



Developing Assessment Instrument Based Curriculum 2013 for Teaching Micro Teaching in English Education Department of Undiksha



Komang Trisna Dewi ^a

Article history: Received 26 April 2018, Accepted: 30 August 2018, Published: 8 October 2018

Correspondence Author ^a



Keywords

*Curriculum 2013;
Developing assessment
instrument;
English education
department;
Teaching micro teaching;
Undiksha;*

Abstract

The policy of implementing the 2013 curriculum (K-13) has brought about changes in terms of teaching paradigms leading to *constructivistic* which allows students to formulate their own knowledge from the experiences they built. To produce teachers with that competency, Microteaching as the course of practicing the pedagogical subjects needs to be redesigned and modified in order to suit the objective of the curriculum. This article is a part of bigger research which aimed at identifying and analyzing the most appropriate methods for teaching Microteaching course based K-13. The research designed used in this study was based on Sugiyono' model which was consist of 10 stages. The result of the need analysis described the types of an assessment instrument that were needed to be developed for teaching Microteaching course of the English Education Department students of the Ganesha University of Education. By certain consideration and discussion, it was decided the three forms of assessment instruments needed to be developed in this study, namely: (1) written assessment instrument, (2) simulation 8 basic skills of Microteaching assessment instrument, and (3) writing lesson plan and performance 8 skills of Microteaching.

*e-ISSN: 2550-7001, p-ISSN: 2550-701X ©Copyright 2018. The Author.
SS Journals Published by Universidad Técnica de Manabí.
This is an open-access article under the CC BY-SA 4.0 license
(<https://creativecommons.org/licenses/by-sa/4.0/>)
All rights reserved.*

Contents

| | |
|--------------------------------|----|
| Abstract | 95 |
| 1. Introduction | 96 |
| 2. Materials and Methods | 97 |

^a Udayana University, Indonesia

| | |
|---------------------------------|-----|
| 3. Results and Discussions..... | 97 |
| 4. Conclusion..... | 104 |
| Acknowledgements..... | 104 |
| References..... | 105 |
| Biography of Authors..... | 106 |

1. Introduction

The current curriculum used in the educational field in Indonesia is a curriculum in 2013 (K-13). English curriculum in 2013 (K-13) came into effect in some schools since 2013 and began to be used simultaneously throughout Indonesia in 2014. There are several reasons the enactment of K-13, namely 1) Curriculum 2006 (SBC) previously too focused on cognitive aspects, 2) student load is too heavy, and 3) less charged character (Curriculum Document, 2013). This phenomenon can be observed from the less communicative learning process, which is only based on assessment scores, learning formal rigid and less attractive and innovative for students. Less stressed learning activities that emphasize the behavioral aspect in efforts to establish a noble character. Enforcement K-13 is also triggered by several cases of moral degradation that occurs nationally. Lately, several phenomena surfaced in the community as a student fights, drugs, corruption, plagiarism, cheating in exams and criminal cases that befall the young generation of the nation. Although there has been no research and scientific studies that chaos is sourced from the curriculum, but some education experts and public figures stated that one of the roots of the problem is the implementation of a curriculum that too much emphasis cognitive and captivity students in his study with activities that are less challenging learners, Therefore, the curriculum needs to be reorganized to load oriented and learning and learning activities that can address these needs (Curriculum Document 2013). In the dimension of Competency Standards (SKL) need to improve and balance the soft skills and hard skills that include aspects of competence attitudes, skills, and knowledge. Competence attitudes and skills are as important as cognitive competence so that all three must be developed in a balanced manner. In the 2006 curriculum, soft skills teachers received less attention. More teachers teaching mechanistically book from chapter to chapter, making it less provide space for the development of soft skills through project-based activities. Teachers more emphasis on aspects of language form that includes aspects of grammar and vocabulary are emphasized through reading and exercises less authentic and contextual. On the dimension of the learning process, changes occur in the standard process originally focused on exploration, elaboration, and confirmation, on the K-13 is equipped with Observe, ask, Rework, Presenting, Summed, and Creating. On the implementation of learning based on previous SBC curriculum, teachers are still teaching deductive and less 'student-centered'. At the K-13 teachers are expected to change the paradigm of learning and provide opportunities for students to be more engaged and have the opportunity to experience and practice experiences enable them to formulate their own understanding and knowledge.

The implementation of Curriculum 2013 resulted in many changes in teaching and learning process, particularly in English language subject. The changes happened in all steps in the TLP including teaching strategies, teaching material, as well as assessment. Since the curriculum 2013 has been implemented by the Ministry of Education and Culture two years ago, many kinds of teacher' training were carried out to meet a demand of teachers' need. The teacher' training given is to promote new approaches used in the curriculum 2013 which only focus on recent teaching methods or strategies for developing students' competence. Unfortunately, the Ministry of Education did not arrange training about current methods of assessment as the new approaches promoted should be assessed with the appropriate assessment. Because of applying the new teaching approaches, the standardized assessment that had been used is no longer matched with those approaches. Consequently, the main change as the impact of the new curriculum should be brought about in the assessment.

Learning in K-13 does not just happen in a classroom, but also in the school environment and the community as a teacher is not the only source of learning. Attitudes are not taught verbally but by example and example. On the dimension of assessment of learning outcomes, the change lies in several aspects.

The competency of students' learning can be measured when they face and solve their own problems. Someone is considered to be competent if he/she makes use of his/her ability to face the real world. In other words, competency must be built so that the students can survive to solve the problem in their life. Hence, the

curriculum should require the teacher to design his/her learning instruction and assessment to provide opportunities for the students to be actively involved and engaged in the process of teaching and learning in order to build students' competency (Marhaeni, 2010). To build students' competency in the process of teaching and learning, the way to do the assessment must be appropriate. The appropriateness of doing the assessment itself will give clear information about the quality and quantity of change in students, groups, teachers, or administrator (Johnson and Johnson, 2002). It can also be used to obtain information about students' learning development during the process of teaching and learning.

Based on observations of the researcher, it can be stated that the problems experienced by teachers in the field actually not only the adjustment of the K-13 and learning English but the way to assess the students. Curriculum 2013 should require the teacher to design his/her learning instruction and assessment especially for Microteaching subjects as courses that provide the skills pedagogic practice that cannot be ignored. Microteaching estuary subjects of scientific-pedagogical courses that prepare students with real skills in conducting teaching and learning activities. Undiksha as the universities that produce English teachers have to produced graduates has competence in accordance with the needs and developments in the field of education today. Microteaching need to be analyzed, revised, adjusted and enhanced in order to equip students with new skills according to the demands of the new curriculum K-13. Microteaching lecturer who have responsibility with such situation must make appropriate assessment instrument to evaluate or assess students based on Curriculum 2013 where is the assessment used must provide opportunities for the students to be actively involved and engaged in the process of teaching and learning in order to build students' competency and the assessment should authentic that means the assessment used by teacher must relate with students' environment.

2. Materials and Methods

This study used a mixed method approach paradigm is a combination of qualitative and quantitative approaches. A qualitative approach used in the first stage and the second is at an early stage and the second stage during the manufacture of the lattice and the development of learning models. While the quantitative approach will be used during the validation study model of learning through empirical testing with test piloted the learning model in the field. This study is part of big research which continues of first research that had done. This research focuses on developing assessment and it is conducted using R & D design using a modified model of the design Arikunto (2010); Bogdan & Biklen (2007).

3. Results and Discussions

To get the intended data for the first research questions, about the kinds of product assessment instruments needed to be developed to assess the students' knowledge and skill in Micro Teaching Course, there were two activities involve in this stage, namely: (1) Syllabus analysis, (2) Distributing questionnaire to Micro Teaching Lecturer of Ganesha University, the researcher developed Assessment Instrument Based Curriculum 2013 For Teaching Micro Teaching In English Education Departement Of Undiksha. The result and the findings of each activity are presented as follows (Bloom & Frost, 1956):

Table 1
The Result of Syllabus Analysis for Micro Teaching Course of S1 Students in Ganesha University

| Standard Competency | Basic Competency | Indicators | Topics |
|---|--|---|---|
| Comprehend the teaching preparation and tools (equipment and documents) | 1. Being able to summarize some basic concepts of microteaching. Those are the nature, | To summarize some basic concepts of microteaching in term of nature, characteristics, purposes, | Some basic principles of microteaching: The nature of Microteaching - The characteristics of Microteaching |

Dewi, K. T. (2018). *Developing assessment instrument based curriculum 2013 for teaching micro teaching in English education department of Undiksha. International Journal of Social Sciences and Humanities*, 2(3), 95-106.
<https://doi.org/10.29332/ijssh.v2n3.205>

| | | | |
|--|--|--|--|
| that need to be prepared as a professional teacher | characteristics, purposes, functions, and significance of microteaching. | functions, and significance of microteaching. | <ul style="list-style-type: none"> - The purpose of Microteaching - The functions of Microteaching - The significance of Microteaching |
| 2. Being able to summarize 8 basic teaching skills | | <p><i>Life skills</i> Promoted:</p> <ul style="list-style-type: none"> -communication skill -Analytical ability -confidence <p>8 basic teaching skills:</p> <ul style="list-style-type: none"> - Opening and closing skills - Explaining skill - Questioning skill - Giving reinforcement skill - Using variation skill - Leading small group discussion skill - Managing classroom skill - Teaching small group and individual skill | <ol style="list-style-type: none"> 1. To summarize the nature, purposes, components, principles of implementation of opening and closing skill 2. To summarize the nature, purposes, components, principles of implementation of opening and Questioning skill 3. To summarize the nature, purposes, components, principles of implementation of explaining the skill 4. To summarize the nature, purposes, components, principles of implementation of giving reinforcement skill 5. To summarize the nature, purposes, components, principles of implementation of Variation skill 6. To summarize the nature, purposes, components, principles of implementation of leading small group discussion skill 7. To summarize the nature, purposes, components, principles of |

| | | | |
|--|--|--|--|
| | | | implementation of managing classroom skill |
| | | | 8. To summarize the nature, purposes, components, principles of implementation of teaching small group and individual skill |
| Obtain the knowledge of the concepts of basic skills in teaching | To apply the basic teaching skills in conducting partial and holistic teaching performance | To apply basic teaching skills in partial teaching performance To apply basic teaching skills in holistic teaching performance | <p><i>Life skills promoted:</i></p> <ul style="list-style-type: none"> - Communication skill - Analytical ability <p>confidence</p> <p>Curriculums, syllabuses, and textbooks used in SMP, SMA, and SMK to prepare lesson plans.</p> |
| | | <p><i>Life skills promoted:</i></p> <ul style="list-style-type: none"> - Communication skill - Cooperation skill - Analytical ability <p>Confidence</p> | Media preparation (visual, audio, or audio visual) |

By considering the finding and the result of the need analysis, some conclusion can be listed as follows:

- 1) From the result of the questionnaires, it is considered essential to develop writing task and performances task with its rubrics as guidance for lecturer especially microteaching lecturer in, their teaching more especially in assessing their comprehension and performance in the microteaching course
- 2) It is considered important to develop product assessment instrument to help lecturer in teaching microteaching, considering the lack of knowledge of the lecturer about product assessment as well as the absence of its implementation in teaching microteaching. This is very important to respond their expectation to have clear guidance and example of product assessment instrument. The availability of the instrument is expected to be useful to motivate them in using product assessment in teaching microteaching that finally give benefit for both lecturer and students.
- 3) There are two forms of product assessment needed to be developed: Basic Skill in Microteaching product assessment which is used to assess students' comprehension and performance in Microteaching course in terms of Mid-test and the second one is performance assessment which is used to assess
- 4) Based on the result of the syllabus analysis, all Assessment Instrument of the Micro Teaching course should be included within the developed product assessment instruments. At the end of this study, three forms of product assessment instrument will be developed and implemented.

The prototype was developed based on the result of the need analysis and the grand theory used in this study. Based on the result of the need analysis, it was considered necessary to develop a product assessment instrument for assessing Micro Teaching for English Education Department Students in the Ganesha University of Education. Based on the above mentioned grand theory and the result of need analysis, it was then decided to design the prototype of the product assessment instrument. The design of the prototype of product assessment instruments developed in this study is displayed in the following figure (see Boud, 1995); (Boud & Falchikov, 2006, 2007).

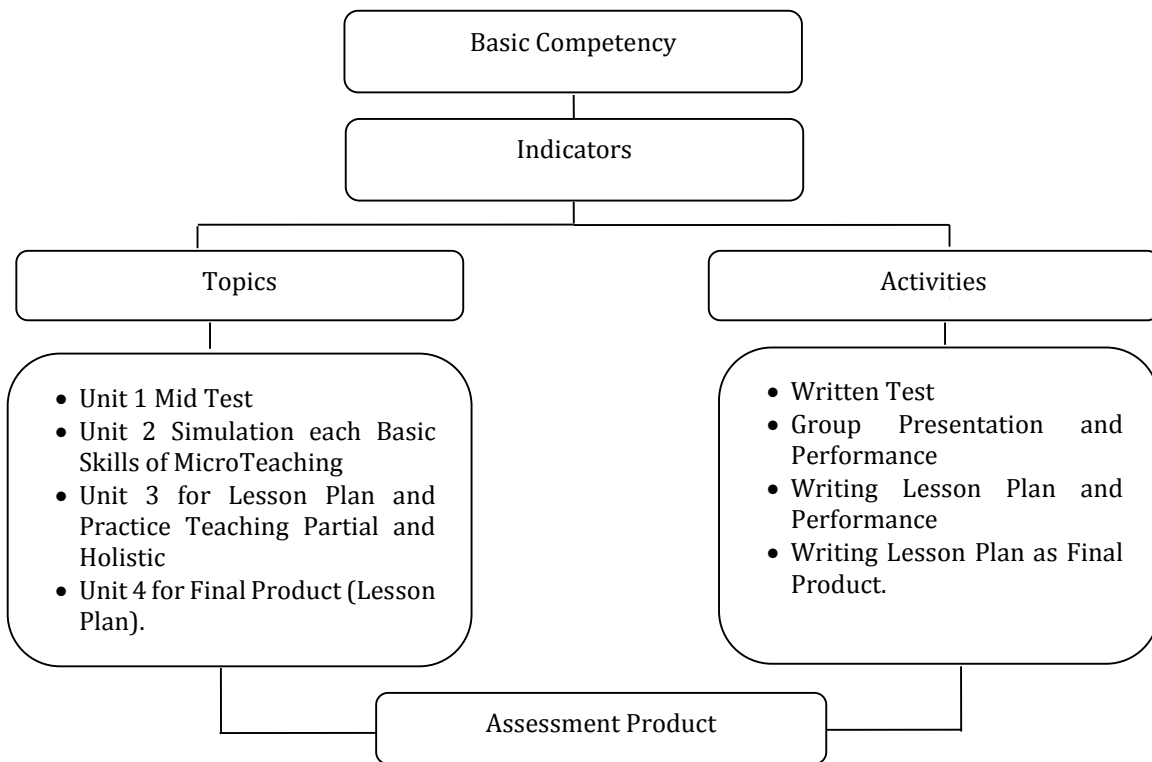


Figure 1. The Prototype of Product Assessment Instrument for Teaching Micro Teaching Course

Based on the above mentioned grand theory and the result of need analysis, it was then decided to design the prototype of the product assessment instrument. The design of the prototype of product assessment instruments developed in this study is displayed in the following figure.

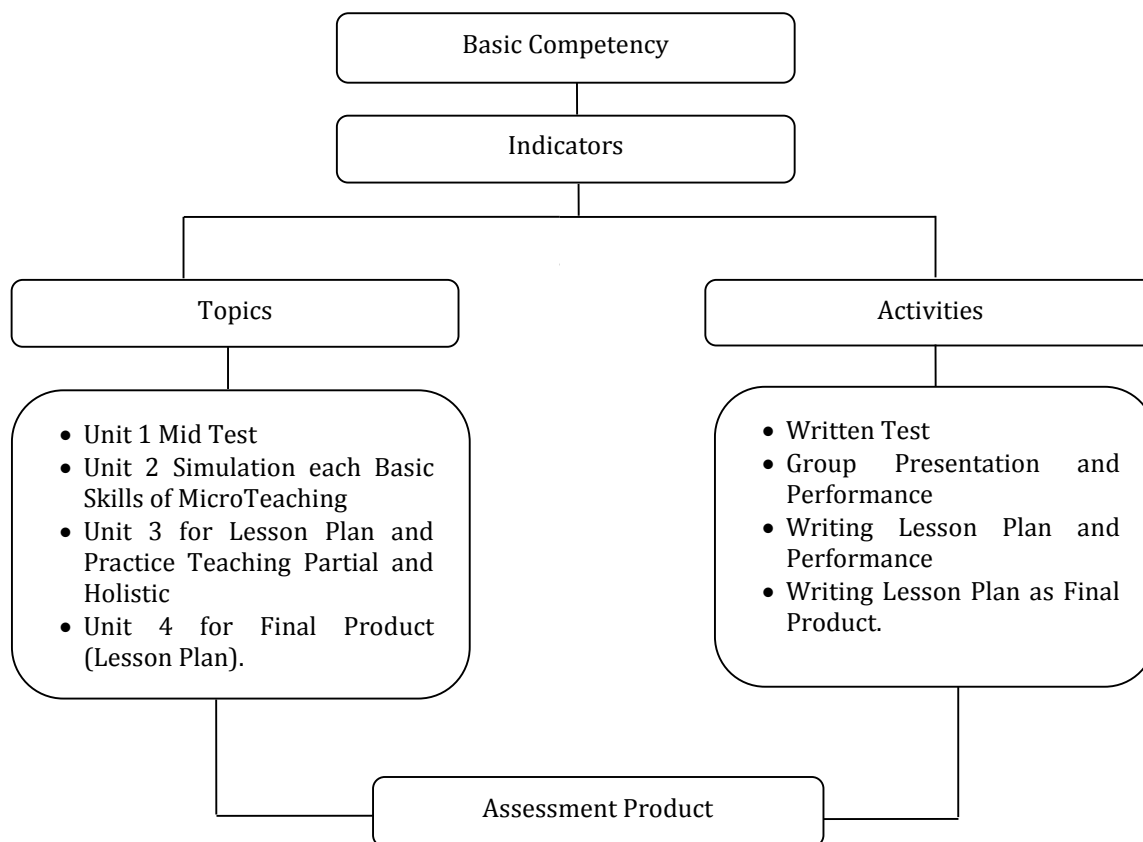


Figure 2. The Prototype of Product Assessment Instrument for Teaching Micro Teaching Course

Based on the design of the prototype, the development of the instrument consists of several steps (1) developing tasks, (2) developing assessment criteria, and (3) developing assessment scoring guide. The above blueprint was used as the basis for the product assessment instrument development.

The Quality of the Developed Product Assessment Instrument for Assessing Microteaching Course of English Education Department Students

In order to examine the quality and the validity of the developed product assessment instruments, two expert judges, two expert users, and thirty English education department students were asked to evaluate them. The expert users were a Microteaching lecturer of the graduate program of English Education Department, the Ganesha University of Education who judged the instruments in terms of their practice. The expert judges the content validity of the instruments. The results of the evaluation are presented below:

Content Validity of the Instrument by the Expert Judges

There were two experts involved to evaluate the validity of the product assessments instrument that had been developed in this study. Those two experts were given evaluation rubric for evaluating the quality of the developed product assessment. The evaluation result from both experts is presented as follows.

Table 2
The Content Validity of Each Topic

| Topic | Score |
|------------------|------------------------------|
| Short message | $\frac{12}{0+0+0+12} = 1.00$ |
| Descriptive Text | $\frac{12}{0+0+0+12} = 1.00$ |
| Procedure Text | $\frac{12}{0+0+0+12} = 1.00$ |

The above table shows that the result of all product assessment instruments in each topic was 1.00. to decide the quality of the instrument, the result can be interpreted based on the following table of validity criteria. Based on the five categories, all product assessment instruments developed in this study are categorized into the first category. Since the result from the data analysis show that all instruments were categorized in the first category, it can be concluded that the content validity of the developed instrument is very high.

The Practicality of the Instruments by the Expert Users

Besides involving expert judges for the validation, the instruments were evaluated by Microteaching Lecturers and English Education Department students. Based on the result of the analysis data of the user judgments, it can be concluded that the product assessment instruments which were developed in this study were categorized as excellent instruments. This result was in line with the result of the expert judgment. In other words, the product assessment instruments which were developed in this study are identified as a good assessment instrument.

Discussion

In this stage, there will be a detail interpretation of the research questions. As stated previously, the research questions of the study are: (1) What product assessment instruments are needed to be developed for assessing in Microteaching course of the English Education Department Students? (2) What is the quality of the developed product assessment instrument for assessing in Microteaching course the English Education Department Students?

The product assessment instrument of this study was developed by using Sugiyono. [Sugiyono's \(2010\)](#) model which consisted of ten stages. In the first stage, need analysis was conducted which involved syllabus analysis and questionnaire analysis to answer the first research question of this study. In addition to syllabus analysis and questionnaire analysis, in-depth interview and observation was also conducted to support the result of syllabus analysis and questionnaire analysis. There were 3 topics from two standard competencies were determined to be developed with product assessment instrument. The standard and basic competencies were taken from the content standard of University.

The result of the questionnaire showed that there were no assessment instruments used for assessing students in Microteaching course. Because that the Microteaching lecturer must make assessment instrument by them so every Microteaching lecturers have different perspective and scale for assessing their students in Microteaching course. Because of the reason, the researcher developed this product assessment instrument to help Microteaching lecturer to have manual assessment instrument for assessing student's ability and skill in Microteaching course. The Microteaching lecturers also have a high expectation to use this product assessment instrument in assessing the students' ability and skill in Microteaching course. Considering these findings, it

could be concluded that the product assessment instrument for Microteaching skill is necessary to be developed as guidance for assessing Microteaching skills.

Based on the conclusion from the need analysis, then a prototype of product assessment instruments was designed. The prototype was used to develop product assessment instruments for Microteaching skill of English Education Department students in the Ganesha University of Education.

There were two main products developed as the final result of the study. The first product was a written test (Middle test) for assessing students' comprehension in Microteaching course and the assessment rubrics used for assessing the result of the Middle test. The second product was a compilation of product assessment instruments which is considered appropriate for assessing student's presentation and performance in simulation class for each basic skill of Microteaching course. The development of the instrument involved the development of an assessment task, assessment criteria and scoring rubrics which was developed based on the topic that had been determined before. As stated previously, the development of the assessment task and scoring rubrics were made based on a component of 8 basic skills in Microteaching course.

The third product was a compilation of product assessment which is considered appropriate for assessing writing skill of students in writing a lesson plan in Group and doing a performance as a teacher with all the basic skills of Microteaching course. So the researcher provides scoring rubrics for assessing students' writing lesson plan and performance for assessing 8 basic skills of Microteaching course. Moreover, meaningful assessment can be achieved when all stakeholders understand the procedure, criteria and rubrics being used. The criteria and procedures of the assessment must be very clear for all stakeholders for better ownership of the assessment (Johnson, in Marhaeni, 2012).

There were two main aspects that had been developed in the product assessment instrument, namely: (1) Linguistics aspect and (2) Nonlinguistics aspect. The linguistic aspect of product assessment instrument was used to assess the students' writing to answer questions related to Micro teaching material. Each of this aspect was developed into statements to guide students in writing as well as guidance for teachers in assessing their students' work. The assessment of those aspects is assessed in the appraisal phase. Meanwhile, nonlinguistic product assessment instrument was used to assess those aspects that are related to strategic competence, topical knowledge, personality factors and affect or emotional factors. The assessment of these aspects is assessed in the planning and process phase.

In addition, in assessing the students' linguistic competence, it is considered necessary to assess the students' nonlinguistic competency in writing. Ewell (2002) claimed the importance of assessing both linguistic and nonlinguistic aspect in Microteaching skill by proposing that in addition to language knowledge and strategic competence, there are some other considerations that should be taken into account in actual language use in genuine communicative situations, namely: topical knowledge, personality factors and affect or emotional factors. Knowledge and comprehension of the students of Microteaching course are important for a student for answering the questions in the Middle test. The students' skill to fulfill and practice all 8 basic skills of Microteaching course is highly required. Moreover, the choice of content and language, as well as whether the students have been like Microteaching material.

The implementation of product assessment enables teachers to assess the students' competency in three aspects: affective, psychomotor and cognitive aspect. The implementation of product assessment also enables students to develop their creativity, potency as well as skills. There is a big chance also for the students in applying materials they got from the learning process. The implementation of product assessment enables the students to create their product creatively by applying the knowledge they get it, enables students to build meaningful learning. Moreover, the implementation of product assessment instrument enables students to develop their characters needed to live with their environment (Taufina, in Fitriani, 2013). It is in line with the characteristic of authentic assessment, in which the assessment should be holistic, to assess knowledge, skills, and affective factors (Depdiknas, 2013).

The third research question was about the quality of the developed product assessment instrument. The validity and quality of the instruments were proved by the result of evaluation from expert judgment and user judgment. From the result of the expert judgment, the developed product assessment instruments were categorized as the instruments with a very high validity. Which means that the developed product assessment instruments are appropriate for teaching Microteaching skill. Furthermore, the result from the user judgment showed an indication that all of product assessment instruments developed in this study were categorized as an excellent instrument. These results are an indication that the developed product assessment is considered

as good instruments for teaching Microteaching course for English Education Department students at the Ganesha University of Education. This is in line with the theory proposed by Marhaeni (2012) about a criterion of good assessment, in which a good assessment should be valid and reliable. Considering the result of the evaluation from both the expert judgment, the product assessment instruments which were developed in this study are valid and appropriate to be applied in the classroom.

4. Conclusion

This study was categorized into a Research and Development (R & D) which focused on designing an assessment instrument for teaching Microteaching course for the English Education Department students of Ganesha University of Education. The research designed used in this study was based on Sugiyono' model which was consist of 10 stages. The result of the need analysis described the types of an assessment instrument that were needed to be developed for teaching Microteaching course of the English Education Department students of the Ganesha University of Education. By certain consideration and discussion, it was decided the three forms of assessment instruments needed to be developed in this study, namely: (1) written assessment instrument, (2) simulation 8 basic skills of Microteaching assessment instrument, and (3) writing lesson plan and performance 8 skills of Microteaching.

In order to identify the quality of the developed assessment instruments, two experts judges and two user judges were asked to evaluate them. The data from the expert judges showed that the developed instrument of each topic has a point of content validity of 1.00. if it is inserted into the table coefficient, the score of 1.00 means the instrument has very high validity. Even though the data showed that the developed assessment instruments for teaching Microteaching were very highly validated, but there were found some parts of the instruments needed to be revised. Meanwhile, the results from the users' judgment ere in line with the result of the expert judges. From the data analysis, it was found that the instruments in each topic were categorized in the second category of Fernandez's (in Dantes, 2012) formula, that is $M_i - 1.5 S_{di} \leq X \leq M_i + 3.0 S_{di}$. This category is interpreted that the instruments developed in this study have excellent quality.

Acknowledgments

This research can be resolved with the aid of various parties in the form of guidance, necessary data, criticism and suggestion, and motivation gave incessantly. For my beloved parents. Thank you for the guidance during the process of doing and writing this research. And thanks to all people who cannot be mentioned one by one, who have supported me during conducting this research.

References

- Arikunto, S. (1992). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. *New York: McKay*, 20-24.
- Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals: Cognitive Domain*. Longman.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*: Pearson.
- Boud, D. (2013). *Enhancing learning through self-assessment*. Routledge.
- Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education*, 31(4), 399-413.
- Boud, D., & Falchikov, N. (Eds.). (2007). *Rethinking assessment in higher education: Learning for the longer term*. Routledge.
- Dantes, N. (2012). Metode penelitian.
- Ewell, P. T. (2002). An emerging scholarship: A brief history of assessment. *Building a scholarship of assessment*, 3-25.
- Fitriani, I. (2016). Grass Roots' Voices on the CLIL Implementation in Tertiary Education. *Dinamika Ilmu*, 16(2), 211-220.
- Johnson, D. W. (1991). *Cooperative Learning: Increasing College Faculty Instructional Productivity*. ASHE-ERIC Higher Education Report No. 4, 1991. ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.
- Marhaeni, A. A. I. N. (2012). *Self-Assessment in EFL Instruction, Why Does It Matter?* (Conference proceedings). The 55th TEFLIN International Conference. Jakarta. December 4-6, 2012.
- Marhaeni, A.A.I.N. (2005). *Pengaruh Asesmen Portofolio dan Motivasi Berprestasi terhadap Kemampuan Menulis Bahasa Inggris*. Jakarta: State University of Jakarta (unpublished dissertation).
- Sugiyono, P. Dr. 2010. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.
- Taufina, T. Muhammadi. 2011. *Mozaik Pembelajaran Inovatif*. Padang: Sukabina Press.
- Tinggi, D. J. P. (2013). Depdiknas. 2008. *Sistem Penjaminan Mutu Perguruan Tinggi*.

Biography of Author

The author was born in Singaraja, October 1992. She completed her elementary education up to high school in her birthplace. She earned her Bachelor in English Education (S.Pd) in STKIP- AH Singaraja. She completed postgraduated program at Master of English Education (M.Pd) in Post Graduate Program of Ganesha University of Education. Now she is completing her dissertation to earn her doctor degree of Linguistics, Faculty of Culture, Udayana University
Email: trisna_dewi92@yahoo.co.id