The Implementation of Authentic Assessment in Speaking Class based on MBKM Curriculum at the UMKABA University

Ismi Islamia R Iswari[1], Prof. Dr. Abdurrachman Faridi, M.Pd.[2], Fahrur Rozi, M.Pd., Ph.D.[3]

[1,2,3]English Education Department, Semarang State University, Semarang, Indonesia.

Corresponding Author: Ismi Islamia R Iswari

ABSTRACT

The research investigates the implementation of authentic assessment in speaking learning within the independent curriculum framework at UMKABA. It highlights the appropriateness and coordination of applying authentic assessment, emphasizing its alignment with the cognitive, affective, and psychomotor domains of learning. The study underscores authentic assessment as a paradigm shift in learning evaluation, focusing on holistic skill and character development in line with the MBKM curriculum's goals. Key components of effective authentic assessment preparation, such as rubric creation and alignment with learning outcomes, are discussed. Challenges faced by lecturers in preparing clear and objective assessment criteria are acknowledged, yet the benefits of authentic assessment in fostering 21st-century skills are emphasized. The study concludes that authentic assessment under the Merdeka Curriculum offers a more comprehensive evaluation approach, encompassing not only knowledge but also skills and attitudes, thus providing students with diverse opportunities to showcase their abilities.

Keywords: authentic assessment, speaking, MBKM Curriculum

INTRODUCTION

The curriculum landscape in Indonesian educational institutions undergoes dynamic transformations in accordance with regulations set forth by the Ministry of Education. These changes entail adjustments in learning programs and methodologies within schools. Presently, higher education has transitioned from the KKNI curriculum to the Independent Learning Independent Curriculum, officially inaugurated by the Minister of Education and Culture in early 2022. This research focuses on exploring authentic assessment practices employed by lecturers in speaking learning within UMKABA University, situated in Batang Regency.

Education serves as a beacon illuminating pathways to a promising future, not only for individuals but also for families and nations. Indonesia's education system spans various levels, with mandatory nine-year education mandated by Law No. 20 of 2003 concerning the National Education System. Despite this, the evolving job market demands increasingly stringent qualifications, propelling many individuals to pursue higher education for enhanced career prospects. Educational institutions, including universities, adhere to standardized curricula, shaping the delivery of course materials to learners.

The emergence of the COVID-19 pandemic three years ago has significantly impacted

Indonesia's education system, necessitating a shift from traditional face-to-face learning to remote online platforms. This transition has presented challenges, such as impediments to lecturer-student and peer interactions, resulting in academic setbacks for many learners. Technical issues, adaptation struggles, and lecturer unpreparedness have compounded the difficulties faced during online learning. To address these challenges, the Ministry of Education and Culture introduced emergency curriculum measures, simplifying learning frameworks to mitigate pandemic-induced learning loss. Despite these efforts, the educational landscape continues to evolve, leading to the development of the Merdeka Belajar Curriculum for different educational tiers, including universities. The Ministry's initiatives aimed at mitigating pandemic-induced learning challenges have led to the adoption of the MBKM curriculum, focusing on fostering learners' competencies and preparing them for future leadership roles. Flexible experiential learning opportunities are envisioned to empower learners to develop their potential and interests effectively. Consequently, this research delves into the MBKM curriculum's development, specifically examining authentic assessment practices in speaking learning.

The primary research problem revolves around understanding how authentic assessment is implemented in speaking classes under the MBKM Curriculum. Key inquiries include the preparation, instrumentation, execution, and student performance during assessment. Additionally, the perceptions of English lecturers and student responses regarding authentic assessment implementation are explored. This study aims to elucidate the implementation of authentic assessment in speaking classes at UMKABA University under the MBKM Curriculum, focusing on preparation, instrumentation, execution, and student performance. Furthermore, it seeks to understand English lecturers' perceptions and student responses to authentic assessment practices.

MATERIALS & METHODS
The material discusses authentic assessment, emphasizing its principles, characteristics, techniques, purposes, and application in the context of speaking skills evaluation. Authentic assessment entails assessing learners' abilities in real-life situations, focusing on their problem-solving skills, knowledge, and attitudes. It involves various characteristics such as being valid, reliable, and emphasizing higher-order thinking skills. Techniques for authentic assessment include observation, oral questions, projects, portfolios, and interviews, among others. The purpose of authentic assessment is to emphasize learners' knowledge, encourage direct responses, evaluate performance in real-time, and accommodate diverse learning styles and backgrounds. In the context of speaking assessment, authentic assessment involves real-life tasks that simulate language use outside the classroom, utilizing techniques like simulations, oral interviews, and portfolios. However, speaking assessment poses challenges due to its subjective nature and reliance on various variables. Despite these challenges, authentic assessment in speaking offers various learning methods and requires careful design of assessment criteria to align with learning objectives.

The material highlights the significance of lecturers' perceptions in shaping assessment practices, particularly in the context of the Independent Curriculum – Independent Campus (MBKM Curriculum) and the assessment of speaking skills. Lecturers' perceptions strongly influence how they design and implement assessments, as well as their approach to teaching and learning. The MBKM Curriculum, introduced as a replacement for the previous KKNI curriculum, aims to provide learners with a more flexible and autonomous learning experience, emphasizing the development of both hard and soft skills relevant to the evolving needs of society and the workforce.

Authentic assessment is a key component of the MBKM Curriculum, focusing on assessing learners' attitudes, knowledge, and skills in real-life contexts.

In the realm of English language teaching, speaking skills are essential, and authentic assessment methods are particularly beneficial for evaluating these skills. Authentic assessment of speaking allows learners to respond to genuine communicative needs and provides insights into their progress over time, not just their final outcomes. Lecturers' perceptions play a crucial role in shaping the implementation of authentic assessment practices. Their understanding and awareness of assessment processes influence their decisions regarding the selection of appropriate approaches and methods, ultimately impacting the quality and effectiveness of the assessment provided to learners. Thus, acknowledging and addressing lecturers' perceptions of authentic assessment is essential for ensuring its successful implementation and maximizing its benefits for learners.

The research methodology section provides a comprehensive overview of the approach undertaken in this study. Drawing upon various references, including previous studies and theoretical frameworks, the research design employs a case study within a descriptive qualitative research framework. This design was chosen to interpret real-life situations and human perceptions, utilizing methods such as interviews, questionnaires, observations, and document reviews. The study focuses on English Language Education Lecturers at UMKABA University, aiming to analyze their perceptions and implementation of authentic assessments for speaking. Instruments for data collection include interviews, document analysis, and classroom observation, each tailored to address specific research problems. The data collection procedure involves conducting interviews, analyzing documents, and observing classroom practices. Analysis techniques encompass data reduction, display, and conclusion. Findings will be reported narratively, supplemented by simple tables. Triangulation is employed to ensure the validity of results, particularly through analyst triangulation.

RESULT

The results of the study are presented in several sections. The Observation section details the process undertaken to observe speaking lessons both online and offline at UMKABA University. The researcher closely monitored activities, recording data through various means such as video recordings, photos, and observation checklists. Interviews were also conducted with English lecturers to delve deeper into the implementation of authentic assessment in speaking classes based on the MBKM Curriculum. Through these interviews, insights were gained into the lecturers' preparations, which include formulating learning outcomes, selecting assessment types, and developing clear assessment rubrics. Various assessment activities were identified, including role play, simulation, projects, and debates, with role play being a commonly utilized method. Despite challenges such as subjectivity in assessment and limited time/resources, authentic assessment was recognized for providing a comprehensive evaluation of students' abilities and fostering critical thinking skills. The study also highlighted differences between the independent curriculum and previous ones like KKNI, emphasizing the greater emphasis on authentic assessment in the former. The assessment process was found to be well-received by both lecturers and students, with benefits including increased student motivation and the provision of constructive feedback. Overall, the research sheds light on the effective application of authentic assessment in speaking learning within the context of the independent curriculum at UMKABA University

DISCUSSION

This research discusses the findings and interpretations of implementing authentic

assessment in speaking classes at UMKABA University under the Merdeka Belajar – Kampus Merdeka (MBKM) curriculum. It encompasses data from interviews, observations, and discussions with English lecturers. The observation period spanned 8 sessions over two months, both online and offline, focusing on lecturer activities during speaking classes. Interviews were conducted with two lecturers, Prasetyawan Aji Sugiharto and Yan Imam, to delve deeper into the application of authentic assessment. Lecturers prepare for assessments by formulating learning outcomes, determining assessment types, and creating clear rubrics. Challenges include time-consuming rubric creation and ensuring consistent assessment. Authentic assessment methods include role-play, where students engage in English scenarios, facilitating effective communication assessment.

The application of authentic assessment aims to measure critical thinking, motivation, and communication skills, providing a comprehensive evaluation. Despite initial student apprehension, authentic assessment encourages skill development and confidence over time. Assessment activities involve various methods such as performance assessment, project assessment, and self-assessment, each targeting specific skills like fluency and interaction. Challenges in designing assessment instruments include aligning criteria with learning objectives.

The MBKM curriculum emphasizes authentic assessment to enhance student learning quality. Lecturers find the assessment process practical and conducive to student motivation. However, student understanding of assessment rubrics remains a challenge. Overall, the research highlights the efficacy of authentic assessment in speaking classes under the independent campus curriculum, fostering skill development and student engagement.

CONCLUSION

The conclusion drawn from the research findings underscores the effectiveness and appropriateness of implementing authentic assessment within the speaking classes of UMKABA University, particularly within the framework of the independent curriculum for independent campus learning. The application of authentic assessment is characterized by a meticulous and well-coordinated approach, wherein lecturers demonstrate a profound understanding of authentic assessment principles and diligently prepare lesson plans before entering the classroom. Authentic assessment in speaking learning at UMKABA University is distinguished by its comprehensive evaluation of students across cognitive, affective, and psychomotor domains. This approach emphasizes real-world performance and understanding, thereby representing a paradigm shift from traditional testing methodologies. By focusing on students' abilities to effectively communicate in authentic contexts, authentic assessment fosters the development of essential skills and character traits necessary for success in the 21st century.

Prior to conducting authentic assessment in speaking lessons, lecturers undertake thorough preparations, including the development of assessment rubrics tailored to specific learning outcomes such as simulation, presentation, debate, or role-play. Moreover, the alignment of authentic assessment with the expected graduate profile of the study program ensures that assessment activities are relevant and conducive to holistic skill development.

While the preparation of clear and objective assessment rubrics may pose challenges due to the time and effort required, the benefits of authentic assessment far outweigh the difficulties. The Merdeka Curriculum's emphasis on holistic and comprehensive assessment signifies a departure from the narrower focus of previous curricula, such as the KKNI curriculum. Authentic assessment not only measures students' knowledge but also their skills and attitudes, providing students with diverse opportunities to demonstrate their abilities and fostering a

deeper engagement with the learning process.

In essence, the research underscores the transformative potential of authentic assessment in speaking learning, heralding a new era of assessment practices characterized by relevance, authenticity, and holistic evaluation. Through careful preparation and alignment with learning outcomes, authentic assessment emerges as a cornerstone of student-centered pedagogy, empowering students to thrive in an ever-evolving educational landscape and beyond.

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