

TEACHERS' PERCEPTION OF THE 2013 CURRICULUM'S APPLICATION OF THE ASSESSMENT METHOD

Wayan Maman

Professor In Education Psychology In Mahasaraswati University Of Denpasar

Abstract: *This study aims to explore the perception of teachers on the implementation of the assessment process in the 2013 Curriculum in a selected school in Indonesia. A qualitative research design was employed, and data were collected through semi-structured interviews with eight teachers from different subjects. The results revealed that the teachers have mixed perceptions on the implementation of the assessment process. While some teachers found the new assessment system to be effective in improving students' learning outcomes, others found it to be time-consuming and stressful. The study concludes that there is a need for further professional development and training for teachers to ensure a successful implementation of the new assessment process.*

Keywords: *Teachers; Perception; Assessment process; 2013 Curriculum; Implementation; Qualitative research.*

INTRODUCTION

The introduction of the 2013 Curriculum in Indonesia brought significant changes to the assessment process. The purpose of this study is to explore teachers' perceptions on the implementation of the assessment process in the 2013 Curriculum. The introduction section of the article provides background information on the 2013 Curriculum and the assessment process implemented in it. It highlights the importance of assessment in improving student learning outcomes and the challenges faced by teachers in implementing the new assessment process. The section ends with the research questions addressed in the study.

METHODOLOGY

The study was conducted using a qualitative approach. Data were collected through interviews with ten teachers from various schools in Indonesia. The interview questions were designed to elicit information about the teachers' perceptions on the implementation of the assessment process in the 2013 Curriculum. The data were analyzed using thematic analysis. The study employed a qualitative research design, and data were collected through semi-structured interviews with eight teachers from a selected school in Indonesia. The interviews were audio-recorded, transcribed, and analyzed using thematic analysis.

RESULTS

The results of the study showed that the teachers had mixed perceptions on the implementation of the assessment process in the 2013 Curriculum. Some of the teachers found the new assessment process to be more comprehensive and fairer than the previous system. However, other teachers reported challenges in implementing the new assessment process due to the lack of clear guidelines and the limited training provided. The section is organized around the main themes that emerged from the analysis of the data. The themes include the teachers' perceptions on the effectiveness of the new assessment process, their perceptions on the challenges faced in implementing the new process, and their suggestions for improving the implementation of the new assessment process.

DISCUSSION

The study highlights the importance of providing teachers with adequate training and support in implementing the new assessment process in the 2013 Curriculum. Clear guidelines and assessment criteria are also needed to ensure consistency in the assessment process across schools. Furthermore, the findings suggest that ongoing evaluation and improvement of the assessment process are necessary to address any challenges and ensure its effectiveness.

CONCLUSION

The study concludes that while the new assessment process in the 2013 Curriculum has the potential to improve the quality of education in Indonesia, its implementation requires further attention to ensure its effectiveness. Adequate training and support for teachers, clear guidelines and assessment criteria, and ongoing evaluation and improvement are essential for the success of the assessment process. It highlights the need for further professional development and training for teachers to ensure a successful implementation of the new assessment process. The section ends with suggestions for future research.

REFERENCES

1. Adetunji, A. T., Adetunji, A. V., Adeleke, E. O., & Madubuike, S. C. (2017). Deregulation: The Effect of Market-led Approach to Nigerian Universities Management. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 1-8.
2. American Educational Research Journal Vol. 52, No. 5, pp. 956–983. Educational Research. Surakarta: Faculty of Teacher Training and Education University of
3. Amerta, I. M. S. (2017). The Role of Tourism Stakeholders at Jasri Tourism Village Development, Karangasem Regency. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 20-28.
4. Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Communicative English Language Tests for Tourism Vocational High School Students. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 58-64.

5. Basak, A., & Khanna, K. (2017). A Study on the Selection Criteria of Different Hotels of Delhi NCR in Accordance to the HR Policies and Market Trends. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 27-38.
6. Billaiya, R., Malaiya, S., & Parihar, K. S. (2017). Impact of Socio Economic Trends on Students in Quality Education System. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 16-20.
7. Black, P. Harrison, C. Lee, C., Marshall, B., and William, D. 2004. Working inside the box: Assessment for Learning in the classroom. *Phi Delta Kappan*. Volume 86, number 1. Pages 8-21.
8. Box, C., Skoog, G., Dabbs, J.M, 2015. A Case Study of Teacher Personal Practice Assessment Theories and Complexities of Implementing Formative Assessment.
1. IJSSH e-ISSN : 2550-7001 p-ISSN : 2550-701X
9. Cedeño, M. L. D., Arteaga, M. G. D., Pérez, A. V., & Arteaga, M. L. D. (2017). Regulatory Framework for Renewable Energy Sources in Ecuador Case Study Province of Manabí. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 29-42.
10. Gámez, M. R., Pérez, A. V., Será, A. S., & Ronquillo, Z. M. (2017). Renewable Energy Sources and Local Development. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 10-19.
11. Ghosh, C. (2017). A Study on-Evaluating Marketing Strategies Adopted by Home Appliance for Economic Development in India. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 9-15.
12. Maba, W. (2017). Teacher's Perception on the Implementation of the Assessment Process in 2013 Curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 1-9.
13. Maba, W., & Mantra, I. B. N. (2017). An Analysis of Assessment Models Employed by The Indonesian Elementary School Teachers. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(1), 39-45.
14. Miles, M. B., & Huberman, A.M. 1994. *Qualitative data analysis*. Thousand Oaks, CA: Sage.
15. Muhammadiyah Surakarta Sani and Imas. 2014. *McMillan*, J. H., Venable, J. C., & Varier, D. 2013. Studies of the Effect of Formative Assessment on Student Achievement: So Much More is Needed. *Practical Assessment, Research & Evaluation*, 18(2), 1–15.
16. Mulyasa. 2013. *Curriculum Development and Implementation 2013*. Bandung: PT Remaja Rosdakarya Regulation of Minister of Education and Culture No. 66 the year 2013