

ANALYSIS OF AUTHENTIC ASSESSMENT MODEL ON PSYCHOMOTORIC ASPECTS IN MIS YASIM ROKA ELEMENTARY SCHOOL

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ABSTRACT

Study This aim For analyzing assessment models authentic to aspect psychomotor skills at MIS Yasim school which roka though learning at school base has covers supporting activities development psychomotor , still found a number of participant students who have not yet show optimal motor skills , both in coordination , flexibility , accuracy movement , as well as skills technical certain . Research This use exploratory exploratory sequential design with data sources obtained so technique data collection conducted by researchers namely : Observation , Interview , Archive and Questionnaire . results study This show that the assessment model authentic to aspect psychomotor (skills) at MIS Yasim Roka has implemented with appropriate approach will but based on the result that found that the assessment model authentic This not enough affective used due to Not yet give optimal results .

Keywords : Assessment Model Authentic , Aspect Psychomotor

INTRODUCTION

In the 21st century , education experience extraordinary transformation and progress normal , in line with development over time fast (Dewi, 2019) . In the era of globalization moment This , Education is not can separated from increasingly advanced technology forward , like seen in use projector in class , processing mark based applications , and so on (Lestyaningrum et al ., 2022) . System evaluation moment this also experienced significant transformation , where the previous assessment nature traditional with give grid question along with answer short , choice double , and assess a number of task limited as possible No reflect the learning process , now switch become more assessment authentic . This is due to evaluation traditional tend focus on aspects cognitive only , temporarily evaluation authentic can evaluate activity student during the learning process (Kusumarini et al ., 2022) .

Discuss about evaluation authentic, real evaluation This Already There is since implementation of KTSP (Education Unit Level Curriculum). However, it is still Not yet can utilized fully in its implementation. For evaluation authentic 2013 curriculum, elements evaluation expanded. Different with curriculum previously, such as KTSP, assessment more authentic in the 2013 curriculum detailed, including related instrument assessment. As object evaluation , many educators who feel objections and complaints about this 2013 curriculum , especially related with authentic assessment (Nabilah et al ., 2021) . Evaluation authentic is supportive assessment student For show ability as well as required skills in face real- world problems and situations (Nurcahyani , 2016) .

Evaluation authentic covers evaluation actions and activities participant educate during the learning process. In addition that, in the assessment authentic implemented diverse tool related assessments with SKL (standard criteria graduation), KI (core competencies), and KD (competencies) basis). The components assessed in tool evaluation This covering affective or attitude, cognitive or knowledge, as well as psychomotor or skills. Learning outcomes student



interpreted as evaluation conducted during the learning process ongoing and after activity learning end (Yusuf, 2021) .

Beside that , the system effective assessment must No only evaluate what to do assessed , but can also be increase ability psychomotor students so that they become creative and innovative students . In this situation this , assessment should become element important from the learning process and more from That integrated to in activity real students whose abilities valued as professional as well as implemented in more context wide (Nisrokha , 2018) .

Evaluation authentic or the usual called as evaluation real in education in Indonesia is very crucial , because generally evaluation aim For measuring and collecting information about results Study student in a way direct or something capable assessment show ability what is actually owned students . It means acquired skills through learning implemented in situation real or in life students . So that students No only understand and remember , but also be able to use knowledge gained For finish problem in life daily . Assessment kind of This will change paradigm teacher centered education becomes student - centered education (Umami, 2018) . With paradigm student - focused education , students can absorb lessons that have been they learn previously , so that they understand meaning from material academically accepted , capable linking information new with knowledge and experience previously , and capable apply it internally in life real .

Evaluation authentic will assist teachers in find method best for all student can reach results end , although in term different times . Development attitudes , skills , and knowledge achieved through settlement assignments in which students involved in a way active and creative . In the assessment authentic there is a number of Rated aspect namely ; assessment effective (attitude) , cognitive (knowledge) , and psychomotor (skills) (Idris & Asyafah , 2020) . And in evaluation authentic own challenges for each a educator because basically For results evaluation attitudes , knowledge and skills participant educate Certain the result will different , even though in learning participant educate get the same learning will but the ability of each individual is not The same so will give results that are not the same then here the role of teachers is very necessary (Habibi et al . , 2021) .

MIS Yasim Roka School is one of the schools located in Roka Village, Belo District, Bima Regency and schools This Already apply caricature independent of which in the assessment model educator Already using assessment models authentic. In the assessment model authentic there is a number of Rated aspect that is aspect affective , aspect cognitive and aspects psychomotor .

Based on observation initial research conducted by researchers , found that The problem at MIS Yasim Roka school lies in the aspect psychomotor (skills) , where even though learning at school base Already covers supporting activities development psychomotor , still There is a number of participant students who have not yet show optimal motor skills , both in coordination , flexibility , accuracy movement , as well as skills technical certain . Type of aspect psychomotor (skills) referred to by researchers covering fine motor skills , gross motor skills , and coordination movement , where these motor skills own a very important role for development participant educate in a way general (Hanum & Rohita, 2020) .

Condition This bring up question about to what extent the system assessment applied capable fulfil need student in aspect psychomotor , as well as how far has the development progressed or ability psychomotor skills possessed students at MIS Yasim Roka school , until aspect skills This Not yet show significant results in development skills psychomotor participant educate .



Which includes in evaluation aspect psychomotor This covering evaluation performance , assessment projects , as well as evaluation portfolio . Problem This make researchers want to dig more Far about factors the cause . So for identify matter the so researchers interested lift title " Analysis of Assessment Models" Authentic To Aspect Psychomotor Skills at MIS Yasim Roka Elementary School".

METHODS

Types of research used by researchers is study mixed methods, where the design study mixture is procedure For collect , analyze , and integrate method qualitative and quantitative in One studies or research to complete problem study (Nasution et al ., 2024) . According to Sugiyono, the research mixture is a method that combines two approaches , namely qualitative and quantitative , in something study For get more data complete , valid, can reliable and objective (Sugiyono , 2018) . The approach applied by the researcher is approach studies case , which approach This is method in -depth research about individual , a group , a organization , a program of activities , and so on in term time certain (Poltak & Widjaja, 2024) . Study This apply design exploratory exploratory sequential design, which is one of the type design in mixed methods approach , where the research process started with qualitative data collection and analysis moreover first , then to be continued with quantitative data collection and analysis . Based on data sources obtained , techniques data collection used by researchers are : Observation , Interviews , Archives , and Questionnaires .

RESULTS AND DISCUSSION

As for the results analysis from study this , regarding assessment model analysis authentic to aspect psychomotor skills at MIS Yasim Roka school , namely , based on results research conducted at MIS Yasim Roka through interviews , observations , and dissemination questionnaire , obtained description comprehensive about implementation evaluation authentic to aspect psychomotor .

Evaluation process authentic For aspect psychomotor skills at MIS Yasim Roka school were carried out in a way direct and contextual . All respondents agreed that evaluation psychomotor done through observation direct activity students , both in class both in the field . Assessment No only results - oriented end , but also on the methods and steps student when carry out activities . Assessment tools used covers rubric assessment sheet observation , and portfolio students . Use tool the customized with type skills being evaluated , such as technique movement , creativity , neatness , and courage participant educate (Sunandar & Hilmiyati , 2024) .

Results of the questionnaire distributed show that improvement skills psychomotor is at in "sufficient" category . In general quantitatively , only 20% of students showed skills more psychomotor good , while the remaining 80% Still show skills psychomotor deficit adequate . Students show ability in fine motor skills and collaboration in group . However they still own lack in aspect independence , thoroughness , and perseverance , in particular when face challenge in activity practice . This shows that support and training addition Still required For increase performance student although learning Already allows development skills . Appropriate with listed results in table score below This



Score Results and Categories

Table 1. Score Results and Categories

No	Statement (P)	Actual score	Average (score ÷10)	Category
P1	Instructions	34	3.4	Enough
P2	Coordination	33	3.3	Enough
P3	Tools and materials	34	3.4	Enough
P4	Accuracy	30	3.0	Low
P5	Independence	20	2.0	Very low
P6	Fine motor skills	37	3.7	Tall
P7	Perseverance	24	2.4	Very low
P8	Work The same	37	3.7	Tall
P9	Appropriate time	30	3.0	Low
P10	Improvement	3.4	3.4	Enough

Overall Average

- Total score = 34 + 33 + 34 + 30 + 20 + 37 + 24 + 37 + 30 + 34 = 313
- number of data = 10 statements x 10 respondents = 100
- Overall average score = 314 ÷ 100 = 3.13
- Enough category

Number of Advantages and Weaknesses

Advantages (Score ≥ 3.6): 1) P6 = 3.7 (High), 2) P8 = 3.7 (High) with Total : 2 statements

Weaknesses (Score < 3.6): P1, P2, P3, P4, P5, P7, P9, P 10, with Total: 8 statements

Percentage Strengths and Weaknesses

Strengths = $\frac{2}{10} \times 100\% = 20\%$, Weaknesses = $\frac{8}{10} \times 100\% = 80\%$

In its implementation , assessment authentic to aspect Psychomotor skills at MIS Yasim Roka are influenced by various supporting and inhibiting factors . Some constraint main issues faced is limited time Study For activity practice , number enough students Lots so that make it difficult for teachers to do optimal individual observation , as well as lack of trust self part student moment demonstrate skills in a way directly . Although Thus , there are also elements important supporters , such as support from party school to activities that involve skills physical , such as Scouts , competition skills and practice eye SBDY lessons . In addition that , teacher involvement in training about based learning practices also contribute to the improvement quality more assessment and learning strategies efficient .

So in general overall from results study This show that the assessment model authentic to aspect psychomotor (skills) at MIS Yasim Roka has implemented with appropriate approach will but based on the result that found that the assessment model authentic This not enough affective used because of Not yet give optimal results where matter This can be seen from results score evaluation aspect psychomotor which student's score excess his only 20 % whereas score his weaknesses more tall that is with a total score of 80% also supported by existence complaint from educator with the assessment model authentic This like complaint will too much time A little facilities and infrastructure neither does it support or not enough adequate and from here Can seen



that For application of assessment models authentic This not enough affective used Because of course No give appropriate results with what are the targets and goals from existence application of assessment models authentic This For education .

CONCLUSION

Based on description and analysis researchers related assessment model analysis authentic to aspect psychomotor skills at MIS Yasim Roka school . It can be concluded assessment process authentic to aspect psychomotor skills at MIS Yasim Roka school , namely can taken conclusion that evaluation done in a way direct and contextual all respondents agreed that evaluation psychomotor done with observe direct activity students , both in class both in the field . Assessment No only focus on results end , but also on processes and techniques student moment do activities . And using instrument evaluation authentic like teachers use rubric assessment sheet observation , and sometimes portfolio For record and evaluate skills students . Indicators used customized with type assessed skills , such as technique movement , creativity , neatness , and courage .

Whereas For development aspect psychomotor at MIS Yasim Roka school based on results research conducted by researchers with using a questionnaire instrument can concluded that skills practice student is in the " Enough " category with level excess by 20% and weaknesses by 80%. Fine motor and work aspects The same is strength main , but student Still need fostered more carry on in independence , precision , and perseverance moment face difficulty in practice . So with height score weakness compared to score the advantages This show that results application of assessment models authentic This not enough affective used Because of course No give significant results like what are the targets and goals from the existence of an assessment model authentic This in the world of education, plus Again Andanya constraint from a number of factors experienced by educators Good That about time and assessment instruments and related with facilities and infrastructure school the .

Inhibiting and supporting factors in evaluation authentic in aspect psychomotor skills at MIS Yasim Roka school , namely can concluded that which becomes factor inhibitors and supporters in development aspect psychomotor This that is there are obstacles will time , amount students who are too Lots make the teacher a little difficulty in control student so that result in activity practitioner not enough effective and lack of trust self student That alone . Meanwhile For his supporters that is school support activities involving skills physique student for example Scouts , competitions , practice sbdp , and teachers follow training or workshop about learning based practice

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