

CHAPTER I

INTRODUCTION

1.1 Research Background

The development of era can change many aspects of life. One of the aspects that always develop because of the demand of globalization era is education. Education must be developed in order to the students can have good competences and improved skills to compete with other countries. The aspect that should be developed in education is curriculum. Curriculum as a guideline of education must correspond with time changing. The implementation of a new curriculum is an effort made by ministry of education because of the demands of the society including the job market and the development of science and technology.

The 2013 curriculum is the newest curriculum and has been implemented since 2014/2015 academic year. The transformation of curriculum from the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* to the 2013 curriculum affects many problems that are faced by teachers since the implementation of the 2013 curriculum ranging from the method change to using scientific methods, preparation of lesson plan, insertion of characters in the material, integration of skills, student-centred learning, to assessment of learning which is different from the previous curriculum.

One of the important parts in the teachers' tool that should be conducted to evaluate the students' progress and teaching learning process is assessment. Assessment is really needed in teaching and learning process because it is used to observe and evaluate the process, learning progress, and improvement of learners' learning result continuously (Permendikbud, 2016). It means that teachers should be able to evaluate their students to know the students' progress of learning and evaluate teaching learning process.

The concept of assessment used in the 2013 curriculum is an authentic assessment. Authentic assessment consists of performance appraisal, project appraisal, and portfolio assessment which cover three domains of cognitive, affective, and psychomotor. Kunandar (2013: 36) states that "the 2013 curriculum

underscores the shift in the assessment, from assessment through results (to outcome only), to authentic assessment (measuring attitudes, skills and knowledge based on processes and outcomes)". In the previous curriculum, the assessment made only more focused on the cognitive aspects only, while authentic assessment is not only pegged to cognitive abilities but also with other aspects such as affective and psychomotor that are related to the personality of students.

In conducting the assessment also, the teachers should require the principles of assessment process. Hermayawati (2017) proposed there are four principles the assessment process in the 2013 curriculum such as: 1) measuring students' thinking level from low to higher-order thinking; 2) emphasizing questions that require profound thought, not just rote or memorizing; 3) measuring the students working process, not just the students working achievements; and 4) using student learning portfolios. These principles will help the teachers to assess the student effectively.

According to Kemendikbud, 2017 the results of monitoring and evaluation of the implementation of Curriculum 2013 at the junior high school level in 2014 showed that one of the difficulties of teachers in implementing the Curriculum 2013 was in carrying out the assessment. More than 50% of teachers' respondents stated that they have not been able to properly design, implement and process the results of the assessment. Furthermore, many teachers have not yet fully understood how to draw up skills instruments and rubrics. It means that the teachers could not assess the students well and they need to get training and understanding more to adapt all aspects that related to the 2013 curriculum. In addition, the main points in the assessment are in formulating indicators, compiling instrument items and carrying out an attitude assessment with various techniques. The researcher also had ever had early interview to a teacher in SMP Negeri 1 Seyegan when the researcher did PPL there about teacher's problem in implementing the 2013 curriculum and understanding the 2013 curriculum. One of the problems is when designing the assessment such as find the good sources for the test. That teacher also said that assessing the students' attitude and spiritual aspect are not English teacher's job but it should be religion teacher. It means that teacher miss one aspect of assessment itself where assessment in 2013 should

covers three aspects such as knowledge, skills, and attitude. Based on the problems and experience of the researcher, the researcher assumed that there is still problem of the teachers in designing learning assessment based on the 2013 curriculum. The researcher conducted the research to prove that assumption to analyze the teachers' problems in designing formative assessment based on the 2013 curriculum.

1.2 Research Questions

Here are the research questions formulated:

1. How far do the teachers' understand about assessment in the 2013 Curriculum?
2. What are the teachers' problems in designing formative assessment based on the 2013 Curriculum?

1.3 Research Objective

To describe the objectives of this research are:

1. To describe the teachers' understanding about assessment in the 2013 Curriculum.
2. To find out the teachers' problem in designing formative assessment based on the 2013 curriculum.

1.4 Scope of the Research

The research involved some Junior High Schools in Sleman regency. There are 4 schools as the research setting and they are all public schools. They are SMP A, SMP B, SMP C, and SMP D in grade 7, 8, and 9. There were 7 teachers as sample. They were 2 teachers from SMP A, 1 teacher from SMP B, 2 teachers from C, and 2 teachers from SMP D. Language program design consists of curriculum, syllabus, worksheet, and assessments. Here, the researcher limited the scope only focus for the design of the formative assessment.

1.5 Research Benefits

1. Theoretically

This research can be an alternative reference for the next researcher in conducting the similar research.

2. Practically

The result will be used by the headmaster to evaluate the teacher especially in designing the learning assessment. The research can open the teachers' eyes and they can find the solution by themselves when they meet the problem in designing the test. The teacher can assess the students based on the students' capability with right procedure. So the students will get special treatment for who has low Minimum Criteria of Mastery Learning (KKM).

1.6 Definition of Term

In order to clarify the key term used in this study, there some definitions can be used to base the research data gathering:

1. The 2013 Curriculum

The 2013 curriculum is competency and character based curriculum. The 2013 curriculum was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. The 2013 curriculum is one of the government's efforts to resolve the various problems being faced by the world of education today (Premendikbud no 59,2014).

2. Assessment

Uno & Koni (in Satrianawati, 2013) describes assessment as a general term defined as a process to obtain information used in order to make decisions about students, curriculum, programs and educational policies. So, assessment becomes part of the learning activities.