to measure competence in nature given the fact (rote learning and memory).
- c. Sustainable and integrated. That is, in authentic assessment must be continuous (continuous) and a unity intact as a tool to gather information on the achievement of competence of learners.
- d. Can be used as a feedback. That is, the authentic assessments conducted by teachers can be used as feedback to the achievement of a comprehensive competence of learners.

## **2. Motivation**

Motivation is the driving factor and encouragement that can lead to a sense of excitement and also able to change human behavior or individual to lead to better things for himself. Motivation is a change in one's personal or marked by the emergence of feelings and reactions to achieve the goal. Motivation can be viewed from two properties, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the desire to act caused by the driving of the individual, whereas extrinsic motivation is motivation existence due to the



influence of outside individuals. Behavior that occurs is influenced by the environment (Ma'mun, 2004).

Motivation to learn is a process that encourages learning, direction, and persistence of behavior. That is, the behavior is behavior that is motivated energetic, purposeful and long-lasting (Agus Suprijono, 2009). Winkel (1983) defines that "Motivation to learn is the overall driving force in the student who raises the activities and provide direction on learning". Of the various terms that can be taken notion that motivation to learn is an impulse or motive power from within the individual that provides direction and encouragement in learning activities, so as to achieve the desired aim. So the role of motivation for students to learn is very important. With the motivation will improve, strengthen and direct the learning process, so that would be obtained effectiveness in learning.

### **3. Authentic Assessment Based Learning To Enhance Student Learning Motivation.**

In the 2013 assessment in the learning curriculum is done with an authentic assessment. In contrast to the assessment of conventional learning where the teacher only focuses on assessment is summative or assessment focuses on the results obtained by the students at the end of the learning process, the ultimate goal of education today is to develop competence of learners to pass judgment on the learning process that they do (Birenbaum & Dochy, 1996). Authentic assessment can establish a valid assessment and accountability. This means that the results of these assessments can really interpret the ability of learners during and after the learning process. Therefore, the assignment given to students should be able to describe the competencies required in the assessment.

Implementation Penilaian authentic potentially bring various benefits and advantages, which learners can play an active role in the assessment process, so as to reduce the anxiety of learners, and are not afraid of getting bad grades that can interfere with self-esteem because Ratings authentic formed of an assessment of learning activities that are constructivism, meaning that the assessment carried out on the establishment of a knowledge learner based on the experiences and problems found in everyday life, so it will feel more meaningful learning (Herrington, 1998). Authentic assessments provide valuable information to educators on the progress of learners and the success of the instruction. Through the curriculum in 2013, authentic assessment becomes a serious emphasis. In the execution of the authentic assessment educators must consider the balance between competence assessment of attitudes, knowledge and skills in accordance with the development of the characteristics of learners.

From the above description, it created an indicator to see the implementation of authentic learning assessment process as shown in the following table.

**Table-Based Learning Indicators Authentic Assessment**

No	Indicator Authentic Assessment	Aspect / Dimension Rated	Criteria Rating
1	Assignment is Authentic	Content	<ul style="list-style-type: none"> <li>Berkaitan with real life.</li> </ul>
		Focus Assignment	<ul style="list-style-type: none"> <li>Integrate aspects of cognitive, affective, and psychomotor.</li> </ul>
		Prior knowledge of students.	<ul style="list-style-type: none"> <li>See, assess and compare the students' prior</li> </ul>
		significance of knowledge.	<ul style="list-style-type: none"> <li>Meaningfulness in terms of content and technical provision of duty.</li> <li>meaningful for</li> </ul>





No	IndicatorAuthentic Assessment	Aspect / Dimension Rated	Criteria Rating
		The independence of students.	<ul style="list-style-type: none"> <li>Independence in tasks and permasalahan given.</li> </ul>
2	Environmental Aspects	of Learning Realistic	<ul style="list-style-type: none"> <li>Bring up the atmosphere, content, appropriate learning environment with problems in everyday life.</li> </ul>
		Practice professionalism.	<ul style="list-style-type: none"> <li>Encourage and emphasize learning practices in accordance with the profession of a teacher.</li> <li>Providing real problems experienced by a lady teacher.</li> </ul>
	Learning Resources	<ul style="list-style-type: none"> <li>Display, using a variety of learning resources.</li> <li>Finding and linking of information to develop learning.</li> </ul>	
	time	<ul style="list-style-type: none"> <li>Give time to work on or display the assigned task.</li> </ul>	
3	Aspect Social Interaction	Collaboration	<ul style="list-style-type: none"> <li>Conducting collaboration in the task.</li> <li>Menilah and assess aspects of social interactions that arise in learning.</li> <li>View and assess the positive interdependence that appears dalam learning.</li> <li>Noting assess the attitude of individual responsibility.</li> </ul>
		Individual	<ul style="list-style-type: none"> <li>Providing space for students to compete.</li> <li>Assess the competition that emerged during learning.</li> </ul>

No	IndicatorAuthentic Assessment	Aspect / Dimension Rated	Criteria Rating
4	Assessment Authentic	Products and Solutions.	<ul style="list-style-type: none"> <li>Showing good results of the work (product or solution) through oral or written.</li> </ul>
		Indicators in Learning.	<ul style="list-style-type: none"> <li>Include or relate to various indicators of learning (<i>multiple indicators of learning</i>).</li> </ul>
		Authenticity.	<ul style="list-style-type: none"> <li>The authenticity of the product and the value obtained by the students during the learning.</li> </ul>
5	Authentic Assessment Criteria	Criteria or Context	<ul style="list-style-type: none"> <li>Assess Aspects of affective, cognitive and psychomotor</li> <li>Context based on real-life issues or everyday problems.</li> </ul>
		Focus Penilaian	<ul style="list-style-type: none"> <li>memperhatian and assess basic competencies that must be owned by teachers (pedagogical, professional, social, personality).</li> <li>Seeing the students' ability in solving problems.</li> </ul>
		Transparent	<ul style="list-style-type: none"> <li>assessment is done openly</li> </ul>
		Assessment	<ul style="list-style-type: none"> <li>Using Rubrics and assessment portfolios</li> </ul>

By applying aspects above authentic assessment of learning is expected to provide quality learning and meaningful to the students so that they can increase their motivation to learn. This is in line with the opinions Mueller (2005) which says that the authentic assessment applied to learners will be able to deliver learning that is meaningful to them, it is because authentic assessment is a form of a task that



requires learners to demonstrate the performance in the real world in meaningful is the essence of the application of knowledge and skills. The application of authentic assessment also takes a toll on students become more calm and positive in looking at the results of the assessment of learning. They will not be too concerned about the results of the assessment that they will get, because they are involved in the assessment process conducted in the learning process.

### III. CONCLUSION

authentic assessments based learning bring an atmosphere of learning fun and challenging. For the teacher or professor, this study will provide a comprehensive assessment results, and authentic. while for students authentic assessments to make teaching more meaningful. Ratings do not only focus on the end result, but also pay attention to some aspects of cognitive, affective, and psychomotor appear in the learning process. To increase the interest and motivation of students, learning is designed to fit the picture of the reality in daily life and the assignment will be problems they experienced while working in accordance with the profession. Thus, the application of authentic assessment based learning is expected to enhance students' learning motivation.

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