

**ASSESSMENT IMPLEMENTATION IN DAILY EXAM (UH) BY
PHYSICS TEACHER IN SENIOR HIGH SCHOOL (SMA)
PILOTING CURRICULUM 2013 IN MEDAN**

Uli Dofa Sirait and Alkhafi Maas Siregar

Jurusan Fisika FMIPA Universitas Negeri Medan
ulidofasirait@gmail.com

ABSTRACT

The aim of this research is to analyze the conformity of assessment standard implementation in daily exam by physics teacher in some Senior High School (SMA) piloting Curriculum 2013 in Medan with government standard and curriculum 2013. Assessment implementation consist of planning, accomplishing, analysis and report the result. The research is using qualitative method with a phenomenology approach where researcher is the main instrument. Triangulation was used to evaluate the collected data example questionnaires, in-depth interview and documentation. Total numbers of subjects or data sources are six schools piloting curriculum 2013 in Medan. The results of questionnaires is 76.38%, in-depth interviews is 69.58%, documentation is 52.75% and triangulation is 66.24%. Percentage show teacher's implementation not maximal. Planning without assessment design, planing of remedial and enrichment. Accomplishing seems spontaneous and measure the student's knowledge competence only. Analysis, assess student by value obtained. Report without description of student's strengths and weaknesses in learning.

Key Word : Assessment Standard, Daily Exam, Senior High School, Curriculum 2013.

INTRODUCTION

Education is an important role in improving the prosperity of society. Education will produce reliable human resources (SDM) in managing natural resources, using technology, and providing services. Human resources (SDM) will be a valuable asset in developing the nation's progress. Therefore, the highest priority each state is improve the quality of education by curriculum. Improve or changes it be relevant to the demands of global needed according to the statement of M.Nuh (Momod, 2013)

that changes the curriculum is the government's efforts to improve the quality of education in Indonesia.

The curriculum is a set of planning and setting the objectives, content and learning materials and methods used to guide the learning activities organizer to achieve educational goals (Haryati, 2009). There was strong reasons the changed of curriculum time by time like encouraged to improve, develop, and increase the quality of the national education system continuously. Changes of national education curriculum will impact to changes

some elements contained in it such as competence of graduates, content standards, process standards, and assessment standards.

The ministry of education and culture is implement the Curriculum 2013 in this year. Graduate competencies described in three dimensions: (a) *attitudes*, (b) *skills* and (c) *knowledge*, accordance with the Peraturan Menteri Pendidikan dan Kebudayaan No.53 Tahun 2013 on Competency Standards for Primary and Secondary Education. Assessment Standard use to assess that competencies accordance with to Assessment Standard in Peraturan Menteri Pendidikan dan Kebudayaan No.66 Tahun 2013.

Teacher as the main actor that most influence aspect to achieve the curriculum goals and improving the education. They required to understand and apply it optimally and earnestly. In addition, teachers should know how to conduct a valid assessment so it able to measure student learning outcomes accordance with demands of curriculum. There are various forms of assessment can be made by teachers to assess the student learning outcomes, one of them is daily exam (UH). Daily exam (UH) is a technical exam form conducted by teacher periodically to measure the learning outcome or competence after learn a basic competence (KD) or more. Daily exam (UH) used as one consideration aspect to determine the cumulative value or grade of students' competence achieve will be presented on the report so it must measure authentic by valid instrument. Assessing the learning outcomes by educators conducted continuously to monitor the process and progress of student learning including to improve the effectiveness of learning activities. In assessing

student learning outcomes, teachers must obey and follow assessment standard.

Literature studies also show that many teachers are confused and do not understand, especially in the assessment form of curriculum 2013. In accordance with what was delivered by Waruwu as Director of Education Training & Consulting, Jakarta in her journal "Rangkuman Berbagai Pokok Pikiran Seputar Kurikulum 2013" assessment became a difficult part to be implemented by educators alike with statement of Rusilowati, Professor of the Faculty of Mathematics and Natural Sciences (MIPA) Semarang State University (Unnes) at Curriculum 2013 socialization during December 2013 in the city of Semarang that some teachers did not understand assessment concept actually.

RESEARCH METHOD

In this research, the method that used is a qualitative method with a phenomenology approach. "A researcher undertaking a phenomenological study investigates various reactions to, or perceptions of, a particular phenomenon (e.g., the experience of teachers in an inner-city high school). The researcher hopes to gain some insight into the world of his or her participants and to describe their perceptions and reactions (e.g., what it is like to teach in an inner-city high school)." (Fraenkel, 2006)

Location of research conducted in senior high schools which piloting Curriculum 2013 in Medan by considering the public and private status. Data collection is done on a "natural setting" (natural conditions), the primary data source and data collection techniques are questionnaire, in-depth interviews and documentation.

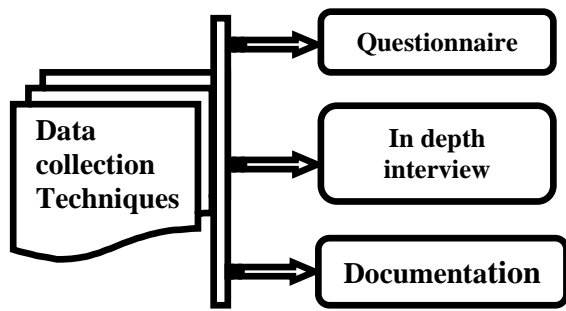


Figure 3.1 Data collection techniques

Questionnaires is a data collection technique which done by giving a set of questions or a written statement for answered by respondent (Sugiyono, 2010). Researcher use *structured questionnaires*, in order to obtain structured sequence and alternative answer from respondent and questionnaires about experience. In depth interviewing is a type of

of interview approach is useful for eliciting information about specific topics. In Ary (2010) wrote “ Documents are good source of data. They can provide good describe information are stable source of data, and can help grounded a study in its context”. In this research, documentation for support the credible of questionnaire and in depth interview by gathering data from teachers’ file. form such as photo, life picture, sketch. Documents in work product like film and other “.

RESULT OF RESEARCH

The total number of respondent as a information source in this research are six persons that consist of three (3) persons of professional physics teacher from public school and three (3) persons of physics teacher from private school. The qualifications of respondent can showed in table below.

Teacher	Teacher Identity		Teaching Experience (Year)	School	
	Gender (F/ M)	Age (Year)		Code	Status
A	F	48	20	S1	Public
B	F	50	24	S2	Public
C	F	49	22	S3	Public
D	F	41	14	S4	Private
E	M	34	8	S5	Private
F	M	39	10	S6	Private

Table 1: Physics Teacher Qualifications

interview which researchers use to elicit information in order to achieve a holistic understanding of the interview’s point of view or situation; it can also be used to explore interesting areas for further investigation. This type of interview involves asking informants open-ended questions, and probing wherever necessary to obtain data deemed useful by the researcher. In this research, researcher using general interview guided approach. When employing this approach for interviewing, a basic checklist is prepared to make sure that all relevant topics are covered. The interviewer is still free to explore, probe and ask questions deemed interesting to the researcher. This type

This research shows that all teachers have experience teaching as shown by the acquisition of the status of teachers who have been certified, even teaching experience ranging from 8-24 years. For records the implementation assessment standard on daily exam by physics teacher in some senior high school (SMA) piloting curriculum 2013, the researchers conducted a questionnaire for students, in depth interview for teacher and documentation to analyze the assessment teachers. From questionnaire got 76.38% only, it is sorely lacking in the implementation assessment. That should be perfect to

get appropriate and accurate assessment. The results shown from in-depth interviews of teachers amounted to 69.58%. The lower results 52.75% indicated from teachers' documentation. It is a process of triangulation that researchers did to get the assessment accuracy of teachers' assessment standard implementation at every school. The obtained average data triangulation at 66.24%.

Based on the data obtained from the Education Department of Medan, there are 27 units of Senior High School (SMA) piloting curriculum 2013 in Medan. The object of this research were six senior high school (SMA) piloting curriculum 2013 in Medan distinguished based on the status public and private school and research focus was physics teacher professionalism in implementation of assessment standard in daily exam. Some schools selected by purposive sampling. Purposive sampling is a sampling technique with particular consideration (Sugiyono, 2010). This research used qualitative methods by approach phenomenon and researcher is spearheading of data collection (instruments). Researchers plunge directly into the field to collect the information needed and adjust to aspects of the state can collect a variety of data at once. According to Miles and Huberman suggests that activity in qualitative data analysis is done interactively and continues over time until complete, so the data is already saturated. Activity in the data analysis of data reduction, data display and conclusion (Sugiyono, 2010). Data collection techniques are a questionnaire consisting of fifteen grains of questions used to collect data about teachers' behaviour conducted assessment standards in daily exam given to students by student's opinions,

in-depth interviews to obtain information from physics teacher as partner of researcher to improve the data got before and document analysis as a proof.

In Educational Assessment Standards (Permendikbud No.66 Tahun 2013) states that the assessment of learning outcomes in primary and secondary education implemented by educators, educational units, and government. Management of learning outcomes assessment by each teacher should parallel to the standard. Base on its rules set by government, especially for professional physics teachers should be able to implement assessment standard, able to execute properly. By implementing it, teachers determine the level of achievement of competencies acquired students and used as a material for the preparation of progress reports and improve learning outcomes and learning process according to the curriculum 2013. From the data got, teacher able to analyze the learning difficult of students and be a facilitator to help student to solve it and as a teacher teaching evaluation so teacher expected improve their ability in teaching.

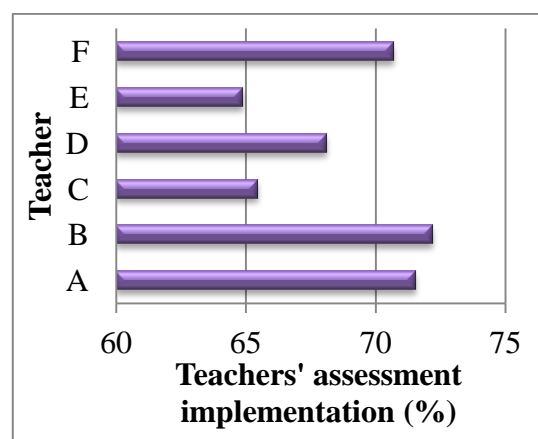


Figure 1. Teachers's implementation of standard assessment on daily exam

Wardhani (2008) said planning or preparation activities of assess

learning outcomes by teacher is (1) Inform the syllabus subjects in which to load the design and assessment criteria at the beginning of the semester, (2) developing and selecting indicators from basic competence and preparing assessment techniques appropriate at the time of preparing the syllabus of subjects, (3) develop instruments and guidelines for assessment in accordance with the form and selected assessment techniques. Its mean that before do the daily exam teacher must planning the assessment grids containing the indicators and assessment strategies. Assessment strategies include the selection of assessment methods and techniques, then create the instrument and drafting the remedial and enrichment program.

Base on triangulation got for teacher A from school 1 (S1), data shown that physic teacher seldom inform the assessment model to students by eighty percent students. A half of students as data resources elected that teacher B from school 2 (S2) often inform the models of daily exam before implement it. For teacher C from school 3 (S3) often inform the assessment modelm according sixty percent students. For teacher D from school 4 (S4) is eighty percent, teacher E school 5 (S5) is seventy percent and teacher F from school 6 (S6) eighty percent elected physic teacher seldom inform the models of daily exam before implement it. Generally, it because of physics teacher not designed daily exam criteria, models or techniques, not prepare remedial and enrichment program specifically and also not explained in lesson plan because the content of it always same or copy from previous and took it from internet without adjustment before cause it just as fulfillment of administration obligations. All these things lead syllabus

and lesson plan lost the functions and benefits in preparation of learning activities and to determine assessment. Lesson plan prepared to complement the educational administration only. Making lesson plans because of the demands of school or completeness of management administration not desire or self-motivation to plan and design a program of effective learning and assessment. Some teachers experiences in writing lesson plans and how the lesson plan guide assessment implementation on daily tests, there are obtained as follows:

(1) Lesson plan taken from internet that not based on the characteristics of schools and students are concerned, then at each stage of the lesson plan is not appropriate and not as expected. (2) Systems of assessment in lesson plan (from the internet) can not be applied to the students caused of the limitations of the facilities and students' ability. (3) From all the data get conclusion that lesson plan still far from perfect in the implementation of assessment.

Accomplishing is activities undertaken by the educators at this stage include: carry out assessment using instruments that have been developed and inspect the work of the students refer to the scoring guidelines, to determine the progress of learning outcomes and learning difficulties learners. The results of the work of students for each assessment returned to individual students with feedback / comments that educate for example, the strengths and weaknesses. The fact, physic teachers was not maximized in implementing assessment. Assessment of still tend to use traditional assessment. Even teachers rarely use more than two assessment techniques in daily exam. Teachers only assess and evaluate student learning out come

through a written test. Such assessment would only include knowledge aspects of learners only. Teachers only see the results of that assessment only of the results by written test and this research not found a teacher who uses draft assessment for attitude and skill competency although some teachers said they observed the student attitude when daily exam proceed. But they did attitude assessment without clear assessment instrument.

Analyze by the educators analyze the results using a benchmark assessment criteria that compares the results of the assessment of each student with a predetermined standard (graduated standard). This analysis is useful to know the progress of learning outcomes and student learning difficulties, as well as to improve the learning activities undertaken by educators as a follow up results of the analysis include: implementation of remedial programs for students who have not competence for daily exam results and provide enrichment activities for students who have completed administration of all assessments that have been carried out.

From six physics teachers gotten that almost entirely of teacher seldom use scoring guidelines to analyze the result of daily exam because the its design not prepare in lesson plan so there is not clear and complete way to analyze daily exam's result. Three from six teachers never return the result of daily exam accompanied with educated / positive comment and three left over often. On the ground that there is physical evidence that daily exam results of students for teachers so teachers can accountable for the final grade given to the student. Remedial for students who have not yet reached the competence, not conducted rightly. This research

shown not more fifty percent students able to pass daily exam, actually they must give remedial program and the students have very good value or grade give enrichment. Remedial which is expected to include three activities, namely: analysis of difficulties / weaknesses of students, remedial learning services formal / informal, and assessment of learning progress after remedial learning services (Wardhani, 2008). The fact that occur in the field, some teachers of physics said that the remedial implemented by creating a re-examination with questions that have the same with daily exam. There are also teachers who directly use the same matter of duty, sometimes ask student do the exam problem again as assignment. If the student does not pass the remedial, then the teacher passed to the standard value of the graduated standard directly. Some physics teacher said that the implementation of remedies like that caused of time limited. However, when examined properly, time is not a problem if the teacher actually designing and planning lessons before. Enrichment can be interpreted as an experience or activity learners who exceed the graduated standard and not all students can join. Enrichment activity is an activity that is given to a group of students quickly so that they can develop their potential optimally utilizing its remaining time (Wardhani, 2008). Enrichment activities carried out with the aim of providing an opportunity for students to deepen their mastery of subject matter related to the learning task is being carried out in order to reach the optimal level of development. The fact in field, physics teacher seldom did enrichment but if it did by give the task only like doing added question from books or student's worksheet.

The results of the assessment by educators and educational unit shall be submitted in the form of the achievement of the competence each subjects, accompanied by a description of the learning progress. Reporting is related to the description of students' progress, which needs to be reported is the attainment of the ability of students that really stands out or is still a weakness. Besides reports of behavior and personality development should also be implemented. Report the development of learners in the learning process should be done with accountability. In fact, not only report the value of knowledge competence, some physics teachers also report attitude competence. But according to the results of in-depth interviews found that teachers assessed attitude competence without completed clear instrument and the conducting tend to try remember again students' behavior at learning process and exam process but without description of student's advancement in learning process.

Here are their reasons and experiences toward to the difficulty in preparing, accomplishing, analysis and report the assessment. Researcher get that A teacher prepared daily exam criteria, models or techniques not designed specifically, implemented it as usual daily exam did. And also not explained in lesson plan because the content of it always same with previous. Daily exam implemented by written exam although ever did by assignment. From the results obtained, the students were able to pass authentically not much, it no reach 50% of total students. Teacher always give remedial by used same assessment instrument with daily exam although students who get remedial tend to not care, remedial result still not pass the graduated standard. She

decided to give the standard value for all student after remedial. Implementation of Curriculum 2013 is also rise a bit difficult for this teacher because of the mindset of students are low so does not allow implement the student center in learning process fully. Added of assessment aspects is very dense and confusing the teacher. Passing standard on the daily exam are also higher than before, so the teacher decided to reduce the level of difficulty of the questions in test. (In-depth interview, 8th March 2014)

Teacher B said that daily exam is very important because this test show the student's level mastery of material that has been taught. Usually the assessment technique by written exam with taxonomic level up to C 4 only and sometimes by personal or group assignment and oral test. In the process also can be juxtaposed with the observation process to determine the attitudes competence of student. Not much different from daily exam before the implementation of the Curriculum 2013, but a learning process can not be implemented fully as demanded by the curriculum because student interest was still low and inadequate facilities in school. So, authentic assessment not implemented due to integrated with the right process. Not only that, standard to passing daily exam is higher than before. To reduce total student who not passed daily exam, teacher added the same value to rise authentic value of student although not more than 40% of students able pass. (In-depth interview, 5th May 2014)

Teacher C said that the lesson plan was made to fulfill any obligations in school, learning process did suitable to class needed, materials and learning model implemented indirect interaction and carry out experiments where possible of the time and the suitable

means to material in learning. Daily exam implemented as one assessment to assess students' understanding toward material taught. Not much different with other resource statements. The teacher stated that in short time it is impossible to follow the demands of the Curriculum 2013 provide the learning process and tested the scientific basis due to the fact the student mindset is still very low. In Daily exam, assessment process focus into knowledge competency while at the same time assess the students' attitudes competence analysis through observation alone because teacher was still quite confused to use assessment instruments attitude. The result of daily exam seldom analyzed by used scoring guidelines. Total students passing standard graduated value for daily exam is authentic about 30 percent and give enrichment by did question or problem from book and students not passed gave remedial used same instrument with daily exam before. (In-depth interview, 9th March 2014)

Teacher D said that, assessing model of daily exam similar to previous curriculum (KTSP) but the aspect more dense in Curriculum 2013 and assess by scientific questions. However, it difficult to conduct caused of level thinking of student especially in X grade still low. Design of assessment not describe fully in lesson plan, because it contain statement of assessment technique without instrument as appendix. This assessment focus on assessing the student's knowledge toward the subject matter learned after finished one or more base competency by written test such as essay or multiple choice. The instrument made by herself with the level of problem till C5 only. The result of daily exam analyzed without scoring guideline because it usually use in

midsemester test. Seldom students who pass gave enrichment and did not pass gave remedial used same instrument as daily exam before. (In-depth interview, 6th May 2014)

Teacher E said that the assessment criteria are not applied by the lesson plan because it taken directly from the internet so it is less appropriate to be applied due to differences in the character of students and school facilities. Daily exam carried out in the form of a written test to measure the ability of the student's knowledge after a or more base competency taught. Remedial also rarely implemented even if there was students who did not pass because there are many materials that must be completed taught. Something make the assessment process in Curriculum 2013 different with KTSP is the lot of indicator assess in new curriculum through knowledge, attitude and skill competency. Actually, it difficult to do because the teacher ability finite while so many aspect to assess. (In-depth interview, 18th March 2014)

Teacher F said that the lesson plan is always taken from the internet or copied from the previous year but still modified as necessary to fit the student's character and assessment in daily exam for some material was not enough assessed by written test only. And for Curriculum 2013, lesson plan taken from internet and some socialization. According to teacher F, daily exam still did with the written exam with cognitive level through C5, written test is also more efficient and teacher able to watch over the implementation so that the results would be more authentic. Remedial and enrichment did as needed with timing consideration, and never documented the instrument to test just save the calculation of student's result. The

teacher state show that it's still difficult to combine three competency like knowledge, attitude and skill in daily exam caused of limited the time but the teacher still try to observe the student by watch them along process of daily exam. (In-depth interview, 27th April 2014).

CONCLUSION AND SUGGESTION

Based on result research and data collection, can be concluded that Teacher conduct the daily exam not maximal or not totaly congruence with demand of curriculum 2013 seem from teacher not prepare seriously the assessment instrument of daily exam seem from not analyze the result using scoring guideline, not conduct exact remedi and enrichment, not give personal constructive command to student caused of some factor like minimal training or guiding from the government to arrange the assessment, lack understanding how to develop and implement standardized assessments and students interest and motivation to study of physics subjects is still very low. As a suggested education department should provide new information in the assessment demand to Curriculum 2013 and guide the teachers.

REFERENCES

- Ary, D., (2010), *Introduction to Research in Education*, Wadsworth Inc, Canada, Belmont.
- Fraenkel, Jack.R., (2006), *How to Design and Evaluate Research in Education*, McGraw-hill, New York.
- Haryati, M., (2009), *Model dan Teknik Penilaian Pada Tingkat Satuan Pendidikan*, Gaung Persada Perss, Jakarta.
- Momod, (2013), *Sosialisasi dan Pelatihan Implementasi Kurikulum 2013* Surabaya: <http://mpn.kominfo.go.id/index.php/2013/03/06/kurikulum-2013-titik-tolak-peningkatan-kualitas-pendidikan/> (Accessed on Januari 24th, 2014)
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 53 Tahun 2013. *Tentang Standar Kompetensi Lulusan.*
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 66 Tahun 2013. *Tentang Standar Penilaian Pendidikan*
- Rusilowati, A., (2013), Kesulitan Guru pada Penilaian Kurikulum 2013: <http://unnes.ac.id/berita/87-persen-guru-kesulitan-soal-penilaian-penilaian-kurikulum-2013/> (Accessed on Januari 13rd, 2014)
- Sugiyono, (2010), *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfabeta, Bandung.
- Wardhani, Sri., (2008), *Standar Penilaian Pendidikan (Implikasinya Terhadap Tugas Guru Matematika dan Sekolah)*, Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Matematika, Yogyakarta.

Waruwu, F., (2013), *Rangkuman
Berbagai Pokok Pikiran
Seputar Kurikulum 2013,
Electronic Journal*,1-1