Developing a performance assessment instrument for integrated thematic learning in elementary school based on local wisdom: A needs analysis

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ABSTRACT
The purpose of this study was to find out if a performance assessment instrument for integrated thematic learning based on local knowledge for second grade students in elementary schools was needed. The participants in this study were divided into two groups: the first group consisted of 24 second-year students from a public elementary school and the second group consisted of 26 second-year students from another public elementary school in addition to two teachers. The research was conducted using a qualitative descriptive approach, and the research instruments included a needs analysis questionnaire, structured interviews, observations, and documentation. According to this preliminary research, it was found that a performance assessment instrument in integrated thematic learning that is based on local wisdom and knowledge is highly needed. Suggestions for future research are also discussed.

Introduction
Assessment in the 2013 curriculum (K13) or better known as authentic performance assessment has strong relevance to the scientific approach to learning following the demands of K13. The assessment is recognized as being able to describe an increase in the creativity of student learning outcomes, both in the context of observing, reasoning, trying, building networks, and others. Therefore, the assessment of learning outcomes must be carried out starting from the determination of the instrument, the preparation of the instrument, the review of the instrument, the implementation of the assessment, the analysis of the assessment results, and the follow-up program of the assessment results. Assessment of student learning outcomes in primary and secondary education includes aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor).

Performance assessment is an assessment that requires students to demonstrate a certain competency. Performance appraisal is an assessment measure based on an original task such as an activity, exercise, or problem that requires students to demonstrate what they normally do. Performance appraisal reflects real-world problems, in the children or student's life not about the school. The authentic assessment uses various methods and criteria holistically (whole competence that reflects knowledge, skills, and attitudes). Authentic assessment does not only measure what is understood by students but places more emphasis on measuring what students do (Pembinaan, 2016).

Assessment is the application of various methods and the use of 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. The results of the assessment can be in the form of qualitative scores (narrative statements in words) and quantitative assessments (in the form of numbers) (Sulistiasih, 2018). Hanun Asrohah (2017) assessment should be carried out through three approaches, namely assessment of learning (assessment end of learning), assessment for learning, assessment as learning. The principles of assessment are as follows: 1) Valid, meaning that the assessment is based on data that reflects the measured ability, 2) Objective, which means that the assessment is based on standards and is not influenced by the subjectivity of the assessor, 3) Fair, means that the assessment is not beneficial or detrimental to students, 4) Integrated, means that the assessment procedure, assessment criteria and decision-making basis can be accessed by

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all parties, 5) overt, means that the assessment procedure, assessment criteria and decision-making basis can be accessed by all parties, 6) Systematic, the assessment is carried out in a planned and gradual manner by following standard steps, 7) Accountable, meaning that the assessment can be accounted for, 8) Educational, the assessment is carried out for the interests and progress of students in learning (The Regulation of Ministry of Education and Culture Number 23 of 2016 Article 5).

The important steps in planning the assessment. Setting the purpose of the assessment, Determining the form of the assessment, Selecting the assessment technique, Compiling the grid, Writing the questions based on the grid and the rules, and Compiling the scoring guidelines. Judging from its function, there are various types of assessment, namely formative assessment, summative assessment, diagnostic assessment, selective assessment, placement assessment, pre-test, and post-test. Educational assessment is a criterion regarding the mechanisms, procedures, and instruments for assessing student learning outcomes. Attachment of the Minister of Education and Culture Number 26 of 2016 concerning the Education Assessment System that student assessments carried out in K13 include: authentic assessments, self-assessments, portfolio-based assessments, daily tests, mid-semester tests, end-of-semester tests, competency level tests, competency level quality tests, examinations national exams, and school/madrasah exams.

Authentic assessment is an assessment of tasks that resemble reading and writing activities as well as in the real world and at school. The purpose of the assessment is to measure skills in a variety of contexts that reflect real-world situations where these skills are used. Authentic assessment is a type of assessment that uses students to demonstrate skills and that requires solving problems (Sani, 2016).

Alwansyah et al (2015) state that performance appraisal is an assessment that asks students to demonstrate and apply knowledge in various contexts according to the desired criteria. This is because performance assessment asks students to demonstrate knowledge and skills in real situations and is an alternative to traditional assessments presented in the form of paper and pencil tests. Performance assessment is carried out based on the performance of the process and the results of the work carried out by students. Thus, when using performance appraisal, it is possible for teachers not only to measure learning outcomes but also the learning process.

Performance appraisal has advantages in assessing the ability of students, several aspects need to be considered in the development of performance appraisals, including: (1), not all learning objectives listed in each basic competency must be assessed through performance appraisals; (2) in the preparation of the rubric, it is necessary to pay attention to the criteria in scoring and the quality of each criterion; and (3) it is necessary to pay attention to the time to work on and check performance tasks Permendikbud Nomor 23 Tahun 2016 Tentang Standar Penilaian Pendidikan.

Kunandar (2015), explains that: "assessment instruments must meet the requirements: a substance that represents the competencies assessed, a construction that meets technical requirements following the form of the instrument used, and the use of good and correct also the communicative language according to the level of student’s development. According to Wulan (2017) several methods can be used in performance assessment, namely observation, interviews, portfolios, essays, practical exams, project assessments, questionnaires, checklists, rating scales, assessments by friends, and assessments. discussion, journal appraisal, and product appraisal. The Assessment of performance research chose one technique, namely the rubric. According to the researcher, the rubric is a guideline for the performance appraisal process that is suitable for use and the rubric is also one of the techniques in authentic assessment. Through the use of rubrics, subjective and unfair assessments in the learning process can be avoided or at least reduced. Teachers are easier to assess the achievements of students and students will be encouraged to achieve the best performance because the assessment criteria are clear.

Integrated thematic learning is arranged in the form of a theme that several subjects are combined to introduce the concepts of the subject matter thoroughly to students thus students can actively find and explore concepts and principles that are meaningful and easy, understood both individually and as a group (Rusman, 2015). Integrated thematic learning is: Integrated thematic learning is carried out with the principle of integration using the theme as a unifier. Learning activities combine Basic Competencies from several lesson content earlier in one face-to-face. Integrated thematic learning is useful for providing meaningful experiences for students because when students understand various concepts, they can go through direct experience and connect with other concepts that have been mastered previously. Unified theatics are structured based on a combination of integration processes (Pembinaan, 2016)

Thematic learning has several characteristics according to Kadir and Asrohah (2015) including Student-centered learning. This means that in learning students are the main actors of education. All learning activities are tailored to the needs and characteristics of students. Learning provides hands-on experience. By providing direct experience, students are expected to be able to understand more abstract things later. Eliminate the dividing line between subjects. namely, in thematic learning, the dividing line between subjects becomes unclear because thematic learning is centered on themes that are interrelated with the daily lives of students. Flexible. This means that thematic learning is carried out by connecting one knowledge to another, one experience to another, and knowledge to the experience of students. Learning outcomes are following the interests and students’ needs. This means that the characteristics of thematic learning adapt to the student’s needs. Therefore, thematic learning must be able to encourage and motivate student learning and can provide the widest opportunity for students to develop their potential and talents. Using the principles of PAKEM (Active, Creative, Effective, and Fun Learning). Thematic learning must involve students
actively in the learning process and be effective in providing material and arranged in a pleasant atmosphere thus the learning will not be boring and motivate students to encourage interest in learning. Holistic, that is, in discussing a problem in thematic learning, the teacher must examine a problem from different and unambiguous points of view. This means that thematic learning allows students to directly understand the concepts and principles they want to learn.

The purpose of integrated thematic learning is according to Rusman (2015), focusing students’ attention is easy because they are focused on one theme. Can develop many competencies in subject matter and can learn knowledge. Can learn the material more deeply. Through personal experience, students can develop better language competence. Through real situations, students can communicate such as asking questions, telling stories, writing, and learning other subjects with more enthusiasm. With material in the form of a clear theme or sub-theme, students can get a lot of benefits and the meaning of what they learned. The content in the subjects is presented in an integrated manner thus teachers can save time because learning can be prepared and can be given in two or three meetings. According to the situation and conditions, students can develop character and morals.

Local wisdom is the identity or cultural personality of a nation that causes the nation to be able to absorb, and even cultivate a culture that comes from outside/other nations into the character and abilities (Wibowo, 2015). Local wisdom is the way people behave and act in response to changes in the physical and cultural environment. A conceptual idea that lives in society grows and develops continuously in people's consciousness from those related to sacred life to the profane (daily part of life and is mediocre) (Istiawati, 2016). The form of local wisdom is an unwritten rule that becomes a reference for the community which covers all aspects of life, in the form of rules concerning relations between fellow humans, for example in social interactions both between individuals and groups related to hierarchies in governance and customs, marriage rules between clans, manners in everyday life. (Wahyudi, 2015). The concept of education based on local wisdom is education that integrates local culture through exploring and utilizing local potentials and wisely exploring the potential of students to the fullest.

Methods

This study uses a qualitative descriptive method to determine the needs of students and educators for performance assessment instruments in integrated thematic learning based on local wisdom for grade II Elementary School. The subjects in this study were 24 second-grade students of State Elementary School 1 Tempuran and 26 second-grade students of State Elementary School 1 Simbarwaringin and 2 educators.

Data collection was carried out using questionnaires, observations, documentation, and interviews with students and educators. In qualitative research, data collection is carried out in natural settings, primary data sources, and data collection techniques using triangulation/combination. Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. Researchers used different data collection techniques to obtain data from the same source. Researchers used participatory observation, in-depth interviews, and documentation for the same data source simultaneously.

Result and discussion

Based on the results of observations at State Elementary School 1 Tempuran, local wisdom that is commonly applied in integrated thematic learning for second-grade is Javanese local wisdom tepa selira. Tepa selira can be interpreted to respect for the opinions of others. Tepa selira teaches a person to be able to see and feel from another person's point of view. In other words, in tepa selira a person is required to be tolerant, and caring for others because before behaving, he thinks about what if he is in someone else's position. Furthermore, tepa selira also teaches a person to always try to make others happy and not be selfish. It was found that many students did not know what local wisdom was in their environment or the area around them. Because most students only play with gadgets and the influence of the times with the rapid development of science and technology, causes students not be able to recognize and apply the culture of local wisdom. In addition, the application of local wisdom in learning at schools
can strengthen character education. In line with the research results of (Rachmadyanti, 2017) Strengthening character education through local wisdom needs to be accomplished by teachers thus students increasingly recognize the local environment and are more in love with their own nation’s culture.

The next analysis is students. Learners are early childhood whose cognitive development needs to be fostered. Early age is the most fundamental age for the subsequent development of a human child. This period is also seen as the golden age or the golden age which is very closely related to the child’s cognitive. Based on this analysis, it is necessary to approach mentally and gradually thus the students do not get bored and the material presented can be received optimally.

Development of mathematical skills questions that include the criteria for conceptual understanding, procedural fluency, strategic competence, and adaptive reasoning. The presentation of questions on the four criteria in mathematical skills uses the context of local cultural wisdom in Lampung. Integrating culture into thematic learning will increase students’ creativity. According to Wulandari & Puspadewi (2016), the development of student creativity can be achieved through the integration of mathematics and culture in meaningful education to foster students’ ability to develop cultural heritage according to the current context using the basis of mathematical creative thinking skills.

From the thematic learning of Tepa Selira in the second-grade State Elementary School 1 Tempuran, the phenomenon of students is taken in the implementation of the community. From this phenomenon, analysis and assessment of the instrument were carried out and the results obtained were following the expected performance. The assessment is carried out by preparing test instruments and then validating the material, construction, and language thus they are following the desired outcome indicators.

The performance obtained from this integrated thematic learning depends on the teacher who conveys the local wisdom material used. Because the thematic learning system is a type of learning between teachers and students, its effectiveness will depend on the mechanism of delivering material and the ability of a teacher to teach. Moreover, the target of the analysis carried out is second-grade elementary school students where it will be difficult to condition thus the children can listen to the material more intensively.

Validity means a test instrument based on the local wisdom of Tepa Selira which is produced according to what is intended to be measured. Validity can be seen from the qualitative and quantitative validation. Qualitatively valid, it can be seen from the results of expert assessments based on content, constructs, and language. Based on the expert’s assessment, the results of politeness were good with some improvements in the content aspect including improvements in conformity with basic competencies in the material taught to second-grade elementary school children. In the constructed aspect, improvements lead to several assessments that need to be added with sentence instructions to match the indicators of mathematical proficiency to be measured.

The learning process carried out is based on local wisdom as mandated in the Law of the Republic of Indonesia Number 20 of 2003, but in assessing the learning process students have not carried out good, effective, and efficient assessments to determine student performance. It is proper for teachers to understand and have skills in assessing learning outcomes in the performance appraisals that are prepared following the rules of preparation and produce valid performance assessments of the learning carried out thus they will produce valid and accurate data and information about the level of student competency achievement. That shows the teacher's lack of attention to students on the importance of learning and applying the local wisdom culture that we have. Besides that (Arifah, 2016) argues professional and characterized teachers are teachers who can carry out their duties well and internalize positive values in their students. Thus as a teacher must teach students about character education and provide strengthening of character education through material sourced from community activities, cultural products, and other potentials in the environment around students.

In developing local wisdom materials, teachers are expected to be creative in combining local wisdom with materials in elementary schools. Materials sourced from students’ local wisdom can make learning contextual and meaningful. Thus it needs continuous effort and commitment to implement character education based on local wisdom. In the end, education in Indonesia has a radiance of local excellence in the midst of Global culture (Rachmadyanti, 2017).

Conclusion
Based on the analysis of the research needs above, it can be concluded that the second-grade students and educators of State Elementary School 1 Tempuran and State Elementary School 1 Simbarwaringin need a performance assessment instrument in integrated thematic learning based on local wisdom. It is hoped that the performance assessment instrument will be chosen by the researcher as an assessment solution to support thematic learning for the student in elementary school.

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