

**TEACHERS' BELIEFS ON AUTHENTIC ASSESSMENT:
BELIEFS AND PRACTICES
(A Case Study at SMP Islam Al-Hadi Sukoharjo in the Academic Year of
2017/2018)**



THESIS

**Submitted as a Partial Fulfillment of the Requirements for
Getting Master Degree Language in Education**

By

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2018**

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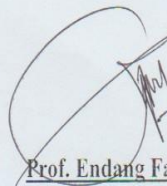
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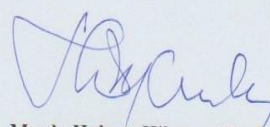
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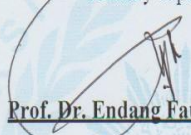
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AND PRACTICES (A CASE STUDY AT SMP ISLAM AL-HADI
SUKOHARJO IN ACADEMIC YEAR OF 2017/2018)**

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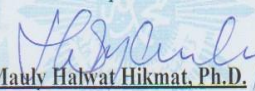
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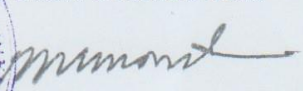
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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled "Teachers' Beliefs on Authentic Assessment: Beliefs and Practices (A Case Study at SMP Islam Al-Hadi Sukoharjo in the Academic Year of 2017/2018)" is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

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MOTTO

**Call on Me and I will answer your (prayer)
(Q.S Ghafir, 40:60)**

**The real happiness of life is to life modestly
(W.M. Thancheray)**

DEDICATION

I dedicated this research paper to:

♥ My beloved Dad and Mom,

♥ My family,

♥ My truelove,

♥ All of my best friends,

♥ My beloved lectures,

♥ My almamater.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui (1) pemahaman guru tentang penilaian otentik pada kurikulum 2013, (2) implementasi penilaian otentik di dalam kelas, (3) kesesuaian antara pemahaman guru dan prakteknya di kelas, dan (4) faktor yang membentuk pemahaman guru tentang penilaian otentik.

Studi kasus telah dilaksanakan pada sekelompok guru di SMP Islam Al-Hadi Sukoharjo. Data yang digunakan dalam penelitian ini berupa data kualitatif. Data diperoleh dari hasil kuesioner, wawancara, observasi, dan analisis dokumen. Kemudian analisis data dilakukan dengan cara pengumpulan data, penyajian data, reduksi data dan penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa (1) pemahaman guru terhadap penilaian otentik dalam kurikulum 2013 telah sesuai dengan teori, khususnya pada aspek penilaian afektif, kognitif, dan psychomotor (2) guru merefleksikan pengetahuan dan pemahaman mereka dalam implementasi di dalam kelas. Hal itu terlihat dari konsistensi antara pemahaman mereka dan praktek yang mereka lakukan. Guru melakukan penilaian sikap melalui observasi, penilaian diri, dan penilaian antar teman. Sedangkan untuk menilai pengetahuan siswa, guru menggunakan tes tertulis dan tes lisan. Selain itu guru menggunakan presentasi, bercerita, menulis teks dan membuat sebuah proyek untuk menilai keterampilan siswa.

Kata Kunci: Penilaian Otentik, Keyakinan, Praktik, Kurikulum 2013

ABSTRACT

This research aims to describe (1) the teachers' beliefs on authentic assessment based on curriculum 2013, (2) the implementation of authentic assessment, (3) compability of teachers' beliefs and practices, and (4) the factors shape the teachers' beliefs.

A case study had been conducted in a group of teachers in SMP Islam Al-Hadi Sukoharjo. The research data were collected in the form of qualitative data. Those qualitative data were collected through questionnaire, interview, and classroom observation and document analysis. Then the data were analyzed through data collection, data display, data reduction, and conclusion drawing and verification.

The result of this research showed that (1) the teachers's beliefs on authentic assessment were appropriate with the theories, especially on affective aspect, cognitive aspect, and psychomotor aspect, (2) the teachers reflected their beliefs on their classroom practices. It was viewed by consistency of their beliefs and their classroom practice. Teachers conducted affective aspect through observation, self-assessment, and peer assessment. While for cognitive aspect, teachers prefer to use written test and oral test. And teachers used presentation, retelling story, writing text, and project for assessing students' psychomotor aspect.

Keywords: Authentic Assessment; Beliefs; Practices; the 2013 Curriculum

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The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

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Surakarta, 2 February 2018

Yunita Lukitasari

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