

The Assessment of Attitude, Knowledge, and Skill in English Language Learning on 2013 Curriculum

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan secara teoritis tentang penilaian sikap, penilaian pengetahuan, dan penilaian keterampilan. Metode yang digunakan dalam pembahasan ini adalah metode literature review. Metode ini menekankan pada buku ajar sebagai sumber data dan kajian teoritis. Hasil pembahasan ini menemukan bahwa penilaian sikap meliputi: (1) penilaian spiritual yang didalamnya terdapat agama dan moralitas, (2) penilaian sosial yang didalamnya terdapat kedisiplinan, tanggung jawab, sopan santun, kejujuran, toleransi, dan percaya diri. Untuk penilaian pengetahuan meliputi: (1) tes tertulis yang didalamnya terdapat tes pilihan ganda, tes uraian, tes benar salah, (2) tes lisan yang didalamnya terdapat kuis dan tanya jawab, (3) tes penugasan yang didalamnya terdapat adalah tes kelompok dan individu baik di sekolah maupun di luar sekolah, (4) tes portofolio dan observasi. Untuk penilaian keterampilan meliputi: (1) penilaian latihan yang didalamnya terdapat latihan membaca, latihan menulis, latihan menyimak, (2) penilaian berbasis proyek yang didalamnya terdapat minat dan kreativitas, (3) penilaian portofolio, (4) penilaian instrumen.

Kata kunci: Penilaian, Sikap, Pengetahuan, Keterampilan, Kurikulum 2013.

Abstract: This study aims to describe theoretically attitude assessment, knowledge assessment, and skills assessment. The method used in this discussion is the literature review method. This method emphasizes textbooks as a source of data and theoretical studies. The results of this discussion found that attitude assessment includes: (1) spiritual assessment in which there is religion and morality, (2) social assessment in which there is discipline, responsibility, courtesy, honesty, tolerance, and self-confidence. For the assessment of knowledge includes: (1) written tests in which there are multiple-choice tests, description tests, and false correct tests, (2) oral tests in which there are quizzes and questions and answers, (3) assignment tests in which there are group and individual tests both in school and outside of school, (4) portfolio and observation tests. For skills, the assessment includes (1) an assessment of practice in which there is reading, writing practice, and listening practice, (2) a project-based assessment in which there is interest and creativity, (3) a portfolio assessment, and (4) an Instrument assessment.

Keywords: Assessment, Attitude, Knowledge, Skill, 2013 Curriculum.

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INTRODUCTION

To achieve educational goals, of course it is inseparable from the education curriculum. The curriculum is a container that will determine the direction of education. The success and failure of an education is very dependent on the curriculum used. The curriculum is the spearhead for the implementation of educational activities. Without an education curriculum it will not run well, effectively, and efficiently as expected. The curriculum is essentially needed in order to advance and succeed educational goals.

In the teaching and learning process in the world of education one of the inseparable parts is evaluation. Based on the 2013 curriculum began to be implemented in the 2013/2014 school year in schools, from basic education to secondary education throughout Indonesia. The graduation competency emphasizes the realm of attitude, skills and knowledge. To be able to realize the achievement of the three domains, every school at all levels of education in the implementation of learning activities must refer to established standards, both learning that is carried out outside the classroom or within the school environment. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective.

Quality education will be said if it is able to develop all the potential and skills of students needed in the future. For a quality education process it will at least realize students who are faithful, polite, knowledgeable, skilled, and have a sense of responsibility. According to Afandi (2013), these goals must always be juxtaposed with the development of the era and the guidance of competition in the future, better known as life skills in the form of soft skills and hard skills. Therefore, schools, especially teachers, should be able to gather information that can provide an objective and candid picture to answer whether learning objectives can be achieved or not. For this reason, the teacher needs to carry out a measurement activity to the extent that the material has been conveyed can be accepted by students. The measurement results will illustrate the extent to which the objectives of the education process have been achieved (Mas'udi, 2014). To refer to these demands, education must have a quality assessment system. And quality assessment will reflect quality education and graduates as well. For this reason, educational institutions must practice comprehensive evaluation in order to describe the achievement of student competencies. Comprehensive in question is the assessment is not only limited to a positive assessment, but also affective and psychomotor during the educational process and on an ongoing basis.

According to Ahmad (2015) assessment functions to track progress and check the skills and abilities of students. Therefore, the teacher must have a correct understanding of the producer and how to conduct quality assessments.

The 2013 curriculum assessment emphasizes overall authentic assessment which includes attitudes, skills and knowledge competencies based on the process and learning outcomes (Musfiqon and Nurdyansyah, 2015). Authentic assessment pays more attention to the balance between competency assessments of attitudes, knowledge, and skills that are tailored to the development of learners' characteristics according to their level. The higher the level of development and education level of students, the mastery of knowledge competencies and skills is greater or broader, but the mastery of attitudes competency is smaller (it is assumed that attitude competencies have been embedded in the previous level). Thus, at a low level such as high school, inculcation of competency attitude must really be a concern and emphasis, so that when students later continue their education to a higher level already has a strong foundation. Because by instilling good attitude in children from an early age it is hoped that it will become a habit and

good morals for children who can become habits in the future. In the selection of assessment techniques, a teacher at the elementary school level should have more portions.

Using assessment techniques related to soft skills rather than hard skills (Kunandar, 2015). For example soft skills that need to be trained and measured include: observing, motivating, cooperating, disciplining, communicating with friends, manners, being polite, and other matters relating to character education. However, mostly in the field, judgments on attitude competency are of little concern. This is because the format of the assessment of attitude competence is too much and also difficult, so in this case it requires professionalism from a teacher. In addition, in the assessment process, the teacher must also observe one by one the attitudes of students with quite a large number who have different characters, traits, and backgrounds with limited time.

According to Arifin (2012) stated that in essence the evaluation is a systematic and ongoing process to determine the quality of values and meaning of something, based on certain considerations and criteria in order to make a decision. Wandt and Brown (1977) suggested that evaluation is a process to determine the value of something. Then the notion of evaluation is emphasized again, with limitations as the process of assigning or determining values to certain objects based on a certain criterion. But in general evaluation is a systematic process to determine the value of something (goals, activities, decisions, performance, processes, people, objects).

METHOD

This research uses literature review method. This method emphasizes textbooks as a source of data and theoretical study. The results of this discussion are specific to three types of assessment, namely: attitude assessment, skills assessment and knowledge assessment. The data or information collected in this study are: data relating to the obstacles faced by the teacher when carrying out an assessment of students.

RESULT AND DISCUSSION

Assessment can be said as a process of gathering and processing information to measure the achievement of student learning outcomes. Assessment is a series of activities to obtain, analyze, and interpret data about the learning process and learning outcomes of students which are carried out systematically and continuously, so that it becomes meaningful information in decision making. The assessment can be done during the learning process called the process assessment and after the learning is done is called the results assessment.

Assessment as a systematic process and include the activities of collecting, analyzing, and interpreting information to determine how far a person or group of students reaches the specified learning goals, both aspects of knowledge, attitudes and skills, so that it can be concluded that assessment is a a systematic procedure that includes collecting, analyzing, and interpreting information that can be used to make conclusions about the characteristics of a person or object. Sani (2016) revealed that the

assessment is systematic and systemic which is done through collecting data or information that is valid (reliable) and reliable and then the data or information is processed as an effort to consider the policy making of an educational program.

Assessment of achievement of students' competencies includes attitudes, skills and knowledge competencies that are carried out in a balanced manner so that they can be used to determine the relative position of each student to the standards set. The knowledge assessment can be interpreted as an assessment of intellectual potential which includes factual, conceptual, procedural, and metacognitive knowledge. Based on the opinion of Anderson & Krathwohl (2001) The level of the learners' assessed levels is remembering, understanding, applying, analyzing, evaluating and creating. So assessment is the process and collection of information to measure the achievement of student learning outcomes of students. An educator needs to do an assessment to find out the achievement of students' knowledge competence.

Assessment of Attitude

Attitudes begin with feelings related to one's tendency to respond to something / object. Attitude is also an expression of values or outlook on life possessed by someone. Attitudes can be formed, so that the desired behavior or action occurs. Attitude competence is an expression of values or outlook on life possessed by someone and manifested in behavior (Asrul, Ananda, and Rosnita, 2014). Attitude competency assessment in learning is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is reflection (reflection) understanding and progress of individual student attitudes.

There are two types of attitude assessment, the first is the assessment of spiritual attitude is the assessment that must be done is to appreciate and live the teachings of the religion that is embraced. confidence. At the end of the semester, subject teachers and homeroom teachers are obliged to report the results of attitude assessments, both spiritual attitudes and social attitudes integratively (Purwanto, 2016). The attitude assessment report is in the form of a qualitative value and a description of the students' attitudes for the subject concerned and between subjects. Qualitative values describe the relative position of students against the specified criteria (Ratnawulan and Rusdiana, 2014). Qualitative assessment criteria are categorized into 4 categories, namely: Very Good (SB), Good (B), Fair (C), Less (K).

The description contains a narrative description of attitudes competency achievement in accordance with the core competencies and basic competencies of each subject. Descriptions of attitudes in each subject outline the strengths of learners' attitudes, and attitudes that still need to be improved. Examples of the description of attitudes in the subject are showing good attitudes in honesty, discipline, need to be increased in an attitude of confidence, and showing a good attitude in honesty, discipline, and confidence. While the description of the attitude between subjects

becomes the responsibility of the homeroom teacher through the analysis of the attitude value of each subject and the periodic discussion process with the subject teacher. Descriptions of attitudes among the subjects describe the strengths of the students' attitudes, and attitudes that still need to be improved if there are overall, as well as recommendations for improvement. An example of a description of the attitude between subjects is showing good attitude in honesty, discipline, tolerance, mutual cooperation, courtesy, and self-confidence. The attitude of responsibility needs to be improved, through the habituation of independent assignments at home, and the second is to show a good attitude in honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy, and confidence. The attitude assessment exercise uses a variety of techniques and forms of assessment that are varied and ongoing in order to produce an authentic assessment as a whole. Attitude values are obtained through the processing of attitude values (Ratnawulan and Rusdiana, 2014).

Some things that need to be considered in value processing are attitude value processing done at the end of basic competencies and end of semester, value processing based on the expected attitude according to the demands of basic competencies, this value processing is derived from the values obtained through various assessment techniques, determining different weights for each assessment technique, if needed, by prioritizing the observation technique has a greater weight, processing the end of semester values are sourced from all the attitude values according to the semester's basic competencies concerned.

Assessment of Skill

Assessment of the achievement of competency skills is an assessment conducted on students to assess the extent to which the achievement of SKL, KI, and KD specifically in the dimensions of skills (Kunandar, 2015). The scope of the assessment of the skills dimension includes skills in the realm of concrete including the activities of using, decomposing, assembling, modifying, and making. Whereas in the abstract realm, these skills include the activities of writing, reading, calculating, drawing, and composing.

At the end of each school year, in accordance with Minister of Education and Culture Regulation No. 68 of 2013 concerning the Basic Framework and Curriculum Structure of the core competency skills (KI-4), the bill in each class is in accordance with the education unit. The formulation of basic competencies is developed by paying attention to the characteristics of students, initial abilities, and characteristics of a subject. The realm of skills is gained through observing, asking, trying, reasoning, presenting, and creating. As for the kinds of competency skills assessment techniques, the first is practice assessment, where practice evaluation is an assessment that requires responses in the form of skills to perform an activity or behavior in accordance with competency demands. Practical assessment is done by observing the activities of students in doing something. Assessment is used to assess the achievement of competencies that require students to perform certain tasks such as: practice in the laboratory, practice of prayer, practice of sports, role playing, playing an instrument,

singing, reading poetry / reclamation, and so on (Musfiqon and Nurdyansyah, 2015). To be able to meet the quality of planning and carrying out practice assessments, the following are technical guidelines and references in planning and carrying out assessments through practical tests.

Following are the technical guidelines for implementation and reference in determining the quality of practice appraisal. The first is practice appraisal planning, in the practice appraisal planning we need to determine competencies that are important to be assessed through practice tests, and be able to compile indicators of learning outcomes based on competencies to be assessed, so as to be able to describe criteria that indicate the achievement of indicators of competency achievement results, and can arrange criteria into assessment rubrics, able to arrange tasks in accordance with the assessment rubrics, test tasks if related to practicum activities or use of tools, improve based on the results of trials if conducted trials, compile criteria / graduation limit / minimum standard limits on student competency achievement. The second is the implementation of practical assessment, as for the steps that must be taken in carrying out practical tests, namely: to submit a rubric before carrying out the assessment to students, provide students with the same understanding of the assessment criteria, submit tasks to students, check the availability of tools and materials used for practical tests, carrying out assessments over the planned time span, comparing student performance with assessment rubrics, conducting assessments carried out individually, recording assessment results and documenting assessment results. The third is reporting the results of the assessment of the test as for the things that need to be examined in reporting the results of the assessment as feedback on the assessment through practical tests, namely: Decisions are made based on the level of achievement of students' competencies, the report is given in the form of numbers and / or ability categories, complete with descriptions meaningful, written reports, reporting submitted to students and parents of students, reporting is communicative or can be understood by students and guardians of students, reporting includes considerations or decisions on student performance achievements. And the last is the rubric quality reference, practice tests must meet the following criteria: Rubric contains a set of indicators to assess certain competencies, indicators in rubric are sorted by the order of work steps on assignments or systematically on student work, rubrics can measure the ability to be measured (valid), rubrics can be used (feasible) in assessing students' abilities, rubrics can map students' abilities, and rubrics are accompanied by clear scoring for decision making (Kunandar, 2015).

Aside from practical assessment there are also project-based assessments which are learning tasks which include written, oral, design, implementation, and reporting activities within a certain time. Project evaluation is an activity evaluation of a task that must be completed within a certain period or time. The task is in the form of an investigation from the planning, collecting, organizing, processing and presenting data. Project assessment can be used to know understanding, ability to apply, investigate and inform students clearly on certain subjects and indicators / topics (Sani, 2016). In

project appraisal, there are at least three things that need to be considered: the first is the ability to manage, the intention is the ability of students to choose indicators / topics, search for information and manage the time of data collection and report writing. The second is relevance, the intention is conformity with subjects and indicators / topics, taking into account the stages of knowledge, understanding and skills in learning. And the third is authenticity is the project undertaken by students must be the result of his work, taking into account the teacher's contribution in the form of instructions and support for students' projects. Furthermore, to ensure the quality of planning and carrying out project appraisals, technical guidelines need to be put in place.

Aside from the practical assessment and project assessment of those that are meant by portfolio assessment. Portfolio assessment is an assessment carried out by assessing the collection of all students' work in a particular field that is reflective-integrative in order to find out the interests, developments, achievements, and / or creativity of students in a certain period of time (Sanjaya, 2006). The work can be in the form of concrete actions that reflect the students' concern for their environment.

Portfolio assessment is an ongoing assessment based on a collection of information that shows the development of the ability of students in a certain period. Such information can be in the form of students' work or the results of repetition of the learning process that are considered best by students (Sani, 2016). At the end of a period the work is collected and assessed by the teacher. Based on this development information, teachers and students themselves can assess the development of students' abilities and continue to make improvements. The first step that must be considered is planning, implementing, assigning references, rubric references, and then there are assessment instruments. As for planning the assessment of the portfolio is determining the basic competencies (KD) which will be assessed for achievement through portfolio assignments at the beginning of the semester and informed to students, formulating learning objectives that will be assessed for achievement through portfolio assessment, explaining the intended use of types and forms as well as assessment criteria of performance and / or student work that will be used as a portfolio or explanation accompanied by examples of portfolios that have been carried out, determine portfolio assessment criteria determined by teachers and students, determine the format of documentation of portfolio assessment results containing at least the topic of activities (portfolio assignments, assessment dates, and notes of achievement) the level of perfection of the portfolio, prepare a folder that is given an identity: (student name, class / semester, school name, subject name, and school year) as a forum for documenting the portfolio of students. Next is the implementation of Portfolio Assessment is to carry out a learning process related to portfolio assignments and assess them when face-to-face activities, structured tasks or unstructured independent tasks, adjusted to the characteristics of the subjects and the objectives of learning activities, conduct portfolio assessments based on assessment criteria that have been set or mutually agreed upon with students (Kunandar, 2016).

Portfolio assessment by students is as a self-evaluation, students record the results of their portfolio assessment for self-reflection material, document portfolio assessment results according to the specified format, provide feedback on student work on an ongoing basis by providing information on the strengths and weaknesses of the work and how to improve it and informed to students, giving identity (name and time of completion of the assignment) collecting and storing their respective portfolios in one folder or folder in their respective homes or in school lockers, after a work has been assessed and its grades have not satisfied students are given the opportunity to improve it and make "contract" or an agreement on the period of repairs and submission of the work to the teacher. Continued with the Reference Task for Portfolio Assessment is a task in accordance with the competencies and learning objectives that will be measured, student work that is made into a portfolio of work (test results, daily student behavior, structured task results) documentation of student activities outside of school that support activities learning, portfolio assignments include (aspects of the title, learning objectives, scope of learning, job descriptions, assessment criteria), job descriptions contain activities that train students to develop competencies in all aspects (attitudes, knowledge, skills), task descriptions are open in the sense of accommodating The resulting portfolio contains a variety of contents, sentences used in job descriptions using communicative language and are easily implemented, and the tools and materials used in completing portfolio assignments are available in students' environments and are easy to obtain. Next is the reference Portfolio Assessment Rubric which contains key indicators of basic competencies that will be assessed by portfolio, rubric contains aspects of assessment that are relevant to the contents of the portfolio assignment, rubric contains the criteria for perfection (level, level) of the assignment results, rubric is easy to use by teachers and students, and the rubric uses language that is straightforward and easily understood. And the last is the form of the Assessment Instrument is a competency in the form of a checklist or rating scale equipped with a rubric. Checklist (Check-List) Performance assessment can be done using a checklist (good-not good). By using a checklist, students get a rating if certain competency mastery criteria can be observed by the assessor. If it cannot be observed, students do not get grades (Sanjaya, 2006). The weakness of this method is that the evaluator only has two absolute choices, for example true-false, observable-unobservable, good-bad. Thus there is no middle value, but a checklist is more practical to be used to observe subjects in large numbers (Oktaviyani, Herpratiwi and Sukirlan, 2015).

Assessment of Knowledge

Knowledge competency assessment is an aspect of assessment that is very well known by teachers. One of these knowledge competency assessments includes oral tests which include multiple choice tests, matched, true false, complete, brief descriptions and much more. techniques in written tests for the assessment of knowledge competencies. Written test questions that become authentic assessments are questions that require students to formulate their own answers, such as description questions. Questions about

the description require students to express or express their ideas in the form of written descriptions using their own words, for example expressing opinions, thinking logically, and concluding (Ratnawulan and Rusdiana, 2014). Each type of assessment has strengths and weaknesses. For example the advantages of tests in the form of description, is easier to develop, and lure students to be able to develop ways of thinking, and practice critical thinking skills (Oktaviyani, Herpratiwi and Sukirlan, 2015). Weaknesses of written tests in the form of description include the scope of the material being asked is limited and requires more time in correcting answers. Besides that, it has an element of subjectivity from the evaluator that is difficult to avoid.

Assessment with multiple choice types has advantages including having a high objectivity element, being able to cover a considerable amount of material students have learned, and being easy to correct. While its weaknesses, among others, require carefulness in compiling the test, weak in training students to think critically, can only measure students' abilities at the lowest cognitive level. Knowledge assessment can be carried out with a variety of techniques, such as the first is a written test can use several types of assessments such as true false, multiple choice, paired, filling / complete, and description. The second is an oral test assessment with an oral test can be done with quizzes and questions and answers. The third assignment test can be done with assignments carried out individually or in groups within the education unit or outside of school (Sani, 2016).

CONCLUSION

Assessment is an integral part of the learning process, as an integral component assessment must be planned from the beginning before the learning activities are carried out. Assessment must be comprehensive, to get information on all aspects of student development both cognitive, affective, and psychomotor aspects. The assessment carried out comprehensively is an authentic assessment which is an assessment to assess from the beginning (input), process and output (output) of learning. Conceptually authentic assessment is significantly more significant than standardized tests. Authentic assessment is also interpreted as the process of gathering information by teachers about the development and achievement of learning undertaken by students through various techniques that are able to express, prove or demonstrate appropriately on learning goals and abilities (competencies) have really been mastered and achieved. Authentic assessment is also obtained in several explanations about class-based assessment which consists of tests (paper and pen) and non-tests can be in the form of performance tests, product assessments, project assessments and portfolios.

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