Assessment problems of junior high school teachers in implementing 2013 Indonesian curriculum

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Abstract. This study aims to obtain an overview of teacher difficulties in carrying out mathematical learning assessments based on the 2013 curriculum. The method used in this study was qualitative descriptive. The research subjects were mathematics teachers in three schools in Bandung. The results of the study can be divided by 3 stages, namely planning stage, implementation stages, and making report stages. The first in stage, it is found that teachers’ problems include the lack of evaluation format and less preparation in making learning instruments. In the second stage, the teachers have difficulty in doing assessment because they do not understand whether the assessment formats made by them are in accordance with the 2013 curriculum. Teachers also have difficulty dealing with the time for conducting the entire assessment process. In the last stage, the teachers have difficulty in comprehending the meaning of the report results presented in some forms, like in the form of numbers, letters, and descriptions.

1. Introduction
Educational programs are becoming special concerns which require government’s attention. One of the programs is a curriculum which is a learning program provided by authorized educational institutions, containing learning designs to be given to students to direct them to educational goals set by authorized educational institutions. With the advancement of education in other countries and the need for improving education in Indonesia, the government of Indonesia made a curriculum change from the Curriculum Level of Education Unit or better known as KTSP 2006 to the 2013 curriculum. There are 4 major changes from the previous curriculum which can be found in the 2013 curriculum, curriculum concept, textbook, learning process and assessment process [1].

In the 2013 curriculum, assessment process has 3 aspects, namely knowledge, skills, attitude [2]. These aspects have the equal large portion in the assessment so students are required to be good in all of them. If students have a value that is lacking in one aspect, they will be considered lacking in the whole aspects. One aspect that has a major change is in the aspect of the assessment process in which students are required to be able to master certain knowledge and skills, but are also able to apply and implement them in their life. To find out the students’ abilities, the school is expected to conduct an assessment of students.

Teachers are required to be able to carry out an assessment process that is in accordance with the 2013 curriculum. The assessment process needs to be carried out in teaching and learning activities and in school activities. Permendikbud Number 66 of 2013 concerning Educational Assessment Standards includes authentic assessment, self-assessment, portfolio-based assessment, daily tests,
midterm tests, final tests, competency level examinations, competency level quality examinations, national examinations and school / madrasah examinations [3]. The whole assessment process is carried out for one semester to objectively and validly monitor the development of students. Errors in preparing the assessment process will have an impact on the assessment process activities so that the results will be less objective and valid.

Assessment in the 2013 curriculum is seen as having more complexity compared to the assessment system in the previous curriculum [4]. The difference in the assessment process of the 2006 KTSP curriculum from the 2013 curriculum requires teachers to have the knowledge and skills in making judgments that are in accordance with the new curriculum. The accuracy in making such judgements takes time for it requires continuous training, so that each teacher will be accustomed to working on it. The training provides information and knowledge through speeches, written words or other demonstration methods [5]. The Teachers need more training to be able to implement the 2013 curriculum.

Several previous studies revealed that there are still teachers who have not been able to apply the entire 2013 curriculum. This condition is supported by research, that teachers rarely conduct performance evaluations so that the form of assessment used is a written test [6]. One performance appraisal affects the ability of teachers to identify creative thinking skills and student learning outcomes that have been learned [7]. For this reason, the aim of this research is to obtain an overview of the difficulties of teachers in carrying out assessments of mathematics learning based on the 2013 curriculum.

Assessment is a process of gathering and processing information to see the extent to which the success of learning outcomes has been carried out to students. Assessment must be performed objectively and effectively, thus the collection and analysis of information must also be included along with the results of the processing. The results found can describe the conditions that occur and are able to be a comparison to further improve the next assessment.

Teacher’s readiness and understanding of the curriculum itself are factors that influence the successful implementation of 13 curriculum [8]. In the process of gathering and processing information the teacher must also make appropriate planning so that the assessment becomes objective and accurate. Assessment planning includes the preparation of tested materials map, preparation of instruments, and preparation of assessment rubrics [9]. The preparation of tested materials map is an important thing to assess because it includes the competencies to be assessed. Preparation of instruments is an indicator of learning outcomes that will be achieved for student development. The assessment rubric contains indicators to assess the competencies that students will achieve. This assessment rubric is accompanied by scoring that is clear and also valid so that it can measure the actual ability of the students.

The assessment execution is the assessment plan that has been carried out [9]. The implementation of the assessment includes the assignment of tasks, explanation of the assessment rubric, evaluation of the assessment process from the beginning to the end of learning, and collection of student learning outcomes during the learning process. The collected learning outcomes also serve as the document evidence that can be collected and analyzed continuously.

Assessment report is the result of analysis of assessment results that can be determined to see the results of the overall assessment process [9]. This result is a measure of success so that it can improve the quality of learning processes and outcomes. The report of this assessment must be delivered to students and parents. The report lets the parents participate in guiding students in the learning process at home. This is also a benchmark for students' abilities that can be explained to the parents. In this case the teacher must have the skills in communicating the results of the assessment to the parents.

The assessment process is not entirely changed so that for some aspects the teacher can still understand. The domain of assessment in the 2013 curriculum is in the form of a cognitive domain (knowledge), affective domain (attitude), and psychomotor domain (skills). In the cognitive domain (knowledge), educators assess knowledge competencies through written tests, oral tests, and assignments. In the affective domain (attitude), the instruments used for observation, self-assessment,
and assessment among students are in the form of checklist or rating scale accompanied by a rubric, while the journal is presented in the form of educator's notes. In the psychomotor domain (skills), practice tests, projects, and portfolio assessments are conducted. The instruments used for this domain is in the form of a checklist or rating scale equipped with a rubric.

In the psychomotor domain (skills), teachers lack knowledge of how to make assessment instruments. Therefore, it takes a long time in the process of compiling instruments. The obstacles dealt by the teachers are the lack of insight to conduct an assessment process that is in accordance with the 2013 curriculum, the unpreparedness of the preparation process before conducting an assessment process which often occurs and makes the study not objective and valid, and the lack of workshops provided for teachers that also impact on the assessment process.

2. Methods
This study used a qualitative with phenomenological approach. The research subjects were three mathematics teachers at three junior high school in Bandung City. The data collection it was used a teachers document and interview. The result subject 3 mathematics teachers at 3 junior high school in Bandung. The analysis of the data used comparison between the teachers prepare and there implementation in class.

3. Result and Discussion
3.1. Planning stage of assessment
The planning stage is an activity carried out by the teachers before the assessment. Planning is the initial foundation that is very important and supports the success of the assessment process. Planning of the learning activities is an important process in the implementation of the curriculum [8]. For example, when asked about the portfolio assessment a teacher does not know the meaning of it, eventually the portfolio assessment is only listed in the assessment rubric but is not used. This assessment rubric is also not designed by the teacher but by the school team. In the assessment rubric of learning score, the teacher also does not create a scoring rubric. This is done because it will be difficult to get a score that is in accordance with the scoring rubric given the ability of students who are lacking. The process of interaction between students and between teachers and students will allow the emergence of meaning negotiations so that it can encourage the development of arguments, statements, or representations that drive internal and external validation processes [10].

The findings from the observation indicate that there are still many teachers who do not carry out the planning process in accordance with the provisions. The assessment rubrics are not available, while the fact that it contains an indicator for the assessment of certain competencies [9]. No assessment rubric is available and indicators are feared to make judgments which are not objective. There will be influence from outside parties which makes planning this assessment disrupted. The formulation of the tested materials map is determined by the school so that the teachers are less involved in the manufacturing process which can result in an instrument that is not in accordance with what the teachers will give to the students. The making of instruments is done by the teachers in a hurry which results in the teachers having no preparation at the beginning but making instruments according to the needs at the time of being used.

3.2. Implementation stage of assessment
The implementation stage involves implementation of the assessment based on the planning that has been prepared by the teacher. If at the implementation stage the teacher has difficulty preparing the assessment plan in accordance with the 2013 curriculum assessment, as a result there will be confusion to do it at the next stage, namely the implementation stage. The implementation process is where plan is carried out.

From the findings, there are still many teachers who conduct subjective judgments not based on instruments, namely observation, self-assessment, and assessment among students in the form of a checklist or rating scale accompanied by a rubric, while the journal is an educator's note. The objective
judgements are not done by some teachers, as they only assess the students by remembering who are good and bad. This way of doing assessment is very disadvantageous for the student who is quiet and actually has the notable ability but could not be noticed by the teacher. Subjective assessment is carried out because of the difficulty in dealing with the large number of students and the lack of time when making specific assessments. This assessment is also not only done in the classroom but outside the classroom as one of the schools uses an assessment with a pocket book. Pocket books make students more monitored activities both in class and outside the classroom. This is easier to account for the guardians of students.

The process of interaction among students and between teacher and students will allow the emergence of negotiation of meaning so as to encourage the development of arguments, statements, or representations that drive the process of both internal and external validation [4]. In this situation it is easier for teachers to implementation assessments for each student. Assessment does not only involve between teacher and student but students with students. This negotiation makes it easy for the teacher to implementation assessments outside the activities in the classroom.

Actually, at this stage of implementation the teacher only needs to determine an appropriate technique so that it can measure the aspects to be assessed. Hence, the time management is very important at this stage of the implementation in order for the assessment process to be carried out. The skills and knowledge for choosing objective and effective assessment techniques make it easier for teachers to carry out assessments during learning activities and assessments carried out outside the learning activities.

3.3. Reporting stage of assessment
The reporting stage is a very important stage where all aspects assessed on students will be reported to the guardians of the students in the form of E-report cards or report cards. At this stage the teachers also have difficulty with the assessment in the form of descriptions, letters, and numbers. The description in the report is based on the existing system so all students will have the same description but not necessarily the same score in the form of numbers and letters. Consequently, the guardians of the learners will be confused with the assessment description of students. Not only in the description but in processing grades for report cards, the teachers are still having difficulties if the grades do not meet the minimum completeness criteria (KKM) in accordance with the school provisions. Therefore, the teachers will calculate additional score subjectively so that it will achieve the KKM.

The findings in the field cannot be generalized to all secondary schools but based on the findings of the research in the three schools, it is sufficient to explain the difficulties faced by mathematics teachers at the junior high school level to conduct an assessment based on the 2013 curriculum assessment. There are many obstacles faced by teachers including internal problem such as the lack of knowledge and also external problem like the insufficient model which can be learned by the teachers. In fact, there is no official format that has become a reference for the assessment process, so that each school has its own reference, causing them to carry out a different method of conducting assessments. On the bright side, the teachers can adjust to the school's vision and mission. On the negative side, the teachers will make subjective judgments in order to meet the sufficient score to be presented in the report cards.

4. Conclusion
Based on the results of the research at the planning stage, it was found that there were many teachers who did not understand the assessment format, and lacked preparation in making learning instruments in the form of teaching aids and learning activities. During the implementation stage the teachers have difficulty in assessing because of their limitation in understanding each assessment format in accordance with the 2013 curriculum and the time constraints in carrying out the entire assessment process. At the stage of the report the teachers have not yet understood the meaning of the results in the report cards in the form of numbers, letters, and descriptions as well as the range of percentages given in the report cards.
The lack of knowledge and skills regarding the 2013 curriculum assessment process resulted in difficulties in implementing the assessment process. These difficulties need to be overcome so that the teachers will get used to the assessment process. By not overcoming these difficulties, it is feared that teachers are not optimal in carrying out the assessment process. This situation not only has an impact on the assessment process of learning activities but also has an impact on decreasing school accreditation when evaluation conducted.

5. References

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