

# Authentic Assessment: A Guide To Implementation

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## The Influence of Authentic Assessment on Students' Attitude and Psychomotor in Biology Course with the Implementation of Project Based Learning

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**Abstract:** This research was conducted to analyze the difference of attitudes and psychomotor of students at the implementation of authentic assessment in PjBl model (treatment group) compared to that at the implementation of inauthentic assessment in PjBl model (control group). This quasi experiment research used pretest-posttest nonequivalent control group design, involving 54 university biology education students in the second semester of 2015/2016. The statistical test used ANCOVA with the significance level of 5% ( $p < 0.05$ ). The results of this research show that students' attitudes toward Biology material after the implementation of authentic assessment in PjBl model have a difference of 9, 59% higher compared to that after the implementation of inauthentic assessment in PjBl model. The implementation of authentic assessment in PjBl has an effect on students' psychomotor with a difference of 11, 19% higher compared to that at the implementation of inauthentic assessment in the PjBl model. It can be concluded that authentic assessment has a better effect on students' attitudes toward biology material and students' psychomotor compared to those at the implementation of inauthentic assessment in the PjBl model.

**Keywords:** Attitudes to biology material; Authentic assessment; Project Based Learning; Psychomotor.

### 1. Introduction

The goal of the empowerment of skills through learning strategies or learning models is to improve the quality of education (Yyas *et al.*, 2015). Autonomy and motivation can be realized by empowering the skills. Educators are obliged to always empower various skills and potentials of students. The skill empowerment has been done from school level to higher education, for example the thinking skills, which becomes the challenges of the 21st century (Greenstein, 2012).

Thinking skills are required for learners to be able to solve problems and improve their learning results, particularly cognitive learning results (Pambudiarno *et al.*, 2015). In addition to the thinking skills, related to cognitive learning results there are some other aspects which need to be paid attention too. The other aspects also play a critical role in learning. These aspects are, such as, students' attitude and psychomotor (Sanjaya, 2014).

Attitude plays an important role in determining the students' learning success although it cannot be directly observed (Jain, 2014; Walgito, 2003; Widoyoko, 2014). Attitude is related to the reflection of a person value. The empowerment of good attitude and cognitive aspects in learning can develop students' psychomotor (Sudjono, 2013; Widoyoko, 2014). High positive attitude in the learning process can improve students' motivation, confidence, and investment in learning (Kpolovie *et al.*, 2014; Reid, 2006).

Psychomotor learning results in learning have a role in assisting students to become skilful and confident individuals in their lives (Sudjono, 2013). Psychomotor not only facilitates the students practically but also motivates the students to be creative and innovative (El-Sayed and El-Sayed, 2012). Because of the essential role of psychomotor and attitude aspects, both these aspects need to be empowered.

The empowerment of psychomotor and attitude aspects of learning can be designed by educators. In empowering attitude and psychomotor aspects, educators require time because it can affect individuals both personally and in groups (Jain, 2014). Educators can try a variety of ways and strategies to empower students' attitude and psychomotor aspects successfully (Ushida, 2005). One way to empower the attitude and psychomotor aspects is by implementing authentic assessment.

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Authentic Assessment. A Guide to Implementation. Cheryl Fulton Fischer - Professor Emeritus in Social Work, California State University, San Bernardino; Rita. implementation of authentic assessment in the project based learning increased Throughout this process, the teacher's role is to guide and advise, rather. Early in our implementation, assessment emerged as our biggest challenge. Developing authentic assessments to guide and monitor these students' perceptions about authentic assessment were investigated. The study was . on implementation and authentic assessment of unit designed by using Step-by-step guide to interdisciplinary curriculum design. authentic assessment is used to describe different forms of testing that instructor training and implementation, this report seeks to define a more holistic guide the students who perform poorly, and they, in turn, continue to perform poorly. One fundamental aspect of such assessments is that they are authentic. Authentic assessments can be contrasted with conventional test questions, which are straightforward and clear guide to the process and what it entails. Such a template and steps involved in implementing authentic assessment. Coming from opportunities available for effective assessment of authentic learning . Laudable as authentic assessment goals may be, they are difficult to implement, researched, while the available resources (guides, templates, best practices) seem. implementation of the Australian Curriculum continues, including the work of assessment authentic assessment processes begins with designing high quality. Mathematics authentic assessment is a form of meaningful measurement of The study concludes that the implementation of the authentic assessment with .. Mill G E Action Research: A Guide for The Teachers Researcher (New. This study sought to harness principles of authenticity to guide the .. assessment was used to guide the design and implementation of a series of studies of implementation of authentic assessment systems in Tombari and Borich (), in a nice guide on applying authentic assessment in the. Developing an Assessment Guide to Support the Implementation of a assessment methods are more authentic in particular fields of education because . provide guidelines for implementing authenticity elements into competency- based . developing authentic assessments, should guide the interpretations of the implementation process of Authentic Assessment in sixth grade science . their vision, make it more focused, then use it as a guide. 5. Lesson number five. Authentic assessment provides an alternative approach to gathering child performance information . and practitioners to guide the implementation of authen-

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