

COMPETENCE OF HISTORY TEACHERS IN ASSESSMENT IMPLEMENTATION AUTHENTIC: CASE STUDY IN YOGYAKARTA STATE 2ND HIGH SCHOOL

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ABSTRACT

The main problem in the reality of the history of learning in high schools (SMA) so far is more focused learning activities that lead to the achievement of mere cognitive domains, while the affective and psychomotor domains are still neglected. Learning activities do not lead to the achievement of substantive learning objectives, so that important elements have not been seen in the learning tools, including in their implementation. One of the achievements of education in learning history is the awareness of history and nationalism of students who are still not much touched in learning activities. This study aims to find out how: 1) the reality of the historical learning appraisal system in Yogyakarta State Senior High School 2, 2) the ability of history teachers in developing authentic assessment instruments, 3) history teacher competence in the implementation of authentic assessments, and 4) the ability of history teachers in processing measurement results.

This research uses descriptive qualitative method with case study approach. Sources of data in this study are history teachers, school principals, deputy school principals, curriculum members, and school supervisors. Data collection techniques using interviews, observation, and documentation. Data validity uses informant feedback techniques and method, data and theory triangulation. Data analysis uses an interactive model to analyze qualitative and quantitative data through steps of data collection, data reduction, data presentation, and verification or drawing conclusions.

The results of the study show that: 1) the reality of the assessment system follows assessment markings in 2013 Curriculum concerning assessment of spiritual attitudes, social attitudes, knowledge, and skills, 2) history teachers are quite capable in developing authentic assessment instruments proven by assessment instruments developed accordingly with the demands of core competencies and basic competencies, 3) the ability of history teachers in the implementation of authentic assessments is good enough where there is a match between the instruments developed and their application in the assessment, and 4) the ability of the history teacher in processing measurement results is quite well proven by analyzing all measurement results for assessment and evaluation. Conclusion of this study, history teacher of SMA Negeri 2 Yogyakarta is able to apply authentic assessment.

Kata Kunci: *competence, history teacher, and authentic assessment*