TEACHER’S DIARY AS AN AUTHENTIC ASSESSMENT MEDIA FOR STUDENT AT ELEMENTARY SCHOOL: STUDY CASE AT SCHOOL OF NATURAL BENGAWAN SOLO

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ABSTRACT
The changing of national curriculum from KTSP to K13 caused changes the way in assessment, from cognitive that focused in the result became authentic assessment (affective, psychomotor, and cognitive) that focused on process until got the result. But, there are still many obstacles in the implementation of K13. Many teachers have difficulty in understanding this authentic assessment. SABS Elementary School (School of Natural Solo) located at Bengawan Solo riverbank, Gondangsari village, Juwiring, Klaten, Central Java. It has been implementing the authentic assessment and has been using diary book as assessment media. Teachers observe and then record each student activities in a diary to determine student progress in terms of affective, psychomotor and cognitive. But the implementation of diary has not well structured. There is not clear guidelines for writing and there are differences form inter the teacher. Based on these problems, the authors are interested to having research about how the implementation of diary as assessment media of learning in the School of Natural Solo through qualitative research using case studies method. The purpose of this paper is develop writing guidance and the structure of diary book so it can be implemented in elementary schools in Indonesia to demands of authentic assessment in the curriculum 2013.

Field of Research: Authentic Assesment, Natural school of Bengawan Solo, Teacher’s diary book

1. Introduction
Indonesia ranks 119 of 187 countries in Education Human Development Index in 2011. According to this result, the government make a serious effort to improve the quality of education in Indonesia by changing the national curriculum. The government changed the curriculum of Curriculum Education Unit (KTSP) into Curriculum 2013 (K13). These changed was in line with the government’s desire to establish the character of Indonesian students and prevent the moral degradation.

The KTSP that has been applied in the previous considered to form much intellegence and less of moral value because the assessment only occur on the cognitive level. The traditional assessment only focused on the final result, without observing the process. That’s the reason we need any changes.

In contrast, Curriculum 2013 used authentic assessment for the student. Authentic assessment became the most important part in the classroom. It combined knowledge, skills, and attitudes assesment. K13 assessment should include 3 level in bloom taxonomy, they are affective, psychomotor and cognitive as well as focusing on the process of assessment and student learning outcomes. For the teacher should really understand the learning process and the progress until get the results.
Transitioning educational curriculum is often difficult and controversial. It needs a comprehensive socialization. (E. Mulyasa, 2004, p. 13). The unpreparedness teacher was the impact of minimum socialization. One of the problems covered was the assessment of learning.

Based on the results of a survey of 23 elementary school teachers in Semarang by one of the professors of the Faculty of Mathematics and Natural Sciences, State University of Semarang, Prof. Ani Susilowati, M.Pd, stated that 87% of teachers had difficulty in understanding how assessment, 70% of the difficulty in making the observation instrument, 66% difficulty in understanding learning models, and 79% had difficulty making assessment instruments. The education goal may not be reached if the understanding of assessment is still minimum.

Beside, Natural School of Bengawan Solo that located in Juwiring Klaten has been implemented the concept of authentic assessment in K13 since 2010. The teacher assess the students through the process and outcome assessment. Teachers use a diary to assess each student’s activity. They observe every student during the lesson lasts. Basically, this school has different concept from the general school in Indonesia. The school is independent and keep freedom the way of thinking, students and teacher’s creativity. Thus, the implementation of diary book in assessment hasn’t well structured.

Based on these problems, the authors were interested in observing how the application of the diary book as assessment media at the School of Natural Solo. This paper also focused on how to develop guidelines writing the diary book so it can be implemented in elementary schools in general to demands of authentic assessment in the curriculum 2013 (K13).

2. Literature Review

2.1 Authentic Assessment

The assessment is a process to obtain the information in any form that can be used to make decisions for students with the curriculum, learning programs, school climate and school policies. Poerwanti, et. al (2008, p. 3) and Popham (1995, p. 4-13) stated that the assessment aimed to:

i). diagnose the strengths and weaknesses of students in learning,

ii). monitor the progress of students,

iii). determine the level of student ability,

iv). determines the effectiveness of learning, and

v). affect public perceptions about the effectiveness of learning.

Authentic assessment is a measurement significantly to the result of learning on the attitudes, skills, and knowledge. Authentic assessment has strong relevance to the scientific approach on learning according to the demands of Curriculum 2013. This assessment able to describe the result of learning, both in order to observe, to think, to try, and others.

The assessment of process and the learning result is a teacher’s activities during learning activities related to make decision about the attainment of learners who have unique individual characteristics. (Depdiknas, 2006). Authentic assessment to assess the readiness of students and the learning process and results as a whole. Authentic assessment tried to combine the activities of teachers teaching, students' learning activities, motivation and engagement of learners, as well as learning skills. This is because the assessment is part of the learning process, teachers and students sharing an understanding of the performance criteria.
Authentic assessment is often described as an assessment of the development of learners, as it focuses on developing their ability to learn how to learn about the subject. Authentic assessment should be able to describe the attitudes, skills, and knowledge of what is or is not owned by learners. (Depdiknas, 2003). The cohesiveness of three components (input, process, output) will describe the capacity, style and learning outcomes of students, even able to produce instructional impact (instructional effect) and the impact of accompaniment (nurturant effect) of learning. (Kurinasih & Berlin, 2014, p. 48)

2.2 Teacher’s Diary

Daily notes (diaries) is a personal record of observations, feelings, responses, interpretation, reflection, hunches, hypotheses and explanations. According to the dictionary oxford learners pocket dictionary, is defined as a book diary used for a daily record of events. According Jakop Sumardjo and Saini K.M (1994, p. 24) diary is a record of a person about his or her environment written regularly. Daily records often rated high in the literature because it was written in an honest, spontaneous, resulting in personal expressions of the original and clear, which is one of the qualities that are valued in the literature.

Daily notes is not just recording the events of what happened to someone, but an important documentation of the events that happen around, both nationally and internationally. Can be concluded sense diary here are the notes someone about himself so as to produce original expressions important events that happened around him.

Journal or diary have to be write down the date of the incident. Likewise with detailed matters of learning, such as the time, the subject should be written in the introduction. (McTaggart, 2010) In this case, the teacher’s diary is useful also as a medium for authentic assessment for elementary school students.

2.3 Sekolah Alam Bengawan Solo (SABS)

Natural School Of Bengawan Solo (SABS) located in Gondang Sari Village, District Juwiring, Klaten, Central Java province. Natural School of Bengawan Solo is one of attempt to facilitate the cultivation of character to the people around the riverbank to care and love to the environment. Beside that, natural school is a school that apply learning cultivation of natural character of the child, because the learning process directly mingle with nature. Students are not only required to master the material in the form of theories of learning, but freed to explore become themselves according to their interests and their potential. The concept of character education in SABS and standard of competence specified refers to the Ministry of National Education Republic of Indonesia and use nature as a medium of learning in the context of the formation of character.
3. Theoretical Framework

![Theoretical Framework Diagram]

Figure 1. Theoretical Framework

4. Methodology

4.1 Types of Research

This is a qualitative research using case studies method. The researchers focus to determine, describe and explain how the implementation of diary as assessment media in the School of Natural Solo. The authors also explain how to develop writing guidance of teacher’s diary in the School of Natural Solo so it can be implemented in elementary schools in general comply the demands of authentic assessment.

4.2 Sample and Data Sources

This research use multiple source that involved observation, interview, SABS’s document and completed with review of the literature such as relevant research, scientific journals, books and the internet. Through the purposive sampling researchers took samples of some teachers, principals, and school administrators in the Natural School of Bengawan Solo.

4.3 Data Collection Techniques

Data collection techniques used is triangulation of data where the data obtained through:

1. Participant Observation
The observations has been done in the Natural School located at Bengawan Solo riverbank, Gondang Sari Village, District Juwiring, Klaten, Central Java Province. Researchers observe directly the activities and observed the process of assessment of student learning.

2. Depth interviews

Researchers conducted depth interviews with principals, teachers, and school administrators to get data sets that complement one another about learning process and the implementation of diary book as assessment media.

3. Documentation

Researchers increasing the credibility of the research by complementing data with video record and photograph during learning process and how teachers make learning assessment to students.

4.4 Data Analysis Techniques

Miles and Huberman (1984) in Sugiyono (2011, p. 246), suggests that data analysis is done interactively and continuously until complete. According to Miles and Huberman, interactive steps in the data analysis described as follows:

![Data Analysis Diagram](image)

**Figure 2. Data Analysis**

Analysis data was done interactively and take place continuously include several stages. Data collection obtained from multiple source. After that, all of data presented for reduced to matters that not appropriate with the focus of researchers. After that, the researchers got the conclusion and tried to develop the diary book.

5. Analysis

5.1 Diary Book For Assessment Media in the Natural School of Bengawan Solo

In Curriculum 2013, the assessment of learning can not be separated from the learning process which emphasizing process assessment and student’s work. As a consequent, the teacher found some difficulties about concept of assessment because its different from Curriculum Education Unit (KTSP) that focused on the end result of students.

Nature School of Bengawan Solo is one of the elementary schools that have different evaluation method with other schools. The school has been applying the assessment process and results since the beginning although the government still prevailing KTSP as national curriculum. There are several types of assessment in the KTSP including assessment tests, performance appraisals, attitude...
assessment, project assessment, performance assessment, portfolio assessment, and self-assessment. However, the implementation was only the cognitive level or final grade that obtained from the student’s work, without knowing how students ability to got the grade. As a consequent, student only focus in how to get the high grade without obey the morality. When they do the examination, they cheat, ask a friend, etc. It caused moral degradation and the character of students.

Although the Natural School of Bengawan Solo using the same evaluation principles in K13, but it has different method. Its not only through performance assessment, project assessment, portfolio assessment, and a written assessment. But also through direct interviews with the student and teacher observe during the learning process. In daily life, the teacher became a close and familiar to the students. Every day the students personally always discuss the activities to be performed with the teacher, so through interviews the teacher can give challenge for students to know the student’s ability. Then, the student write portofolio to report the result of their activities on that day. Sometimes, the teacher asks the students to present their discovery. Through these activities, teachers can observe the students one by one. Not only the results but also the process assessed. In this case, the teacher use the diary book as assessment media that can help the teacher record any observation.

Authentic evidence is necessary in assessment. Therefore structured mechanism is needed to gather much necessary evidence in the assessment (Murtiyasa, 2001). In this case, the authentic evidence of assessment is diary book. Teacher’s diary book is a small book that became an activity record in form of stories and little notes that acquired during the learning process. Through this method, teachers can more easily and freely in assessing students and they do not need too much assessment instrument that confuses teacher. The figures below shows assessment instrument in K13:

![Figure 3. Attitude Assessment](image3.png)

![Figure 4. Personal Assessment](image4.png)

![Figure 5. Project Assessment](image5.png)

![Figure 6. Portofolio Assessment](image6.png)
The instruments above have some weakness such as: too complicated and it takes more time and effort. In contrast diary book much more simple and easier to write down the observation result. Each observation will certainly include 3 domains, affective, psychomotor, and cognitive. Teachers only need to describe three domains corresponding students activity.

However, the assessment becomes less structured because there is not writing guidance before. The school principal setting free the teachers to make diary book according their ability. For example, the first-grade teachers prefer to write down in the form of description. (See Figure 7) Then the fourth-grade teacher more often take a picture (photograph) than write the description. (See Figure 8)

5.2 Developing Diary Book For K13 Learning Media Assessment

Diary book helps teachers in the assessment process. To make it simple we propose a diary format as below:

![Figure 9. Sample Format Teacher’s Diary Book](image-url)

Figure 7. Teacher’s Diary Book in Natural School of Bengawan Solo with description

Figure 8. Teacher’s Diary Book in Natural School of Bengawan Solo with photo
Actually, the format above is not permanent, but it can be an outline of the components that can be written in diary and help the teachers to analyze the result. Teachers can add the other components that may even more appropriate to their needs. The implementation step of a diary book:

a. **Pre Implementasi**- teacher prepares a special book to be used as a diary. There is no specific size of the book.

b. **Implementation**- Teacher write down the important events during the learning activity. Teachers should observe one by one student, because basically every individual is unique. Therefore, teachers have to understand the progress, problem, and decide the solution. In this note can be observed several aspects, such as cognitive or knowledge, or the affective aspects of attitude, and psychomotor or skills. Teachers write the core on each aspect or write a whole in the form of descriptions by selecting the most prominent as in the example below: of a diary book:

![Example Diary Book](image)

*Figure 10. Example Diary Book*

c. **Post implementasi**- Teachers analyze the results of a diary as a material for the student report cards. This analysis was conducted to determine the action to be carried out by teachers, resolving existing problems, and develop learning methods. At the end of the semester or theme, the results of this analysis are reported to parents.

The diary writing guidance expected can facilitate the teacher to do easier assessment. Through this assessment, the teacher will try to recognize students well and teachers can not make an assessment on their own way without any evidence. Besides that parents really know the development of their children, so the parents also have role to educate their children. Thus, it is expected that the diary book can be applied teacher in all elementary schools in Indonesia, not only the School of Natural Solo.

### 6. Conclusion and Recommendation

Based on the results of research can be concluded that diary book has been implemented in the School of Natural Solo. The teacher diary book can be used as authentic assessment media which includes three domains (affective, cognitive and psychomotor) through the learning process. Teacher’s diary consist of descriptions, photographs, and things that discovered by teacher. It helps
the teacher to know student development. However, writing guidance is needed in order to make it more clearly and structured.

In the future, this diary can be implemented by the teacher independently by following the steps that has been mentioned. This paper can be use as practical reference for the Natural School of Bengawan Solo, Ministries of education, Educational institutions, and teachers in general elementary school. By optimizing the use of diary is expected to improve the system and the quality of education in Indonesia.

Acknowledgement

We thank to Allah SWT –the Only One God of all creatures and all worlds- for the blessing and the mercy that are always given to us, Studi Ilmiah Mahasiswa (SIM), Education Faculty Sebelas Maret University, Natural School of Bengawan Solo, and the government of Sragen Regency.

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