

# Exploring Students' Perceptions and Experiences in using Authentic Assessment at Subsidized Pre-service Teacher Profession Education Program of English Language Education Study Program of Universitas Khairun

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**Keywords:** Authentic assessment, Productive skills, Qualitative research, Thematic analysis.

**Abstract:** Authentic assessment has been recommended to use in teaching and learning of English based on Curriculum 2013 in Indonesian high schools. This is in line with the principle of the teaching and learning of English which is mainly activity-based. Authentic assessment is particularly used when high school teachers want to assess English speaking and writing skills of their students. This article presents part of the research which is to explore views and experiences of the students of Program Pendidikan Profesi Guru Prajabatan Bersubsidi [Subsidized Pre-Service Teacher Profession Education Program] at Universitas Khairun concerning the use of authentic assessment during their teaching practicum. This is qualitative research with a case study involving 11 students of 'Program Pendidikan Profesi Guru Prajabatan Bersubsidi [Subsidized Pre-service Teacher Profession Education Program] of English Language Education Study Program at Universitas Khairun. Semi-structured interviews were used to collect data from the respondents. The data obtained were analyzed using Miles and Huberman's thematic analysis. Findings from the data analysis were then discussed.

## 1 INTRODUCTION

Education is an important and strategic pillar in nation building including Indonesia and because it is part of the nation's component. In Indonesia, the meaning of education is embodied in the 1945 Constitution Chapter XIII on Education and Culture article 31 along with several related laws and regulations. For example, Law Number 20 of 2003 which regulates the national education system, especially in article 3, National education, performance and character and dignified civilization of the country in order to educate the nation's life, aims to develop potential students to become believers and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. Furthermore, Law number 20 of 2003 also states that the system of implementing national education which is a united part of achieving national education goals,

among others, resources, society, curriculum, students, education staff, and educators in all units, types, and levels of education.

Teachers as professionals at the elementary and secondary education units and act as learning agents function to improve the quality of national education must fulfil academic qualifications, have a number of competencies and educator certificates. Law number 14 of 2005 concerning Teachers and Lecturers clearly emphasizes that a teacher must have a minimum education qualification of Bachelor (S1) or Diploma (D) IV. Law No. 14 of 2005 also underlines that teachers must have several aspects, namely social, pedagogic and professional competence that is produced through professional education. This means that being a professional teacher, he or she has to have an S1 or D IV academic education plus professional education. This is in line with the issuance of Permenristekdikti [Minister of Research, Technology, and Higher

Education Affairs Regulation] Number 55 of 2017 concerning Teacher Education Standards. Thus, it is expected that the birth of quality generation can be generated through education with teachers who meet academic requirements, have several competencies, and educator certificates.

Efforts to obtain a number of teacher competencies are carried out through the Teacher Professional Education Program (PPG). Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards explains that PPG is an educational program held after an undergraduate or applied bachelor program to obtain an educator certificate in early childhood education in the formal, basic, and/or secondary education pathways. The implementation of the PPG program is implemented in a number of Education Personnel Education Institutions (LPTK) that meets the requirements. The PPG program consists of PPG in both pre-service (Prajabatan) and in-service (Dalam Jabatan). PPG Prajabatan itself consists of regular, subsidized and independent.

Khairun University as one of the LPTK colleges in Indonesia has been given the mandate to hold a PPG 'Prajabatan' program with 44 other LPTK colleges as well as the Menristekdikti Decree Number 280 / M / KPT / 2017. The first class of the PPG program entrusted by the Ministry of Research and Technology is the PPG Subsidized English Language Study Program which will last for one year starting in even semester 2017/2018 by applying the PPG curriculum recommended by Kemenristekdikti with 38 credits, consisting of 22 credits in the first semester and 16 credits second semester (Kemeristekdikti, 2017). Unlike learning in undergraduate education programs, the learning system of the PPG Subsidized Pre-service Study Program in English in the first semester emphasizes more on the pattern of a workplace.

To determine someone who participates in the PPG Program to achieve graduate competency standards that have been formulated in learning outcomes, an assessment must be conducted. Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards Article 21 paragraph (1) states that the Standard of assessment as referred to in Article 17 letter d is a minimum criterion regarding the assessment of student learning processes and outcomes in order to fulfil the learning achievements of graduates of the PPG Program. Furthermore, paragraph (2) states that the assessment of the process and student learning outcomes as referred to in paragraph (1) includes: (a) assessment of the process and product of the

development of learning devices; (b) the process and products of the Field Experience Program (PPL); (c) competency test; and (d) assessment of community life in dormitories / other facilities. The assessment must be in accordance with the Process and Result Assessment Guidelines compiled by Kemenristekdikti [Ministry of Research, Technology, and Higher Education Affairs] (2017) and Kemendikbud [Ministry of Education and Culture Affairs] (2015) as guidelines for Khairun University as the organizer of the PPG Program for Subsidized English Studies, instructor lecturers, tutors, and students. Particularly related to the assessment of points: (a) assessment of the process and product development of learning tools carried out during the workshop and (b) assessment of PPL processes and products carried out during PPL, the assessment is more focused on using authentic assessments to measure pedagogical and professional competencies.

As stated above, the Subsidized Pre-Service PPG Program for the English Language Education Study Program is the first PPG program held at Khairun University. In addition, the implementation of this PPG program constitutes the first experience by lecturers, tutors, students, and PPG Program administrators at Khairun University. This study aims to know the students' perceptions and experiences in using authentic assessment at the Subsidized Pre-Service PPG Program of the English Language Education Study Program of Khairun University during teaching practicum (PPL) in partner schools.

## 2 LITERATURE REVIEW

### 2.1 Teachers and Teacher Professionalism

In article 1 point 1 of the Law of the Republic of Indonesia (RI) Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in education early childhood at formal education, basic education, and secondary education. Furthermore, Article 4 underlines the position of the teacher as a professional who functions to enhance the dignity and role of the teacher as an agent of learning that serves to improve the quality of national education. From the two articles in the Act, it is clear that the teacher has an honourable and strategic duty and

position because the teacher is the front guard to prepare a quality national generation for the progress of the nation, especially through formal education, both primary and secondary education. The affirmation of the two articles in the Law which underline the teacher as a professional also suggests that the teacher must have a number of requirements.

The requirements of teachers as professionals are to fulfil academic qualifications, have a number of competencies and educator certificates as stated in Article 8-11 of the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers. In terms of fulfilling academic qualifications, article 9 of the Law clearly confirms that teachers must have a minimum education qualification of Bachelor (S1) or Diploma (D) IV. Furthermore, Article 10 of Law Number 14 of 2005 also underlines that teachers must have a number of competencies, namely personal, social, pedagogical and professional competencies obtained through professional education. Meanwhile, to obtain an educator certificate, the teacher must attend professional education. This means that the requirement to become a professional teacher besides having to have an S1 or D IV academic qualification must also be added with professional education in order to have a number of competencies mentioned above. This was reinforced by the issuance of Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards that efforts to realize the creation of professional teachers with a number of competencies mentioned above are carried out through the Teacher Professional Education (PPG) program.

## 2.2 Teacher Competency Standards

As stated earlier, Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers mandated that in addition to fulfilling academic qualifications and a number of the requirements above, teachers must have a number of competencies namely pedagogical, personality, social and professional competencies obtained through professional education. The Government Regulation (PP) of the Republic of Indonesia Number 74 of 2008 further contains in detail the understanding and examples of the said competencies.

Pedagogic competence is defined as the ability of teachers in the management of learning of students as stated in article 3 paragraph 4 of the PP, which at least includes:

- a). understanding of insight or educational foundation;
- b). understanding of students;
- c). development of a curriculum or syllabus;
- d). learning design;
- e). the implementation of learning that is educational and dialogical;
- f). utilization of learning technology;
- g). evaluation of learning outcomes; and
- h). development of students to actualize the various potentials they have.

Meanwhile, personality competencies as contained in article 3 paragraph 5 of PP Number 74 of 2008 include a). believe and fear; b). noble; c). wise and prudent; d). democratic; e). steady; f). authoritative; g). stable; h). adult; i). honest; j). sportsmanship; k). be an example for students and society; l). objectively evaluating one's own performance; and m). develop yourself independently and sustainably.

Furthermore, social competence as stated in article 3 paragraph 6 of PP No. 74 of 2008 is interpreted as the teacher's ability as part of the community which at least includes the competence to:

- a). communicate verbally, write and/or gesture politely;
- b). use functional communication and information technology;
- c). get along effectively with students, fellow educators, energy education, the leadership of the education unit, parents or guardians of students;
- d). get along politely with the surrounding community by heeding the norms as a well applicable value system, and
- e). apply the principle of true brotherhood and a spirit of togetherness.

Finally, professional competence as stated in article 3 paragraph 7 of PP No. 74 of 2008 is defined as the ability of teachers to master knowledge in the fields of science, technology, and/or arts and culture which at least includes the mastery as the following example:

- a). subject matter broadly and deeply in accordance with the standards of the unit program content education, subjects, and/or group of subjects to be taught; and
- b). relevant concepts and methods of scientific discipline, technology, or arts, which conceptually overshadow or are coherent with the educational unit program, subjects, and/or group of subjects to be taught.

As mandated in article 10 of the Republic of Indonesia Law Number 14 of 2005 and article 3

paragraph 2 of PP RI Number 74 of 2008 which was amended by PP RI Number 19 of 2017, the four competencies (pedagogic, personality, social, and professional) mentioned above are obtained through education profession. The issuance of Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards explains that what is meant by professional education is Teacher Professional Education (PPG). So, the four teacher competencies are obtained through the PPG program with various fields of studies including the field of English Language Education.

### 2.3 Teacher Professional Education Program (PPG)

Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards explains that PPG is an educational program held after an undergraduate or applied bachelor program to obtain an educator certificate in early childhood education in the formal, basic, and/or secondary education pathways. The implementation of the PPG program is implemented in a number of Education Personnel Education Institutions (LPTK) that meets the requirements. The PPG program consists of PPG in Pre-Service (Prajabatan) and In-Service (Dalam Jabatan) programs. PPG Prajabatan itself consists of regular, subsidized and independent. Khairun University as one of the LPTK colleges in Indonesia has been given the mandate to hold a PPG Prajabatan program with 44 other LPTK colleges as stated in the Menristekdikti Decree Number 280 / M / KPT / 2017.

The initial class of the PPG program entrusted by the Ministry of Research and Technology to Khairun University is the Subsidized Pre-Service PPG program of the English Language Education Study Program which will last for one year starting in even semester 2017/2018 by applying the PPG curriculum recommended by Kemeristekdikti. Starting in July 2018, Khairun University is also entrusted by the Ministry of Research, Technology and Higher Education to hold an online or online PPG in the Subsidized Study Program for Primary School Teacher Education (PGSD).

Specifically, the Subsidized Pre-Service PPG program of the English Language Education Study Program applies the English PPG Curriculum from Kemenristekdikti with 38 SKS, consisting of 22 SKS in the first semester and 16 SKS in the second semester (Kemeristekdikti, 2017). Unlike learning in undergraduate education programs, the learning system of the Subsidized Pre-Service PPG program

of the English Language Education Study Program in the first semester emphasizes the workshop pattern and the teaching practicum/ field experience program (PPL) in the second semester. In the PPG curriculum in the English Language Education Study Program there is a profile description of professional English teachers, namely "English Educators who are able to plan and implement collaborative and sustainable learning that have four competencies namely professional, pedagogical, social, and personality competencies", in line with what is mandated in the Republic of Indonesia Law Number 14 of 2005 concerning Indonesian Teachers and Lecturers and PP Number 74 of 2008 concerning Teachers. There are ten workshops in the Subsidized Pre-Service PPG program of the English Language Education Study Program so that PPG graduates could achieve the learning outcomes of the three aspects (attitudes, knowledge, and skills), which include Workshops to PPG, Prota and Prosem, Preparation of SMP Learning Instruments (Class VII, VIII, IX), High School (Class X, XI, XII) and Vocational School, and Preparation of Classroom Action Research (CAR). To find out the extent to which the implementation of the PPG program runs well and achieve the learning outcomes set forth in the PPG curriculum so that the profiles of professional teachers can be realized, it is necessary to conduct a series of assessments.

### 2.4 Assessment and Authentic Assessment

There are several definitions of assessment. Nitko and Brookhart (2011: 3) suggest: "Assessment is a process for obtaining information for making a particular educational decision", which can be interpreted that assessment is a process of gathering information to make an educated decision. Nitko and Brookhart (2011) further suggest that when it is associated with students' learning, then the assessment used in the management of learning consists of two assessments used to gather information in student-related decision making which includes:

- a). management of learning;
- b). placement of students in a program;
- c). student grouping;
- d). counselling and directing students;
- e). student selection; and
- f). determining the graduation of students from a program using formative assessment and summative assessment (Nitko & Brookhart, 2011; Brown & Abewickrama, 2010). Furthermore, it is said that

formative assessment aims to plan learning activities, place students in the learning process, monitor student progress in learning, diagnose student learning difficulties, and provide feedback or feedback on how students improve their learning. Formative assessment is often also called assessment for learning. Assessment for learning is carried out during the learning process and is usually used as a basis for improving the teaching and learning process. With assessment for learning, teachers/educators can provide feedback on the learning process of students and monitor their learning progress. Assessment for learning can also be used by teachers/educators to improve performance in facilitating students (Airasian, 2005; Butler & McMunn, 2006; McDonald, 2013; Nitko & Brookhart, 2011; Pellegrino et al., 2001). Various forms of formative assessment, such as assignments and quizzes, are examples of assessment for learning.

While summative assessment aims to report to students and parents about the achievement of learning, and report to the teacher concerned about the effectiveness of the learning done, and of course to give grades to students related to their learning outcomes. Summative assessment is often referred to as assessment of learning (the final assessment of learning to find out the achievement of learning. Assessment of learning is an assessment carried out after the learning process is complete. The learning process is completed does not always occur at the end of the year or at the end the students complete a certain level. Teacher or educator education conducts assessments that are intended to provide recognition of the achievement of learning outcomes after the learning process is complete (Airasian, 2005; Butler & McMunn, 2006; McDonald, 2013; Nitko & Brookhart, 2011), meaning that the educator conducts an assessment of learning. In the Indonesian context, National Exams, school/madrasah examinations, and various forms of summative assessment are an assessment of learning.

Assessment as learning has a function similar to assessment for learning, which functions as a formative and is implemented during the learning process. The difference is that as learning assessment involves students actively in the assessment activities. Students are given the experience to learn to be an appraiser for themselves. Self-assessment and peer assessment are examples of assessment as learning. In an assessment, students can also be involved in formulating assessment procedures, criteria, or

rubrics/assessment guidelines so that they know exactly what must be done in order to obtain maximum learning outcomes (Bloxham & Boyd, 2007).

Of the two assessment objectives (formative and summative) in three forms, namely assessment of learning, assessment for learning and assessment as learning, the assessment of learning outcomes by the teacher/educator is not only focused on results, but also on the learning process. Learners can be involved in the process of assessing themselves as a means to practice self-assessment.

From the form, the assessment can be done both formally and informally, both through tests and non-tests. The various forms of tests that exist such as the form of the test is true-false, multiple choice, matching, filling out, and description. These various forms of assessment tests are often called standard assessment or conventional assessment and are often criticized by various parties because the assessment of this form of test only emphasizes cognitive or knowledge aspects. Even if it is still used, it is recommended that the use of an assessment of this form of test should be directed at directing students to the ability to think critically at a high level (higher order thinking skills). Whereas the non-test evaluation forms include performance appraisal using a rubric, portfolio, journals, conferences, interviews, and observations of Nitko & Brookhart, 2011). Assessments of non-test forms such as these are often called alternatives in assessment or performance assessment or authentic assessment (Nitko & Brookhart, 2011; Brown & Abeywickrama, 2010). The term alternatives in assessment and authentic assessment are not automatically exchanged for their use because of different intentions. Alternatives in the assessment are called because this assessment is the opposite of the standard assessment (use of a test in the form of a test). While authentic assessment means an immediate meaningful assessment for students in the learning process.

According to Nitko and Brookhart (2011: 246), performance assessments or authentic assessments: (a) requires students to create a product or demonstrate a process or both, and (b) clearly define criteria to evaluate the qualities of students' work. A performance assessment requires students to do something about their knowledge, such as making something, producing a report, or demonstrating a process. So authentic assessment is used to assess the process and learning outcomes of students and their use emphasizes more on skill aspects. Nitko and Brookhart (2011) also underline that authentic

assessment must have two things, namely (1) question or performance task itself and (2) assessment rubric. In other words, authentic assessment aims to assess students' abilities related to the real world, namely how students apply their knowledge and skills to real tasks using accurate measurements so that they can describe the abilities of students as a whole.

### **3.5 Authentic Assessment at the Subsidized Pre-Service PPG Program for the English language Education Study Program of Khairun University**

To determine whether PPG students who take part in the PPG Program, including the Subsidized Pre-Service PPG Program at Khairun University, can achieve graduate competency standards that have been formulated in learning outcomes or not, an assessment must be conducted. Permenristekdikti Number 55 of 2017 concerning Teacher Education Standards Article 21 paragraph (1) states that the Standard of assessment as referred to in Article 17 letter d is a minimum criterion regarding the assessment of student learning processes and outcomes in order to fulfil the learning achievements of graduates of the PPG Program. Furthermore, paragraph (2) states that the assessment of the learning process and results of the PPG students as referred to in paragraph (1) includes: (a) assessment of the process and product of the development of learning devices; (b) the process and products of the Teaching Practicum/ Field Experience Program (PPL); (c) competency test; and (d) assessment of community life in dormitories / other facilities. The assessment must follow the Process and Product Assessment Guide prepared by Kemenristekdikti (2017) guidelines for Khairun University as the organizer of the Subsidized Pre-Service PPG Program in English Language Education Study Program, instructor lecturers, tutors, and students must follow Kemenristekdikti's assessment guidelines (2015) for tutors and students in assessing students in learning English in middle and high school / vocational school. Particularly related to the assessment of the points: (a) the assessment of the process and product development of learning tools carried out during the workshop and (b) the assessment of PPL processes and products carried out during PPL, the assessment emphasizes on using authentic assessment to measure the pedagogical and professional competence of the PPG students.

In the Process and Product Assessment Guide (Kemenristekdikti, 2017), the assessment of the PPG learning process and product is carried out using the benchmark reference (PAP). PAP is intended to obtain an overview of the level of mastery of student mastery level. Referring to the Government Regulation of the Republic of Indonesia Number 74 of 2008 which was updated by Number 19 of 2017 concerning Teachers Article 15 paragraph (4) which states that teacher professional allowances are given to teachers who fulfil several requirements, including having a minimum value of performance appraisal, the graduation limit (passing grade) the learning outcomes of the PPG program are set at 76 (with Good criteria). Students who have not reached the graduation limit (benchmark) are given the opportunity to take the re-examination.

In addition, the Assessment Guide also emphasizes that the assessment of PPG students must also follow the principles such as: Valid (Accurate assessment requires accurate data; Objective (Assessment is carried out as is; not influenced by the subjectivity factor of the assessor, so the assessment results illustrate appropriately mastery of competence by students) Fair (Assessment is not profitable or detrimental to certain students because it is influenced by the background of students, such as social status, economy, religion, ethnicity, etc.); Systematic (Assessment is done in a structured, planned manner), and follow standard procedures); Accountable (Assessment must produce accountable decisions from the side of the process, instruments, and personnel who carry out the assessment); Sustainability (Assessment is carried out throughout the learning process; Goal-oriented (Assessment is carried out in an integrated and comprehensive way to measure the success of the learning process as a benchmark for achieving goals; Integrated (Assessment is one component of the learning system which includes planning, implementing, and evaluating learning; and Open (Assessment must be conducted openly, meaning the assessment process to be carried out and the assessment criteria to be used can be accessed by stakeholders, as a reference in following the assessment process, a number of these principles have become commonplace or generally accepted in the implementation of the assessment).

In assessing the process and product of workshops on the development of learning tools and evaluating PPL processes and products which include assessments of pedagogic and professional competencies, the following components, sub-

components, indicators, data collection techniques and forms of assessment instruments are in accordance with the Ministry of Research, Technology and Process Assessment Guide (2017) as the following:

a. The workshop process includes:

1) Mastery of subject matter material to determine mastery of knowledge such as a) factual; b) conceptual; c) procedural; d) metacognitive and this is done through written tests.

2) Mastery of scientific methods such as a) observing; b) asking; c) collect information; d) processing information; e) communicating; f) curiosity; g) objective; and h) critical and this is done through written tests.

3) Mastery of scientific attitudes such as a) skepticism; b) open attitude; and c) academic honesty and this is done through the Questionnaire / Questionnaire Technique.

4) Mastery of the foundation of educational science such as a) Theory of child development; and b) Learning and learning theory and this is done through written tests.

5) Performance in carrying out workshop such as a) ability to initiate ideas/activities; b) ability to enrich ideas/activities; c) Level of Participation in conducting workshops; d). Combined capabilities in workshops; e) Ability in presenting the concept of learning instruments (Attitudes in presentation activities, functions of communicating material, Mastery of presentation material) and this is done through Observation.

6) Peer teaching abilities such as a) behaviour/appearance in peer teaching; b) Mastery of material; and c) Pedagogic abilities are carried out through observation

b. Workshop Products include:

1) Learning instruments (completeness of learning instruments and instruments quality) are carried out through documents.

2) Classroom Action Research (PTK) proposals (complete components of PTK proposals and Quality of PTK proposals) are carried out through documents content analysis.

c. The PPL process includes:

1) Teacher competency in implementing PPL such as a) Pedagogical competency; b) Professional competence; c) social competence; and d) Personality competencies carried out through observation.

2) Ability to carry out PTK such as a) Accuracy in carrying out the stages/cycle of PTK; and b) the quality of the PTK stage report is carried out through observation

3). School management skills such as a) Participation in building school culture; b) the ability to foster co-curricular and/or extra-curricular activities; and c) Using administrative tasks as a teacher is done through observation with anecdotal records

d. PPL products include:

1) PPL reports such as a) Completeness of the components of the PPL report, and b) Reports on the quality of PPL through document content analysis.

2) PTK reports such as a) Completeness of components of PTK reports, and b) The quality of the PTK report is done through document content Analysis.

From the assessment of (a), the process and product development of learning instrument during the workshop and (b) PPL processes and products that measure pedagogical and professional competencies, the assessment using the Observation Sheet and the Document Analysis Sheet is an example of some assessment techniques in authentic assessment. This is because in addition to measuring the skill aspect also because the Observation Sheet and document content Analysis Sheet are in the form of Rubrics in which there is coverage that is assessed so that it reflects all aspects assessed. Authentic assessments that use this rubric are carried out by instructor lecturers and in part by tutor teachers.

Meanwhile, assessments to measure social competence and personality competence include:

1. Personality Competence, including:

a). Obeying religious teachings and legal norms such as: Carrying out religious teachings (worship); Stay away from religious prohibitions, and Obedience to legal norms and regulations is carried out using questionnaire techniques/ questionnaires and observations.

b). Honest such as: Do not lie and can be trusted by using questionnaire techniques / questionnaires and observations

c). Responsible such as Acting in harmony with what is said, Keeping promises, Sacrificing for others, and Active participation in activities carried out through questionnaire techniques / Questionnaire and Observation

d). Polite/polite such as: Do not like to hurt others, Respect others, Respect others, Speak well is done by using the technique questionnaire / Questionnaire / and Observation.

e). Independent such as: Not dependent on others, Not easily influenced by others, and having principles is done through questionnaire techniques / Questionnaire and Observation.

f). Creative such as: Having initiative, producing unique works and having ideas is done by using questionnaire techniques / Questionnaire and Observation.

g). Disciplines such as: Acting in accordance with the provisions, Appreciating time, and Keeping time is done through Questionnaire / Questionnaire techniques and Observation.

2. Social competencies, including:

a). Able to work together such as: Sharing work, Various ideas (Can give and receive ideas), Can accept the truth of others, Participate actively carried out through questionnaire / Questionnaire Techniques.

b). Leadership spirit such as: Can manage other people, Can be arranged by others, Loyal both as a leader and member, and has an initiative carried out using the technique questionnaire / Questionnaire.

c). Inclusive and Tolerant such as: Respecting differences, Empathy, Not acting discriminatory, Acting objectively through questionnaire / Questionnaire techniques.

d). Care like: responsiveness and helpfulness is done through questionnaire techniques.

e). Possessing communication skills in the community such as Polite and Effective/productive through questionnaire / Questionnaire techniques.

In implementing PPL, PPG students also conduct an assessment of their students to assess the achievement of their English learning outcomes. In the Assessment Guidelines published by the Ministry of Education and Culture (2015), several examples of authentic assessments are used that use the rubric in learning English in middle and high schools. The authentic assessment used to assess English learning processes and products are such as in assessing speaking and writing skills. In assessing these two skills accompanied by a rubric in which aspects are assessed. An authentic assessment conducted by PPG students while implementing PPL is the focus of this research.

Research related to assessment has been carried out. In the Indonesian context, for example, Sutaryo (2016) conducted research on assessment involving a number of college officials, lecturers and more than 800 students at a university. This research was to find out their perceptions and experiences in the use of summative and formative assessments, and especially how to use assessment of learning, assessment for learning, and assessment as learning conducted at a tertiary institution. This was research with case study design and used mixed methods because it used data collection techniques commonly used in quantitative research such as questionnaires /

closed questionnaires and commonly used in qualitative research such as semi-structured interviews. The findings showed that the application of assessment of learning is more dominant than assessment for learning and assessment as learning. The respondents actually strongly agreed the need to use assessment for learning and assessment as learning but still lack knowledge about this including how to use it.

Research on authentic assessment in learning English has been done by Sa'idah, Yulistianti, and Farida (2017) in learning Indonesian. The study aimed to determine the effectiveness of applying the three authentic assessments, namely project appraisal, performance assessment, and portfolio assessment. The research method used was experimental research with a sample of three classes subjected to three different authentic assessment treatments. The research sample was class X MA Darul Ulum Purwogondo Jepara with random sampling. The research was preceded by a data requirement test, namely homogeneity test with the results of p-value 0.163 which showed that the samples taken were identical because more than sig 0.05. The results of the study indicated that there are differences in the average value of the three authentic assessment applications with p-value 0.00. Among the three assessment, the most effective is the assessment of the project with the mean difference showing a value of 3.371. Therefore authentic assessments are very effective in learning to improve students' scientific performance.

When compared with this research, Sutaryo (2016) conducted a study more on how the assessment of learning, assessment for learning and assessment as learning were carried out both at the perspectives and experiences level of the related parties in higher education. Meanwhile, the research conducted by Sa'idah, Yulistianti, and Farida (2017) focused on the effectiveness of the use of authentic judgments in Indonesian language learning by involving students at the MA level.

This study focuses on the use of authentic assessments in the Subsidized Pre-Service PPG Program for the English Language Education Study Program, especially on the skills aspect by involving PPG students to see how their views and experiences in using authentic judgments.



### 3 RESEARCH METHOD

#### 3.1 Method and Design

This study used a qualitative research method (Creswell, 2014) with a case study research design. This research is qualitative research because the researchers want to know in detail the phenomena being studied rather than trying to associate between two or more variables. This study used a qualitative method because it is characterized by data collection techniques that primarily used interview according to the research problem as suggested by Bloch (2004), Creswell (2012), and deVaus (2014). In addition, the data obtained from interviews and observations were in the form of text (words) and not in numbers, and analyzed to look for descriptions of themes that arise through text analysis rather than statistical analysis. Creswell (2012) states that in qualitative research "at each stage of the research process: exploring a problem and developing a detailed understanding of a central phenomenon; ... collecting data based on words ...; analyzing the data for description and themes using text analysis.

The case study design was used because of Khairun University where the Subsidized Pre-Service PPG Program was held as the bounded system (Creswell, 2012; Stake, 2005; Yin, 2003) which means Khairun University is a system that is bound or inseparable from the PPG program.

#### 3.2 Subjects of the Research

This study involved a number of research subjects consisting of all PPG students (11 people outside one research member) at the Subsidized Pre-Service PPG Program for the English language Education Study Program 2018,

#### 3.3 Sites and Time of the Research

The research was carried out at Teacher Training and Education Faculty (FKIP) of Khairun University, the location where the Subsidized Pre-service PPG Program was held and in partner schools (SMP Negeri 2 Ternate and SMA Negeri 4 Ternate) where PPG students carried out teaching practicum (PPL). FKIP Khairun University is located on Campus I, Akehuda Village, Jl. Bandara Sultan Babullah, Ternate. SMP Negeri 2 and SMA Negeri 4 are located in Dufa-Dufa Village. This research was carried out for 3 (three) months starting from August to October 2018.

#### 3.4 Data Collection Technique

The data collection technique used in this study was an interview. Interviews were conducted for 11 students of the Subsidized Pre-Service PPG program at the English Language Education Study Program of Khairun University. PPG students at Khairun University were interviewed about their views and experiences in using authentic assessments in assessing their students learning of English at partner schools during their teaching practicum (PPL). Interview questions are as attached (See Appendix 1). Interviews were conducted face-to-face at agreed locations using good and correct Indonesian. During the interview, each respondent's answers were recorded using a recording device prepared by the researchers for further transcripts as needed. The interview question guideline as attached used was more semi-structured because this interview question guide could develop during the interview process as long as it was still relevant to the points being studied.

#### 3.5 Data Analysis Technique

The technique used to analyze the data obtained through interviews are thematic analysis. In this case, interview data that have been transcribed as needed were analyzed thematically using a qualitative data analysis framework from Miles and Huberman (1994), Seale (2004), Fielding (2008), and Saldana (2013), who include "coding, categories, and emerging themes." Especially, for interview data were analyzed through the following stages:

- a. The transcript of the interview was coded.
- b. Coding from the PPG students was made with a category and theme.
- c. The themes emerged from interviews from the respondent s were concluded. The themes of the findings that emerged from both interview data analysis were then compared. Furthermore, the results of the findings were interpreted.

### 4 RESULTS AND DISCUSSION

#### 4.1 Results

Data analysis was carried out in line with the research question so that it is easy to understand. The results of the analysis of student interview data from the Subsidized Pre-Service PPG Program of the English language Education Study Program at Khairun University showed similar perceptions and

a variety of experiences using authentic assessment rubrics. All 11 students interviewed agreed that the use of rubric helped teachers what aspects to be assessed. Meanwhile, their experience of using rubric depended on the class where they did PPL and what topics they taught. For example, PPG student 'H' stated that in its application, the rubric of authentic assessment helped teachers assess aspects that should be assessed for example in speaking skills (speaking) and writing (writing). Respondent H expressed: *"Authentic assessment used by the teacher in skills is quite helpful also for a teacher because for the points, for example for speaking or writing, there have included criteria or the weight of each point assessed in each skill"*. The same thing was expressed by the respondent S: *"If there is an authentic review there, what has been called in the rubric, the evaluation also has points such as speaking points which are assessed"*.

Meanwhile, the use of authentic assessments depended on the basic competencies and topics taught by PPG students. The respondent 'SBM used rubric writing assessment to assess the ability of their students in high school to write e-mails according to basic competency 1 and making Congratulation cards according to basic competency 2, as revealed by SBM in the following:

*"If the speaking assessment rubric has been used because it is related to PTK. So I took rubric ratings from the high school curriculum guidebook for 2013. Then for my product I have a product if my first KD is in the form of e-mail because it refers to KD and if the 2nd KD is the product form the congratulation card and is now KD 3 is in the interim process for the daily journal which is a note of the assessment of attitudes and knowledge and skills I noted as information for the following meeting. The condition of the students is changing so that the results of the assessment note that the notes are recorded and for the assessment using the rubric, I will have already stayed in what the name implies is summarized and finalized at the end of the study"*.

In addition, respondent N used rubric assessment speaking (speaking) to assess the ability of students to do role play and not do it at one meeting:

*"For speaking, indeed for one meeting not all turn to speak, if there is a role play, so every meeting has a pecan role play, some of them are judged. Then the next turn in class also when the learning process takes place is often given like a stimulus. English from there is where the assessment process "*.

In practice, it was also revealed that there were difficulties in using authentic rubric assessments,

especially for speaking and writing. In assessing speaking ability (speaking) for example, the difficulty lies in determining the ability of a student in a range of value scales as revealed by the respondent H in the following:

*"The difficulty is generally when we assess the student whether the results given by the student enter on a point or scale which sometimes makes the teacher confused to enter the student's score or student's results on the scale criteria which is on a very good scale or good or which ones are good and not good "*.

In addition to the difficulty of determining the scale is also a difficulty because the number of students must be assessed, especially in speaking ability (speaking) individually, including other difficulties, for example in understanding the indicators assessed as in terms of fluency in assessing speaking skills of students. This was revealed from interviews with respondents S:

*"Yes, he meant the difficulty, sir, because the students here are for example 40 people if judged one by one, e ... very difficult, very difficult. So if we judge like that usually at presentations or in speaking assessment, that's difficult what are the meanings, for example speaking, do not let us give the wrong value, for example, the students, for example, they are fluent but we are wrong to give the scale, for example it is difficult, sir. "*

Another difficulty is when assessing speaking skills (speaking) in groups as expressed by the PPG student respondent G: *"Because students are also having difficulties so their presentation is not how they read what is made together. One is directly wrong they are the same read, so it's not detailed "*.

However, not everything is difficult in using the assessment rubric even though it takes longer to complete it and by modifying the assessment rubric according to its designation as revealed by the PPG student respondent SD:

*"I rate per student so each student can get an original verb or verb because our material happens to be present continuous tense so they make composing a continuous tense sentence based on the verb that I give to get together and I see so I see based on the rubric that I made "*.

*"If it's only writing at least 2 hours or 3 hours. Because it really has to be seen all. So because now maybe that seems like there are other classes that have not been examined."*

The results of interview data analysis with PPG students revealed the need for training to equate perceptions about rubric assessment in question, including by maximizing the role of Subject

Teachers' Consultation (MGMP) so that English language teachers can share experiences in using assessment rubrics especially for speaking assessment and writing. Respondents of PPG H students stated:

*"I think it is very necessary to conduct training especially for determining the scale of each aspect so that we do not give a scale to certain points while the aspects assessed by students are not appropriate. So I think there needs to be training for teachers in terms of assessing by using authentic assessment of students".*

The same thing was conveyed by S (a PPG student) about the need for training to use authentic assessment rubrics:

*"Yes if for example there is training that is very helpful because here we can be trained how or there may be suggestions from the instructor or we can if we have training we can discuss with others how to overcome this how to do an authentic assessment it applies the authentic assessment especially to the number of students then also how to assess by following the scale in the rubric".*

*"In my opinion, the training has been very helpful then if for example if the others are right what is the MGMP. Now in the English MGMP, it is very helpful for example English teachers can share discussing how the judgments are".*

In general, the advantages, difficulties, and suggestions for the use of authentic assessments can be summarized in the following diagram:

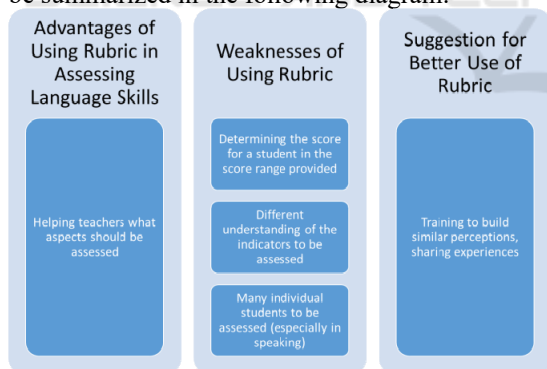


Figure 1: Strengths, Difficulties, and Suggestions for Using Authentic Assessment.

## 4.2 Discussion

The results of the data analysis on interviews with the perceptions and experiences of the PPG students in using authentic assessments in the Teacher Professional Education Program (PPG) of the English Language Education Study Program at

Khairun University are in line with Sa'idah, Yulistianti, and Farida's research (2017) despite using different research methods. This is because authentic assessments are accompanied with rubrics that allow people who judge to understand what should be assessed or who are perceived to understand what will be assessed so that the assessed party shows their best performance based on the indicators used in the rubric.

In rubric, there is a comment column that allows the assessor to provide a good record of what funds should be improved so that those who are considered able to reflect so that they can show the best performance in the future. This is in line with the feedback function as a hallmark of assessment for learning as stated by Bloxham & Boyd (2007) that assessment for learning through the inclusion of feedback in the form of comments and notes as a form of formative assessment to improve competency in the future.

Revealing the difficulties in using authentic assessments and the advice that should be made is valuable feedback for the implementation of the PPG Program at Khairun University towards a better approach, especially from the aspect of implementing the assessment using authentic assessment.

## 5 CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

From the analysis and interpretation of the data above, it can be summarized as follows. In the PPG students' practice of using authentic assessments during their PPL to assess their school students' competency in the English language (mainly speaking and writing), PPG students found that the rubric assessment used was very helpful for teachers. The difficulty lies in understanding the indicators that are assessed, determining the ability of students in a range of scales and many students who must be assessed. That is why students see the need for equal perception through training to make it easier for them to understand well how to judge by using authentic judgments better.

### 5.2 Suggestions

From the above conclusion, the following suggestions can be put forward:

- a. There should be a perceptual equalization session conducted by the organizers of the Teacher Professional Education Program (PPG), especially in using authentic assessments to assess the products and learning processes of PPG students both in the workshop on the preparation of learning instruments and during implementing PPL programs in partner schools.
- b. The perception similarity should involve all parties related to PPG implementation, namely instructor lecturers, tutors, including PPG managers and PPG students.
- c. It is a need to publish assessment guidelines using authentic assessment as a guide for instructor lecturers, tutors, PPG managers and PPG students in carrying out authentic assessments.

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## APPENDIX

### Interview Guide: Interview Questions

1. Questions about respondents' perceptions or views about authentic assessment.
  - a. What is your view of the authentic assessment used in the PPG program at the Khairun University's English Language Study Program?
  - b. What are the advantages and disadvantages compared to other forms of assessment such as tests?
  - c. What are your suggestions for the use of authentic assessment assessments used in the PPG program at the Khairun University English Language Study Program?
2. Questions about the respondent's experience of authentic assessment.
  - a. What is your experience about authentic assessments used in the PPG program at the Khairun University English Language Study Program and at the School?
  - b. What are the advantages and disadvantages compared to assessing other forms such as tests and at school?
  - c. What are your suggestions for using authentic assessment assessments used in the PPG program at the Khairun University English Language Study Program and at school?