



Authentic Assessment Approach for Learning the Classical Dance of Yogyakarta Style

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Abstract

Authentic Assessment is an assessment that is integrated with learning and is an evaluation of the outcome of students' learning activities in disciplines, Attitudes, and Skills. By using the right techniques in order to prove that students have achieved learning goals. The purpose of authentic assessment is to get a true portrait of the competition from the learners, so this assessment becomes important to do. Based on this, this study will discuss the understanding of authentic assessment and its application to the learning of classical dance arts in Yogyakarta Style. The application of authentic assessment in the subjects of Classical Dance of Yogyakarta style is very interesting to do along with the purpose of very complex learning, one of the goals of learning Classical Dance of Yogyakarta style is learning about manners and it hopes can form the character of students to be better. Therefore, the assessment of dance learning needs to look at two aspects that specifically construct the assessment in the parts of this study, namely aesthetic experience and artistic skills. The result of this research is the concept of an authentic assessment approach to the learning of Classical Dance of Yogyakarta Style.

Keywords: *Assessment; Authentic; Learning of Classical Dance of Yogyakarta Style*

Introduction

Learning is the process of adaptation and adjustment of behavior that takes place progressively. Learning through lessons given by teachers is the provision of students to live in the community. Therefore, teachers must ensure that students have mastered the material and completed competence as their skills. To ensure that teachers conduct research to measure the success rate of students in learning. This assessment is intended to measure competency achievement as a basis for determining whether students can be declared graduated that are ready to the level of further education, or students are declared ready to plunge in the work environment.

There are several reasons why assessment is so important to do in the learning process. First, assessment can be used to compare competencies between learners. Comparison is important when assessment serves as a means of selection. Second, assessment can be used to see if students have reached competency standards. Third, assessment becomes important in order to provide proper learning to students. A map of the student's abilities will be visible through assessment. Competency maps can be

used as input from a teacher, which students need remedial or enrichment. Fourth, assessment is useful because the assessment can be used as a learning evaluation process.

At the moment the government is still implementing the 2013 curriculum. The 2013 curriculum is designed to form a complete competency in learners. Minister of Education and Culture Regulation No. 20 of 2016 on Graduate Competency Standards states that students are considered to graduate at one level of education if the student is competent in aspects of attitude, knowledge, and skills. Article 3 of the Minister of Education and Culture Regulation No. 23 of 2016 also states that the assessment of learning covers aspects of attitudes, knowledge, and skills. Assessments for these three aspects are carried out throughout the learning process.

Each subject has a different characteristic. Mathematics lessons have characteristics in theory lessons. It's more about taste and skill. Not all students have strong memorization skills, although it is possible that students have outstanding achievements in the field of art or sports. This should make a difference in the assessment process. Assessment on arts and culture subjects prioritizes skill and taste.

Assessment in curriculum 2013 is authentic assessment. Authentic assessment is an assessment that assesses learners holistically and in accordance with what is learned. Each subject requires a different assessment approach. Assessment cannot be done with a single assessment technique. Assessment can use a variety of assessment techniques tailored to the learning objectives of each subject. In connection with that Retnawati (2016: 34), stated that authentic assessment is very important to measure learning achievement.

Similarly, in the learning of Dance Arts, especially Classical Dance of Yogyakarta Style which emphasizes more on student skills and taste. So the authentic assessment approach is very necessary to do.

With some of the reasons expressed up front becomes a strong reason why this study should be done. Then behind the goal for 1) uncovering the importance of authentic research, 2) uncovering the essence of classical dances education, and 3) offering the concept of integration of authentic assessment for dance subjects, especially Bedhaya Bedhah Madiun Dance. This literature review is linked to the topic of authentic assessment and dance education. The types of literature studied are books, journals, proceedings, and government policies related to curriculum and assessment.

Literature Review

Assessment is a relatively new discipline in the formal education system. Formally a new assessment was applied in the 19th century. The definition of assessment is very diverse, although all definitions will mention assessment is the process of seeing what learners know and are able to do (Suminto and Widhiarso, 2015: 02). All processes for knowing the ability of learners can be referred to as assessment. Assessment can be done anywhere using various means.

Assessment has a big role in the learning process. Assessment results can be used as a basis for improvement of learning programs (Setiadi, 2016: 167). The quality of assessment results will affect the quality of actions taken for learning improvement. In connection with that it is necessary to ensure that the information of the assessment results is objective and valid. The quality of the assessment results is determined by the selection of the right assessment method. The selection of this assessment method should be tailored to the purpose of learning (Anderson and Krathwohl, 2010: 149).

Method

This research uses a qualitative approach. Qualitative approach is intended to examine the importance of assessment on the learning of dance, namely in Classical Dance Style Yogyakarta. Furthermore, the results of the study became the material for the development of learning and assessment models for students of SMK N 1 Kasihan.

Results and Discussions

Authentic Ratings

Authentic assessments have several characteristics. Authentic assessment features can be grouped as follows:

1. Assessment in accordance with the purpose of learning.

The purpose of learning is formulated using Bloom's taxonomy. Bloom's taxonomy is divided into three realms; Cognitive, affective, and psychomotor (Bloom et al., 1956:7) The taxonomy of the cognitive realm is one of the basic frameworks for categorizing the purposes of learning, curriculum, and preparation of tests worldwide. The six main categories of cognitive realms with sequences ranging from low to the highest level are knowledge, understanding, application, analysis, synthetic, and evaluation. Authentic assessment should measure what the teacher teaches. Therefore there must be a conformity between the learning objectives and the assessment approach.

2. Assessment is carried out during the learning process.

Authentic assessment is an assessment that looks at a student's competence during the student's follow-up to the learning. Authentic assessments are not made at the end of the learning. In the learning process, teachers also need to be assessed. Authentic assessment has three functions, namely assessment of learning, assessment as learning, and assessment for learning.

3. Assessment measures competence holistically

Authentic assessments do not partially measure competence. Education must develop complete competence for all aspects of learners' competencies. The competence of learners divided into three competencies needs to be done.

4. Assessment using a variety of techniques

On authentic assessment the scoring technique can be in one way. Assessments must be done with a variety of techniques. Knowledge assessment uses oral and written question techniques. Forms of refractive tests are as diverse as choice tests, incorrect tests, description tests, short answer tests, and oral tests. Attitude assessments can use assessments by teachers, assessments by classroom teachers, and peer assessments. Skills assessment can be with tests of product practices, projects, and portfolio assessments.

Essence of Education of Classical Dance of Yogyakarta Style

Dance as a means of dance education is one of the activities related to aspects of values, norms and rituals. So that the art of dance can serve as a means of education, or it can be interpreted that all dance contains cultural messages and morals, which are taught for specific purposes and purposes.

The art of Classic Dance of Yogyakarta style is one of the branches of Cultural Arts that is carried out in the form of *wiraga* or movement that is in harmony, beautiful and rhythmic and also can give

pasemon or expression that is compatible with the contents or intentions expressed in dance, therefore in the Classical Dance Of Yogyakarta Style it contains three main elements are *wiraga*, *wirama*, and *wirasa*. (Sasmintamardawa and Pamong SMKI Yogyakarta, 1983: 9)

According to the artists and the experts of dance, especially in the Kraton Yogyakarta environment explained that the Classical Dance of Yogyakarta Style in the Kraton is not only a Performance Art or entertainment solely, but basically used as the basis of moral education and moral subtlety. So in the past in the Kraton held activities to teach dance arts even though there are no plans to be staged. At that time the elders when educating their children about morals do not need to say a lot of words, but simply tell or deliver them to learn Classical Dance, especially in the Kraton.

The 2013 curriculum pays close attention to character formation. Character comes from English which means character, trait, or role. The word "character" has been absorbed in Indonesian which means carving or forming patterns. A person's character is a sign of one's identity and a differentiator with others. Attitude formation is not just a task of one or two subjects. All subjects have an obligation to develop the character of learners. Character development doesn't have to be through hands-on learning. Teachers can do character learning indirectly. Indirect learning is learning by integrating character learning in one subject.

Authentic Assessment for Classical Dance Education of Yogyakarta Style

Classical Dance Education of Yogyakarta style has the goal of developing aesthetics and forming character for learners. The development of these learners is done by providing experience of the skills of the students. However, arts education is not directed towards vocational education. This concept is certainly a challenge in itself how to present the right form of assessment for cultural arts education.

Another challenge in the implementation of authentic assessments of art and culture is to integrate the implementation of assessment of attitudes, knowledge, and skills. The 2013 curriculum requires a teacher to teach and to assess the competence of attitudes, knowledge, and skills. How to present a simple concept of authentic assessment includes skill assessment, aesthetics, knowledge in dance arts education is a challenge that needs to be continuously studied and developed.

1. Assessment of Skills of Classical Dance of Yogyakarta Style

Skills assessment is an assessment to assess the ability of learners in implementing the knowledge they already have. Skill assessment is very important in art learning. Dance arts is a subject that prioritizes aspects of practice in its learning. Dance Arts learning includes psychomotor learning.

Carey (2001: 44) in one of his books states "psychomotor skills are characterized by learners executing physical actions, with or without equipment, to achieve specified result". Psychomotor is learning that uses physical activity either using equipment or not. The psychomotor learning process still involves thinking and attitude activities. However, when performance is seen in physical skills, the subject still falls into the psychomotor domain.

Skill assessment planning needs to refer to the psychomotor domain. Simpson divides psychomotor domains into seven categories (Ahmad, 2017: 3). The seven categories are perception, set, guided response, mechanism, complex over response, adaptation, and origination (SDFSC 2020). The seven categories of psychomotor domains are:

- P1 (Perception) is the ability to use sensors to guide motor activity through cues and then translate those cues.
- P2 (Set) is readiness to act. This readiness includes mental, physical and emotional circuits. This stage is also the stage of a person's response to different situations.

- P3 (Guided Response) is the initial stage in learning complex skills that include imitation and trial and error. Performance adequacy is achieved by practicing.
- The P4 (Mechanism) is the intermediate stage of learning complex skills. The learned response has become a habit and movement can be done with confidence and ability.
- P5 (Complex Over Response) is the skillful performance of motor actions involving complex movement patterns. Proficiency is demonstrated by performance without hesitation, and automatic performance.
- P6 (Adaptation) is a well-developed skill and individuals can modify movement patterns to fit specific requirements.
- P7 (Origination) is creating new movement patterns to fit a particular situation or problem. Learning outcomes emphasize

The measure of assessment achievement must adjust to the learning target. Assessment planning with the reference of the psychomotor domain is still a homework in the world of education in Indonesia. The 2013 curriculum has put skills on a better level. This is evident from the emergence of K14 related skills. In learning Classical Dance of Yogyakarta style learning target has reached the P7 stage, then the achievement of the assessment of learners is able to organize, build, create, design, start, and ground the work.

2. Knowledge Assessment

Knowledge assessment still needs to be done even though the art of dance enters the realm of psychomotor. The skills that a person does are basically also a combination of many aspects of knowledge. Knowledge underlies a skill. It is quite possible in the process of learning knowledge becomes a condition of skills.

Knowledge assessments can use written tests and oral tests. Tests are divided into two forms: objective tests and non-objective tests. An objective test is an assessment whose choice of answer has been provided by the problem builder. Examples are multiple choice tests, right-wrong questions, matchmaking, stuffing, and short answers. A non-objective test is a test whose answer has not been provided by the constituent. Participants fill out their own answers in the place that has been provided, for example, the test of the description question. Oral tests are usually used in formative assessments. A teacher can ask questions with varying degrees of difficulty. The preparation of this oral test also pays attention to three levels of problem types (Sani, 2016: 120)

Knowledge assessment on the learning of Classical Dance Arts Style Yogyakarta is done to measure knowledge about the basic theories of dance that have been mastered by students. This knowledge is very important to master before students start performing dance moves. Included in the understanding of the rules of classical dance of Yogyakarta style.

3. Attitude Assessment

Attitude assessment is an activity to determine the spiritual and social behavior of learners that can be observed in everyday life, both inside and outside the classroom as a result of education. Attitude assessment is done with observation or other relevant techniques. Observation assessment techniques can use instruments in the form of observation sheets or journal books. Other assessment techniques that can be used are self-assessment and inter-meeting assessment.

4. Integrated Assessment

The problem that occurs in the process of implementing authentic assessments is the reluctance of teachers to conduct authentic assessments. The reason that is always stated is the number of authentic assessment instruments that become a burden for teachers. The problem leads to one question, can the assessment of skills, knowledge, and attitudes be done in an integrated manner? To answer questions can be by conducting discussions related to integrated learning.

The concept of integrated learning for the art of dance can be done by combining aspects of dance subjects ranging from integrated learning planning. Integrated assessment can be directly done when the assessment characteristics are integrated. Assessment of skills and knowledge of dance arts learning can be done directly at one time. When the teacher conducts an assessment of dance practice, the teacher can also assess the student's knowledge of dance knowledge. Students will perform dance well and teachers can simultaneously assess students' understanding of the theories to which they know.

However, there is an integrated assessment that requires additional activity activities. For example, when the teacher will assess whether students know about the understandings of dance movements. Teachers are certainly not enough to just engage students to perform dance, but teachers must do additional activities to know the student's understanding. Teachers can ask questions either in writing or in an oral way. This can be done before or after students practice dancing.

a. A unified assessment of skills and knowledge

The coherence of skill and knowledge assessment depends on the type and character of knowledge. Anderson divides knowledge into four types: factual, conceptual, procedural, and metacognitive knowledge (Anderson and Krathwohl, 2010: 41).

Factual knowledge is the knowledge of basic elements that must be known such as terms or parts of an object. Factual knowledge is related to what is seen, heard, or felt directly by learners. For example, when a student sees a dance property, he can mention what he sees.

Conceptual knowledge is the knowledge of the relationships between elements in a larger structure or part in which they can function together. Conceptual knowledge related to classification, categories, principles, generalizations, theories, models, and structures. For example, when students see *sampur* / scarves he can not only mention names but students can also explain their function and usefulness in dancing. In conceptual learning it is not enough to see, but also to study what he sees.

Procedural knowledge is related to how to do things, practicing research methods, and criteria using algorithmic skills, techniques, and methods. Examples related to dance property, learners can not only mention what is a dance property, but can also use the property appropriately, including also being able to choose the type of dance property that is in accordance with the concept of dance to be done.

Metacognitive knowledge is the knowledge of one's own cognition and the knowledge of when to use conceptual and procedural knowledge. An example of metacognitive knowledge is that learners know the purpose or intention of the teacher to do a certain task. Metacognitive knowledge is also in the form of knowledge to create a new theory, missal knowledge doing research and knowledge.

b. A unified assessment of skills and attitudes

Attitude assessment is also possible combined with skill assessment when measured attitude is part of the material characteristics practiced. For example, when learners make a work and when staging it, it will be seen the extent of discipline, confidence, patience, and thoroughness. But for honesty and nationalism, love or collaborative cannot be done a unified assessment. To overcome this, assessment can

be designed by holding additional activities as a connection. For example, the teacher will assess collaboratively, then the teacher can assign the task to make work in groups.

c. Instrument development

One aspect of the assessment is the presence of measuring instruments. There are a variety of measuring instruments in the assessment. Art learning is the learning of more practice of making or playing artwork. In this regard, the most appropriate instrument is an instrument to measure the process when participants make or play artwork.

Conclusion

Authentic assessment is very appropriate for dance arts subjects, especially Classical Dance Arts Style Yogyakarta. Authentic assessment will provide real information related to children's ability in mastering the Classical Dance Arts of Yogyakarta Style. Authentic assessments for these subjects include three types of assessments: assessment of skills, knowledge, and attitudes. Authentic assessment is emphasized to see the appreciation, creation, and technical ability of learners in dance arts subjects.

The breadth of the scope of authentic assessment requires teachers to prepare correct techniques and forms of authentic assessment. The concept of integrated assessment dances to be discussed and spliced. In connection with that it is necessary to consider the technique and form of integrated instruments for all aspects of dance art learning. Teachers also need to get training related to the concept of authentic assessment using an integrated assessment approach.

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