

Application of Alternative Assessment in Efforts to Improve Education Quality

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Abstract – Various have been made by the Government in an effort to improve the quality of national education which is needed in building the nation and the Republic of Indonesia. However, understanding and how to measure the quality of education that is appropriate and reliable is still a subject of endless discussion. The quality of education nationally is essentially a reflection of the learning outcomes of each student. Therefore, various techniques and forms of assessment are made to obtain student learning outcomes that can be accounted for and can truly describe the abilities of students as a whole. This paper discusses the meaning and techniques of measuring the quality of education.

Keywords – Education quality, instruction, assessment, alternative assessment.

I. INTRODUCTION

Improving the quality of a country's human resources is determined by how education in a country is implemented, education plays an important role in improving the quality of human resources. Through human resource education, a country learns and masters a competency, and develops knowledge to achieve a better standard of living.

To be able to improve the mastery of the competencies of students, the implementation of the learning process must run well and effectively. The learning process must provide opportunities for students to understand a competency, know the extent to which they have mastered a competency and are able to apply these competencies in everyday life. If the learning process goes well, it will have implications for increasing the quality of human resources in a country.

To be able to find out whether a learning process is going well or not, whether students have mastered the competencies learned, an assessment (assessment) of the process and mastery of student competencies is needed. By carrying out the assessment, a teacher will get an idea of the level of mastery of student competencies. This will be used as a reference in making decisions for the next step. One of them as a reference in designing the learning process for the next competency, assessment provides feedback on the next learning process.

Assessment is a teacher's daily activity, which he carries out every day, day after day during the learning process. There is no other form of teacher responsibility that is more important than assessing students. Teachers must be able to communicate the academic performance and social performance of students and their progress or growth to various related parties including students, parents of students, schools and education administrators, and the general public.

Assessment in learning is a process or effort to obtain some information about the development of students during learning activities as an ingredient in decision making by educators to find out and improve the process and learning

outcomes of students. In the context of education, the implementation of assessments in schools is part of the learning process, namely a reflection of understanding on the development or progress of individual students. Implementation of the assessment in schools may include observing, collecting, scoring/assessing, describing and interpreting information about the learning process of students.

Zainul said "there is a big gap between the assessments carried out by educators in the classroom and the assessments carried out nationally or in a certain autonomous region". In this case, the assessment carried out by the teacher is more focused on the achievement of the student's learning process while at school, while the assessment carried out nationally is more focused on the achievement of student learning achievement or student learning outcomes during education. Linson & Tighe (Ronis, 2011: 22) also revealed "assessment focuses on gathering information about student achievement that can be used to make teaching decisions".

The use of alternative assessments in assessing student learning outcomes emerged in the 1990s, as a result of many criticisms of traditional assessments that only used written tests (paper and pencil tests). Where the written test can only be used to measure student learning outcomes in the realm of cognitive and simple skills.

According to Hanna (1993): "Assessment is the process of collecting, interpreting, and synthesizing information to aid in decision making. Assessment synonymous with measurement plus observation. It concerns drawing inferences from these data sources. The primary purpose of assessment is to increase student's learning and development rather than simply to grade or rank student performance (Morgan & O'Reilly, 1999)".

Jade assessment is an activity to collect information on student learning outcomes obtained from various types of bills and process the information to assess student learning outcomes and development.

II. DISCUSSION

Traditional Assessment and Alternative Assessment

Assessment is an activity carried out by the teacher to provide a variety of continuous and comprehensive information about the process and learning outcomes that have been achieved by students.

Assessment is not the same as measurement, but the two cannot be separated, because the two activities are closely related. To be able to conduct an assessment, it is necessary to make measurements first. Measurement can be interpreted as giving a number to a certain attribute or characteristic based on clear rules or formulations

From the measurement results, a score will be obtained that describes the level of student learning success based on predetermined criteria. Furthermore, the following is an explanation from the Class Assessment book on the 2004 Curriculum on some terms that are often related to assessment. "Many people confuse the meaning of evaluation, measurement (measurement), test, and assessment (assessment), even though the four have different meanings.

different.

Evaluation is an identification activity to see whether a program that has been planned has been achieved or not, is valuable or not, and can also see the level of efficiency of its implementation. Evaluation is related to value judgment. In the field of education, we can evaluate the new curriculum, an education policy, resources

specific learning, or teacher work ethic.

Assessment (assessment) is the application of various methods and the use of various assessment tools to obtain information about the extent to which student learning outcomes or student competency (a series of abilities) are achieved. Assessment answers questions about how well a student's learning outcomes or achievements are.

Traditional Assessment

The term assessment (assessment) is defined by Stiggins (1994) as an assessment of the process, progress and student learning outcomes (outcomes). Meanwhile, Kumano (2001) defines assessment as "The process of Collecting data which shows the development of learning". Thus it can be concluded that assessment is the right term for the assessment of student learning processes. However, although the student learning process is an important thing that is assessed in the assessment, learning

outcomes factors also remain not ruled out.

Wiggins (1984) states that assessment is a tool that chronologically assists teachers in monitoring students. Therefore, Popham (1995) stated that assessment should be part of learning, not an integral part. Resnick (1985)

stated that in essence the assessment focuses on the assessment of the student learning process. related to this, Marzano et al. (1994) stated that in expressing students' mastery of concepts, the assessment does not only reveal the concepts that have been achieved, but also about the development process of how a concept was obtained. In this case the assessment can not only assess the results of the student's learning process, but also their learning progress.

One form of assessment is a traditional assessment. According to Muller (2008), traditional assessment is an assessment that refers to the size of multiple-choice tests (forced-choice), complete tests (fill-in-the-blanks), true-false tests, matchmaking and the like. Students typically select an answer or recall information to complete the assessment.

There are several characteristics of traditional assessments including:

- The assessment is done to assess the students' ability to give the correct answer.
- The tests given are not related to the realities of students' lives.
- Tests are separate from student learning.
- Can be scored with high reliability.
- Test results are given in the form of scores.

Benefits and objectives of Traditional Assessment

The benefits of the Traditional Assessment are: (a) To determine the level of achievement of competence during and after the learning process takes place. (b) To provide feedback for students to know their strengths and weaknesses in the process of achieving competence. (c) To monitor progress and diagnose learning difficulties experienced by students so that enrichment and remedial can be carried out. (d) For feedback for teachers in improving the methods, approaches, activities, and learning resources used. (d) To provide alternative choices for teacher assessment. (e) To provide information to parents and school committees about the effectiveness of education.

The objectives of the Traditional Assessment include:

Diagnosing students' strengths and weaknesses in learning, a). Monitor student progress, b) Determine student ability levels, c) Determine learning effectiveness, d) Influence public perceptions of learning effectiveness, e) Evaluate classroom teacher performance, d) Clarify learning objectives designed by teachers

Alternative Assessment

The Nature of Alternative Assessment According to Blaustein, D. et al. in Sudjana (2008:45) "Assessment is the process of collecting information and making decisions based on that information". In collecting this information the teacher usually uses a paper and pencil test or what is called a formal assessment or conventional assessment. It is called so because this method is commonly used by teachers. The paper and pencil test method can only measure students' cognitive abilities but cannot measure learning outcomes.

Learners holistically. If the curriculum changes in Indonesia are studied further, it can be understood that these changes are not only seen as an adjustment of the substance of the material and curriculum format to the demands of the times, but also a paradigm shift. Furthermore, the implication of the application of competency standards is that the assessment process carried out by teachers, both formative and summative, must use reference criteria. Thus, in conducting the assessment, teachers need instruments other than paper and pencil tests, meaning that other or alternative assessments are needed.

The alternative assessment does not eliminate the assessment using the paper and pencil test method, but is another form of assessment that can measure the abilities of students that cannot be reached by conventional assessments.

Alternative assessment is defined as the use of non-traditional approaches to assess student performance or learning

outcomes. There are times when alternative assessments can also be called authentic assessments or performance assessments.

Traditional versus “Alternative” Assessment

One-shot tests	Continuous, longitudinal assessment
Indirect tests	Direct assessment
Inauthentic tests	Authentic assessment
Individual projects	Group projects
No feedback provided to learners	Feedback provided to learners
Speeded exams	Untimed exams
Decontextualized test tasks	Contextualized test tasks
Norm-referenced score interpretation	Criterion-referenced score interpretation
Standardized tests	Classroom-based tests

Bailey, Kathleen M. (1998) Learning about Language Assessment . (p. 207)

Traditional versus “Alternative” Assessment

One-shot, standardized exams	Continuous long-term assessment
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items	Contextualized communicative
Scores suffice for feedback	Individualized feedback/washback
Norm-referenced scores	Criterion-referenced scores
Focus on the “right” answer	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance

Fosters motivation	extrinsic	Fosters motivation	intrinsic
(Brown 13)			

Alternative Types of Assessment

According to Mertler, in Classroom Assessment: A Practical Guide for Educators, the form of assessment based on assessment tools in alternative assessments is in the form of performance assessment, informal assessment, observation, use of questions (Questioning), presentation), discussion (Discussions), Project (Project), investigation or investigation (Investigation), Portfolio (Portfolio), Journal (Journal), Interview (Interview), Conference, and Self-evaluation by students (Self Evaluation).

Informal Assessment (Informal Assessment)

Informal assessments are assessments that are carried out spontaneously or unplanned and when these assessments are carried out, students do not realize that they are being assessed. In other words, informal assessments are carried out during the learning process. There are two types of strategies used in this informal assessment, namely teacher observations and teacher questions (teacher questions).

Teacher observations (teacher observations)

Observation of behavior at school can be done by using a special notebook about events related to students while at school. One example is with a diary format. Besides being useful for recording and assessing student behavior, it is also very useful for assessing student attitudes and can be used as material in assessing the overall development of students. In addition, in behavioral observation, a check list can also be used which contains certain behaviors that are expected to emerge from students in general or under certain circumstances.

Direct questions (teacher questions)

The teacher can also ask directly about a person's attitude regarding something. For example, how do students respond to the new policy implemented in schools regarding "Improvement of Order". Based on the answers and other reactions that appear in giving answers, it can be understood the attitude of the students towards the object of attitude. In assessing student attitudes in schools, teachers can also use this technique in assessing attitudes and fostering students.

The advantages of informal assessments include: 1) Educators can carry out continuous assessments, starting from the beginning to the end of learning. 2) In conducting observations for assessment proceed naturally or spontaneously according to conditions, without any prior planning. 3) The form of assessment can vary according to class conditions.

The disadvantages of informal assessments include:

1) In an informal assessment, it is necessary to draw conclusions from the daily notes that have been collected. 2) This assessment is often forgotten by educators because it is done spontaneously and continuously. 3) Sometimes educators do not provide enough time to answer the questions given, so here students are required to be spontaneous in answering questions posed by the teacher.

Performance Assessment (Performance Assessment) Performance assessment is also known as a performance assessment. Performance assessments are carried out to assess the tasks performed by students, so that teachers can have complete information about students. According to Hibbard, performance tasks require: Application of concepts and other important supporting information Work culture that is important for study or scientific work

Scientific literacy.

Performance assessment is basically an authentic assessment, because in this assessment students are required to demonstrate their scientific inquiry, reasoning and skills in completing various interesting and challenging tasks in real life contexts. Performance assessment is an assessment process carried out by observing the activities of students in doing something. This assessment is suitable to be used to assess the achievement of competencies that require students to carry out certain tasks such as practicum, prayer practice, sports practice, role playing, playing musical instruments, singing, reading poetry/declarations etc. Performance assessment needs to consider the following:

- Performance measures that are expected to be carried out by students to demonstrate the performance of a competency.
- Completeness and accuracy of the aspects to be assessed in the performance.
- Specific abilities required to complete the task.
- Strive for the ability to be assessed not too much, so that all can be observed.

The abilities to be assessed are ordered based on the order of observations.

This performance assessment has the following characteristics:

- Allowing students to show directly their performance or abilities
- Requires multiple subjective assessment procedures (e.g. using rating scales), checklists or rubrics

There is a great opportunity to develop this performance assessment in the learning process. As for the steps that need to be considered to make an assessment good performance include:

a). Identify all the important steps that are needed or that will best influence the final result.

Write down the specific skills behaviors that are important and needed to complete the task and produce the best end result. b) Trying to make the criteria for the ability to be measured not too many so that all these criteria can be observed as long as students carry out the task. c) Clearly define the criteria for the ability to be measured based on the ability of students that must be observed (observable) or the characteristics of the resulting product. d) Sort the ability criteria to be measured based on the order that can be observed. If any, check again and compare with the ability criteria that have been made previously by other people in the field.

Observations of performance need to be carried out in various contexts to determine the level of achievement of certain abilities. To assess the long jump ability of students, for example, various observations or observations are made, such as: techniques for taking prefixes, pedestal techniques, body postures/positions while in the air, landing techniques. Thus, the picture of students' abilities will be more complete. To observe performance students can use the following measuring tools or instruments:

Checklist (Check-list)

Performance assessment can be done using a checklist (yes-no). Performance assessment using a check list, students get a score if the criteria for mastering certain competencies can be observed by assessors. If it cannot be observed, students do not get grades. The disadvantage is that there is no middle value, but the checklist is more practical to use observing large numbers of subjects.

Rating Scale (Rating Scale)

Performance assessment using a rating scale allows the assessor to give a middle value to the mastery of certain competencies, because the scoring is on a continuum where the choice of value categories is more than two. The rating scale ranges from imperfect to very perfect. For example: 1 = incompetent, 2 = moderately competent, 3 = competent and 4 = very competent. In the scoring tool in the form of this rating scale, there are other types, namely in the form of rubrics.

Heidi Goodrich Andrade, defines rubric as a scoring tool that consists of a list of a set of criteria or what must be calculated. The American Association for Advancement of Science defines a rubric as a scoring guide that can distinguish, in terms of an articulated scale, between a group of simple behaviors or events that have occurred that are responded to at that time. So, a rubric is a set of criteria used to score or place students' positions.

The scoring rubric describes the level of performance that students are expected to achieve in relative terms. This performance description can help evaluators to look for student performance characteristics. There are two types of rubrics, namely analytic rubrics and holistic rubrics.

Performance assessment has advantages and disadvantages. The advantages of performance assessment are as follows: (a) Can find out complex learning outcomes and skills that cannot be evaluated by traditional tests (paper and pencil tests). (b) Present a more intrinsic, direct and complete evaluation of several types of reasoning skills, verbal skills and physical skills. (c)

Presenting high learning motivation for students with clear goals and making learning more meaningful. d) Encourage application of learning in real life situations. e) Can be used as information as consideration for making decisions in further learning.

The weaknesses of the performance assessment are as follows:

- a) Requires time and effort that must be considered in its use.
- b) Assessment and scoring of performance is subjective, burdensome and specifically has low reliability. c) The frequency of conducting individual evaluations should be more than in groups.

Summary of Alternative Assessment

<i>Principle</i>	<i>Portofolio</i>	<i>Journal</i>	<i>Conferece</i>	<i>Interview</i>	<i>Observation</i>	<i>Self/peer</i>
<i>Practicality</i>	Low	Low	Low	Mod	Mod	Mod
<i>Reability</i>	Mod	Mod	Low	Mod	Mod	Low
<i>Face validity</i>	High	Mod	High	High	High	Mod
<i>Content validity</i>	High	High	High	High	High	High
<i>washback</i>	High	High	High	Mod	Mod	High
<i>authenticity</i>	High	High	High	Mod	High	High

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III. CONCLUSION

The existence of Alternative Assessment is not always to replace traditional assessment but to complement it. Putra (2012:23) says "assessment is a continuous process that aims to improve student learning outcomes. Assessment is considered as a process of adjusting measurements to predetermined criteria in order to

obtain an overview of the ability to be measured.

Understanding the traditional assessment is compared with alternative assessments. Herman (in Wulan, 2007:2) explains that alternative assessment is a non-traditional assessment that assesses the acquisition, application of knowledge and skills that show students' abilities in processes and products. Alternative Assessment is able to facilitate students to show the knowledge and variety of intelligence they have in various ways.

Alternative assessments have advantages and disadvantages. Wulan (2012:382) through various sources formulates the advantages of alternative assessments when compared to traditional assessments. 1) students can demonstrate a process; 2) the process being demonstrated can be observed directly; 3) provide a more complete and natural evaluation of various kinds of reasoning, verbal abilities, and physical skills; 4) there is an agreement between teachers and students regarding the assessment criteria and the tasks to be carried out; 5) assessing learning outcomes and complex skills; 6) provide great motivation for students; 7) encourage learning applications based on real life.

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