

The Development of Authentic Assessment Instruments on Drama Text Learning for Students of Class VIII in Junior High School 6 Tebing Tinggi

Yanti Gultom¹, Biner Ambarita², Syahnan Daulay²

¹ Master Student in State University of Medan (Unimed), Medan, Indonesia

² Lecturer in State University of Medan (Unimed), Medan, Indonesia
yantigulatomat@yahoo.co.id

Abstract : *This study aims to know the development of authentic assessment instruments on drama text learning for students of class VIII in Junior High School 6 Tebing Tinggi. This study used random sampling. The sample were 32 student and 3 teacher. The quality of authentic assessment instruments in drama text learning is obtained from the results of validation and assessment given by material experts, expert evaluations, teacher responses, and student responses. The result shows that the average value of the student's pretest was 68.56. Based on the average value of the student pretest data, it can be concluded that the ability of students does not experience a significant high increase and has not reached KKM. Learning by using authentic assessment instruments on drama text learning gained an average of 80.97. The lowest student score is 70 and the highest was 98. Based on the average value of student posttest data, it can be concluded that the ability of students to experience a significant increase was high and reaches KKM as expected. The effectiveness of the assessment instrument developed was 80.97% and the effectiveness before using the valuation instrument was 68.56%. Therefore, the level of students' ability to answer drama text questions increases after the product of authentic assessment instruments in drama text learning was applied in learning.*

Keywords : *authentic assessment instruments; drama text learning; student.*

I. Introduction

The curriculum is very influential on the development of learning. The curriculum consists of Competency Standards and Basic Competencies which are the reference standards of ability that must be mastered by students. In this regard, competence is demonstrated by students through performance in the learning process.

The curriculum according to Law No. 20 of 2003 concerning the National Education System. "In the Law it is stated that the curriculum is a set of plans and arrangements regarding the content and material of the lesson as well as the methods used as guidelines for the implementation of teaching and learning activities". The curriculum is a container that will determine the direction of education. The success of an education depends on the curriculum used.

Starting in July 2013, the government has enacted a new curriculum called the 2013 Curriculum. The enactment of the 2013 curriculum emphasizes activity-based learning, so the assessment places more emphasis on process assessment both on aspects of attitudes, knowledge, and skills. Curriculum, learning process, and assessment of learning processes and outcomes are important components in learning activities. These components are interrelated with one another.

The learning process is an effort to achieve Basic Competencies formulated in the curriculum. Meanwhile, assessment activities are carried out to measure and assess the level of achievement of Basic Competence. Assessment is also used to determine the strengths and weaknesses in the learning process, so that it can be used as a basis for decision making, and improvement of the learning process that has been done. Therefore, a good curriculum and the

correct learning process need to be supported by a good, planned and sustainable assessment system.

Authentic assessment is a distinctive feature of the 2013 Curriculum. Authentic assessment is a comprehensive assessment to assess the input, process, and output of learning. Authentic assessment must reflect real-world problems, not the school world. Using a variety of holistic methods and criteria (full competence reflects knowledge, skills and attitudes).

II. Review of Literatures

2.1 Authentic Assessment Instruments

Assessment of learning processes and learning results is an integral part of the planning and implementation of the teacher's learning process. Assessment of learning in the 2013 Curriculum is directed at authentic assessment. In simple authentic assessment is often referred to as authentic assessment. Supardi (2015: 24) revealed that authentic assessment is one of the assessment of learning outcomes that requires students to show achievements and learning outcomes in the form of real-life abilities in the form of performance or work results.

More broadly, authentic assessment is defined as a comprehensive assessment to assess the input, process and output. Authentic assessment is done to measure attitudes, knowledge and skills competencies.

Permendiknas Number 66 of 2013 outlines the assessment of attitude competencies carried out through observation, self-assessment, and assessment of "peers" (peer evaluations) by students and journals. The instrument used for observation, self-assessment, and assessment among students is a checklist or rating scale accompanied by a rubric, while the journal is in the form of educator's notes. Furthermore, it was stated by educators to assess knowledge competencies through written tests, oral tests, and assignments. Whereas skills competency through performance assessment, namely assessment that requires students to demonstrate a particular competency using practical tests, projects, and portfolio assessments. The instrument used is in the form of a checklist or rating scale equipped with a rubric. Furthermore, Sani (2016: 23) says that authentic assessment is a type of assessment that directs students to demonstrate the skills and competencies needed to overcome problems and situations encountered in the real world.

2.2 Drama

Drama is one of the literary works that presents a storyline with the actors who are in charge of conveying the whole story. Endraswara, (2011: 264) says that drama or theater are performances that occur in the human world. The performers of course are human beings who are good at boarding. Mastering means being good at polishing situations, can be oily in water, can express what is not real, and imaginative. Furthermore, Rosmawaty (2011: 51) explains that drama is a collective work coordinated by the director, namely theater work with the skills and expertise to lead the actresses and technical workers in the performance.

In line with the above, Kosasih (2012: 132), explained the meaning of drama as a form of literary work aimed at describing life by conveying conflict and emotion through conduct and dialogue. Drama becomes a medium in describing imagination based on sensations that have been obtained from the dynamics of the reality of human life. Dialogue on drama scripts is a medium in describing stories.

Some of the meanings above, it can be concluded that drama is a literary work that depicts daily life by conveying the conduct and emotions and character of the actor through staged behavior or dialogue.

2.3 Classification of Figures

Characterization is closely related to disposition. The character's figure will be seen in the dialogue and instructions for acting or side instructions. The type and color of the dialogue shows the character of the character. Based on the role of the story there are protagonists, antagonists, and tritagonists. The protagonist is a character who supports the story. This main character is usually assisted by other figures involved in the story. An antagonist, is a character who opposes the story. Usually there is one antagonist and some of his helpers who oppose the story. Tritagonist figure is a supporting character, both for the protagonist and for the antagonist.

Based on their roles and functions in the play, there is a central figure. The main character, and the supporting character. Central figures are the most decisive figures in the play, main characters, opponents and supporters of central figures. Helper figures, namely figures who hold complementary or additional roles in the series of stories. For example, grandfather is the central figure in the drama *Nol / RW Nol RT*, while the main characters are Ani and Ina. While the supporting figures are Tompel, Babah Liem, and Limp. The classification of characters in the drama is marked by the number of dialogues written by the author.

III. Research Methods

The study was conducted at Junior High School 6 Tebing Tinggi, located on Gatot Subroto Street Km 5, Tebing Tinggi. The study was conducted in even semester of 2018/2019 Learning Year. Data and data sources of this study were teachers and eighth grade students of Junior High School 6 Tebing Tinggi. Looking at the effectiveness of the product which being developed, the researcher only takes samples using random sampling techniques, or random samples, or mixed samples. The researcher took a sample of 32 students and 3 teachers.

IV. Discussion

The process of developing authentic assessment instruments for drama text learning is carried out in several stages, namely preliminary studies, initial product development, and product trials.

Table 1. Data Need Analysis

No	Question	Answer	Frequency			
			Teacher	%	Student	%
1.	Get to know or know the authentic assessment instruments	Yes	2	66,7%	3	9,4%
		No	1	33,3%	29	90,6%
2.	Using authentic assessment instruments in drama text learning activities	Yes	0	0%	0	0%
		No	3	100%	32	100%

3.	Requires authentic assessment instruments specifically developed in drama text learning material	Yes	3	100%	26	81,3 %
		No	0	0%	6	18,7 %

Based on the table above it is known that some Indonesian language teachers of Junior High School 6 Tebing Tinggi (66.7%) stated that they knew authentic assessment instruments, while 29 students or 90.6% of the total students stated that they did not know authentic assessment instruments. All teachers and students (100%) stated that they had never used authentic assessment in drama text learning activities developed in the learning process. All teachers (100%) stated that they needed authentic assessment instruments specifically developed in drama text learning material developed in accordance with the 2013 curriculum in the learning process and 26 students or 81.3% of the total students stated that they needed authentic assessment instruments specifically developed on the material drama text learning developed in the learning process.

The cover is designed according to the characteristics of the text used in product development that is drama text. The drama text has three dimensions, namely writing (literature), movement, and speech. Movement in this case is the gesture and expression of the character when playing a role in the drama. There are two faces like masks that can be interpreted as expressions on the cover of the product being developed. First, facial expressions express sadness like the expression of a drama character who plays a sad role in the drama. Secondly, facial expressions express happiness like the expression of a drama character who plays a happy role in drama. The color of the cover only consists of three colors, namely black, white, and red. The cover also contains the title of the appraisal device contents, the identity of the author, and the identity of the supervisor. The cover image can be seen below.

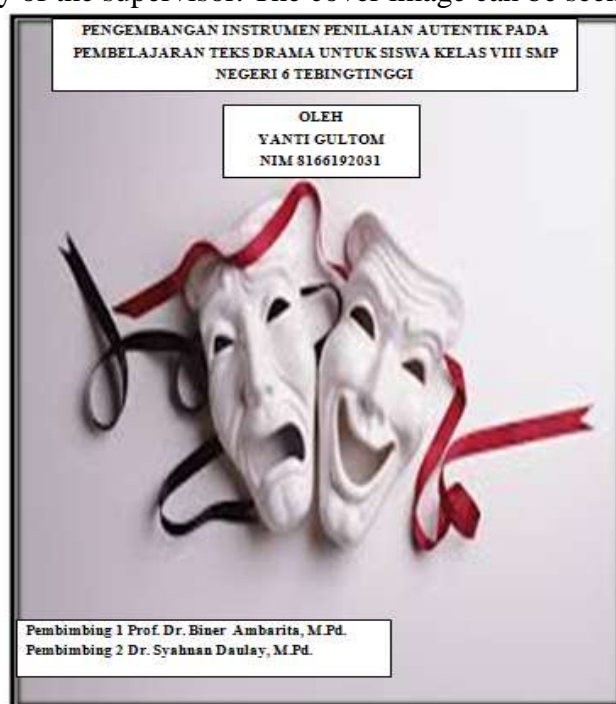


Figure 1 Cover of the Assessment Instrument

Discussion of the content of authentic assessment instruments on drama text learning starting from the preface, table of contents, bibliography, to the glossary more clearly can be seen in the picture of the contents of the assessment instrument below.

DAFTAR ISI		Halaman
BAB I	Penilaian Autentik.....	1
BAB II	Perangkat Instrumen Penilaian Autentik Pada Pembelajaran Teks Drama.....	13
	A. Analisis KI/KD ke Indikator.....	13
	B. Pembagian Kompetensi Dasar Pembelajaran Teks Drama.....	14
	1. Kompetensi Dasar 3.15	14
	2. Kompetensi Dasar 4.15	34
	3. Kompetensi Dasar 3.16	46
	4. Kompetensi Dasar 4.16	63
	DAFTAR PUSTAKA.....	85
	GLOSARIUM.....	86

Figure 2 Table of Contents of Assessment Instruments

Authentic assessment instruments in drama text learning consist of 2 chapters. Each chapter contains a different study. The first chapter contains the concept of authentic assessment, forms of authentic assessment and sub-study, taxonomy of bloom and sub-studies, operational verbs (KKO) and psychomotor domain tables. The second chapter contains the substance of the instrument for authentic assessment of drama text learning, namely the analysis of KI, KD to indicators, the distribution of basic competencies in drama text learning; KD 3.15, KD 4.15, KD 3.16, and KD 4.16. More details on the picture can be seen below.

BAB I PENILAIAN AUTENTIK	BAB II PERANGKAT INSTRUMEN PENILAIAN AUTENTIK PADA PEMBELAJARAN TEKS DRAMA								
<p>A. Konsep Penilaian Autentik</p> <p>Penilaian autentik (<i>authentic assessment</i>) adalah suatu proses pengumpulan, persiapan dan penggunaan informasi tentang hasil belajar siswa dengan menerapkan prinsip-prinsip penilaian, pelaksanaan pembelajaran, bukti-bukti autentik, akurat, dan kredibel sebagai acuan/basis publik (Pusat Kurikulum, 2009)</p> <p>Penilaian dalam kurikulum 2013 mengacu pada Permendikbud Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan. Tujuan penilaian autentik:</p> <ol style="list-style-type: none"> a) Perencanaan penilaian peserta didik sesuai dengan kompetensi yang akan dicapai dan berdasarkan prinsip-prinsip penilaian. b) Pelaksanaan penilaian peserta didik secara profesional, terbuka, objektif, efisien, efisien, dan sesuai dengan kondisi sosial budaya, dan c) Pengoran hasil penilaian peserta didik secara obyektif, akurat, dan informatif <p>Penilaian autentik mencakup tiga ranah hasil belajar yaitu ranah sikap, keterampilan, dan pengetahuan. Terminologi autentik merupakan istilah dari asli, nyata atau sebenarnya, valid, atau reliabel. Secara konseptual penilaian autentik lebih bermakna secara signifikan dibandingkan dengan tes pilihan ganda terstandar sekali pun (Kremendikbud, 2013). Atas dasar tersebut, guru dapat mengidentifikasi materi apa yang sudah layak diajarkan dan untuk materi apa pula kegiatan remedial yang harus dilakukan.</p>	<p>A. Analisis KI/KD ke Indikator</p> <table border="0"> <tr> <td>Sekolah</td> <td>: SMP Negeri 6 Tebingtinggi</td> </tr> <tr> <td>Mata Pelajaran</td> <td>: Bahasa Indonesia</td> </tr> <tr> <td>Sub Materi</td> <td>: Teks Drama</td> </tr> <tr> <td>Kelas/Semester</td> <td>: VIII-2</td> </tr> </table> <p>B. Kompetensi Inti (KI)</p> <p>KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</p> <p>KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa inggn tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</p> <p>KI-4 : Menalar, menalar, dan menalar dalam suatu konteks (mengajukan, menguji, menanggapi, memodifikasi, dan membuat) dan suatu situasi (menalar, menalar, menalar, menalar, dan menalar) sesuai dengan yang dipelajari di sekolah</p>	Sekolah	: SMP Negeri 6 Tebingtinggi	Mata Pelajaran	: Bahasa Indonesia	Sub Materi	: Teks Drama	Kelas/Semester	: VIII-2
Sekolah	: SMP Negeri 6 Tebingtinggi								
Mata Pelajaran	: Bahasa Indonesia								
Sub Materi	: Teks Drama								
Kelas/Semester	: VIII-2								

Figure 3. The Beginning of Each Chapter in the Assessment Instruments

The number of multiple choice test questions on the product is ten questions in each basic competency. Authentic assessment instruments in drama text learning developed have four basic competencies in drama text learning; KD 3.15, KD 4.15, KD 3.16, and KD 4.16. Therefore, there are forty multiple choice tests in the assessment instrument. The description of multiple choice questions can be seen below.

6) Tes Pilihan Berganda
a. Soal

Bacalah kutipan drama berikut dengan saksama kemudian kerjakan soal nomor 1 dan 2...
 berikut!

Masut : Guru, terima kasih atas ilmu yang guru berikan kepadaku. Apalah artinya diriku andai tidak ada guru.

Guru : Masut, Masut! Kamu harus tahu, meskipun kita mempunyai ilmu hanya sedikit, namun tetap harus diberikan kepada orang lain.
 (Istri Masut masuk ke ruangan membawa teh hangat).
 Istri Masut : Lebih baik kalau ngobrolnya, sambil minum teh hangat (menyodorkan cangkir)

Guru : Bisa saja istri kamu, Ut.

- Suasana yang tergambar pada drama tersebut adalah...
 - santai
 - tegang
 - haru
 - seram
- Latar tempat kutipan drama tersebut adalah....
 - rumah guru
 - rumah masut
 - ruang kerja
 - ruang kelas
- Adi : Benar dalam liburan ini sekolah kita akan berdarmawisata, Pak?
 Kepala sekolah : Benar! Mengapa Adi bertanya?
 Adi : Untuk meyakinkan diri. Darmawisata ke mana, Pak?
 Kepala sekolah : Belum dipastikan. Mungkin ke Kebun Raya Bogor. Mungkin pula ke Pantai Pangandaran.
 Adi : Mudah-mudahan ke Kebun Raya Bogor. Saya belum pernah pergi ke

Figure 4. Overview of Multiple Choice Questions on the Assessment Instrument

Knowledge assessment instruments that can be used by the teacher are written tests and assignment tests. Written essay tests are done by referring to the drama text that has been provided. Five questions that are made cannot be separated from the drama text. The description of the drama text and questions from written essays can be seen below.

8) Instrumen Penilaian
 Teknik penilaian pengetahuan yang dapat digunakan oleh guru adalah tes tertulis dan tes penugasan

A. Tes Essay Tertulis

Ketika Pangeran Mencari Istri



Suatu ketika, terdapat sebuah kerajaan yang diperintah seorang raja yang bijaksana. Namanya Raja Henry. Raja Henry memiliki seorang anak bernama Pangeran Arthur. Pada suatu hari, datanglah seorang penasehat pengembara, ia datang ke kerajaan dan menemu Pangeran yang sedang melamun di taman istana.

Pengembara : ...Selamat pagi, Pangeran Arthur!
 Pangeran Arthur : ...Selamat pagi. Siapaakah kau?

Rambut selnya letaknya panjang dan keramas. Ia juga membawa kumis dan janggut panjang. Kini di hadapan Pangeran ada seorang penasehat yang cantik jelita. Pangeran, sebenarnya aku Pati Rusa dari negeri tetangga. Untuk Pangeran mengabdikan ke sini. Dan menyuruh melakukan semua hal yang mungkin (berdana raja menyedukannya).

Pangeran Arthur : (Sangat terkejut) "Akhirnya aku dapat menemukan wanita yang cocok untuk menjadi istiku."

Pangeran Arthur dan Pati Rusa akhirnya menikah dan hidup bahagia selamanya.
 (Disusul dari cerita Sa'adah Hamidah dalam Babo, No. 8XXVIII)

Pertanyaan:

- Apakah tema dari teks drama "Ketika pangeran mencari istri"?
- Bagaimana tokoh penokoh yang terdapat dalam drama tersebut?
- Alur apakah yang digunakan dalam drama ini?
- Bagaimana latar dari drama "Ketika pangeran mencari istri"?
- Apakah amanat yang terkandung dalam drama tersebut?

(a) Instruksi (Soal) :
 Untuk penilaian siswa dalam pembelajaran. Gunakanlah rubrik penilaian di bawah ini dan lakukan penilaian dengan bijaksana dan tepat. Tulislah pada layar nama siswa salah satu angka 1-4 pada setiap kolom indikator yang dinilai pada format penilaian!

Figure 5. The Written Essay Test

Table 2. Validity of Multiple Choice Tools

Question number	r_{table}	r_{count}	Information
1	0,423	0,67	Valid
2	0,423	0,72	Valid
3	0,423	0,65	Valid
4	0,423	0,55	Valid
5	0,423	0,67	Valid
6	0,423	0,58	Valid
7	0,423	0,74	Valid
8	0,423	0,44	Valid
9	0,423	0,58	Valid
10	0,423	0,60	Valid
11	0,423	0,43	Valid
12	0,423	0,44	Valid
13	0,423	0,56	Valid
14	0,423	0,53	Valid
15	0,423	0,47	Valid
16	0,423	0,53	Valid
17	0,423	0,58	Valid
18	0,423	0,58	Valid
19	0,423	0,53	Valid
20	0,423	0,72	Valid
21	0,423	0,72	Valid
22	0,423	0,45	Valid
23	0,423	0,14	Invalid
24	0,423	0,56	Valid
25	0,423	0,17	Invalid
26	0,423	0,61	Valid
27	0,423	0,71	Valid
28	0,423	0,66	Valid
29	0,423	0,71	Valid
30	0,423	0,88	Valid
31	0,423	0,29	Invalid
32	0,423	0,69	Valid
33	0,423	0,70	Valid
34	0,423	0,83	Valid
35	0,423	0,42	Valid
36	0,423	0,46	Valid
37	0,423	0,70	Valid
38	0,423	0,89	Valid
39	0,423	0,72	Valid
40	0,423	0,71	Valid
41	0,423	0,71	Valid
42	0,423	0,53	Valid

43	0,423	0,80	Valid
44	0,423	0,89	Valid
45	0,423	0,70	Valid
46	0,423	0,89	Valid
47	0,423	0,29	Invalid
48	0,423	0,22	Invalid
49	0,423	0,89	Valid
50	0,423	0,36	Invalid

From the table above it can be seen that 44 items are in the valid level and 6 items are invalid. This concerns the rules of validity, i.e. If $r_{\text{count}} > r_{\text{table}}$, the item is valid and if $r_{\text{count}} < r_{\text{table}}$, the item is invalid. Therefore, 15 items can be used because there are valid criteria.

Table 3. The Validity of Description Form Instruments

Question number	r_{table}	r_{count}	Information
1	0,423	0,54	Valid
2		0,38	Invalid
3		0,28	Invalid
4		0,29	Invalid
5		0,58	Valid
6		0,09	Invalid
7		0,45	Valid
8		0,48	Valid
9		0,56	Valid
10		0,42	Valid

From the table above shows that 6 items of description are at the valid level and 4 items are invalid. This refers to the rules of validity, i.e. If $r_{\text{count}} > r_{\text{table}}$, the item is valid and if $r_{\text{count}} < r_{\text{table}}$, the item is invalid. Therefore 6 items can be used because they are valid criteria.

Different test power tests separate smart students and less intelligent students to know the level of goodness of each item. Different power criteria are $0.00 < D < 0.20$: bad, $0.21 < D < 0.40$: enough, $0.41 < D < 0.70$: good, $0.71 < D < 1.00$: very good. Based on the calculation of the different power in the attachment that 4 questions have different power on sufficient criteria (the question is revised), 3 questions on the criteria are good (the question is accepted), and 3 questions in the criteria are bad (rejected).

Difficulty level test aims to capture subjects who answer test items correctly. The criteria for difficulty level are $0.00 < P < 0.30$: too difficult, $0.30 < p < 0.70$: moderate, and $0.70 < p < 1.00$: too easy. Based on the calculation of the level of difficulty in the appendix, it can be seen that 5 questions have the criteria of the level of difficulty "easy" which means the question is accepted. Questions that have the criteria of "moderate" difficulty level are 5 questions. Some questions have moderate or easy and invalid criteria, so the question is not used. Based on these categories 2 questions have criteria for "invalid" validity and medium difficulty criteria. Therefore, 2 the matter is discarded / not used.

The expert instrument assessment material validates the product that has been developed. Validation of the assessment instrument material was carried out by Prof. Amrin Saragih, MA, And Dr. Shafwan Hadi Umry, M. Hum., who are the lecturer at Medan State University. The

assessment of the assessment instrument material was carried out to improve the quality of the material in the assessment instruments developed. Product validation is carried out until it meets the criteria valid / feasible to be used in the field according to the validator.

The data from the expert validation of the material for authentic assessment instruments in drama text learning by validator I are Prof. Amrin Saragih, MA., Can be seen in the table below:

Table 4. The Results of Validation of Assessment Instruments by Material Expert I

No	Component	Indicator	Average (%)	Criteria
1	Aspect of Content Feasibility	Compatibility of material with KI and KD	100%	Very Good
		Content accuracy	100%	Very Good
		Material proficiency	100%	Very Good
		Encourage curiosity	100%	Very Good
Average Number of Indicators			100%	Very Good
2	Language Feasibility Aspects	Straightforward	100%	Very Good
		Communicative	100%	Very Good
		Dialogical and interactive	75%	Good
		Conformity with the development of students	100%	Very Good
		Conformity with language rules	100%	Very Good
Average Number of Indicators			95%	Very Good
3	Aspects of Feasibility of Presentation	Presentation technique	100%	Very Good
		Presentation support	75%	Good
		Presentation of learning	100%	Very Good
		Coherence and chaos of thought	100%	Very Good
Average Number of Indicators			94%	Very Good
Average Amount of All Sub Components			96,33%	Very Good

Table 5. The Percentage of Assessment from Materials I

No	Sub Component of Assessment	Average (%)	Criteria
1	Content Feasibility	100%	Very Good
2	Language Feasibility	95%	Very Good
3	Feasibility of Presentation	94%	Very Good
Average		96,33%	Very Good

The data from the expert validation of the material for authentic assessment instruments on drama text learning by validator II were Dr. Shafwan Hadi Umry, M.Hum., Can be seen in the table below.

Table 6. The Results of Assessment Instrument Validation by Material Expert II

No	Component	Indicator	Average (%)	Criteria
1	Aspect of Content Feasibility	Compatibility of material with KI and KD	75%	Good
		Content accuracy	75%	Good
		Material proficiency	75%	Good
		Encourage curiosity	75%	Good
Average Number of Indicators			75%	Good
2	Language Feasibility Aspects	Straightforward	75%	Good
		Communicative	75%	Good
		Dialogical and interactive	75%	Good
		Conformity with the development of students	75%	Good
		Conformity with language rules	75%	Good
Average Number of Indicators			75%	Good
3	Aspects of Feasibility of Presentation	Presentation technique:	100%	Very Good
		Presentation support	75%	Good
		Presentation of learning	100%	Very Good
		Coherence and chaos of thought	75%	Good
Average Number of Indicators			88%	Very Good
Average Amount of All Sub Components			79,33%	Good

Table 7. The Percentage of Assessment for Each Sub Component of Material Expert II

No	Sub Component of Assessment	Average (%)	Criteria
1	Content Feasibility	75%	Good
2	Language Feasibility	75%	Good
3	Presentation Feasibility	88%	Very Good
Average		79,33%	Good

Data from the expert validation of the assessment instrument by validators I and II, namely Prof. Amrin Saragih, MA., And Dr. Shafwan Hadi Umry, M.Hum. In detail can be seen in the attachment. The percentage results of each indicator can be seen in the table below.

Table 8. The Percentage of Assessment for Each Sub Component of Material Experts I and II

No	Sub Component of Assessment	Respondent		Total score	Average (%)	Criteria
		1	2			
1	Content Feasibility	16	12	28	87,5%	Very Good
2	Language Feasibility	19	15	34	85%	Very Good
3	Presentation Feasibility	15	14	29	94%	Very Good

Total score	50	41	91	88,83%	Very Good
--------------------	-----------	-----------	-----------	---------------	------------------

Evaluation experts for assessment instruments are Prof. Dr. Paningkat Siburian, M.Pd. which is a validator I. Data from the results of validation by experts evaluating the quality of the assessment instruments developed can be seen in the table below.

Table 9. The Results of Validation of Assessment Instruments by Evaluation Experts I

No	Indicators	Average	Criteria
	A. Conformity of material with basic competencies	94%	Very Good
1	The material in the authentic assessment instrument is in accordance with the specified SK and KD	100%	Very Good
2	Material relevant to competencies that must be mastered by students	100%	Very Good
3	The accuracy of the unit title with the description of the material in each section	100%	Very Good
4	The level of difficulty and complexity of the material is adjusted to students' thinking abilities	75%	Good
	B. Presenting competencies that must be mastered by students	88%	Very Good
5	Competencies to be achieved are presented in authentic assessment instruments	100%	Very Good
6	Accuracy of learning objectives	75%	Good
	C. Material accuracy	94%	Very Good
7	The material presented is in accordance with scientific truth	100%	Very Good
8	The depth of material is in accordance with the level of development of students	100%	Very Good
9	Conformity between basic competencies and learning objectives	100%	Very Good
10	Appropriateness of grading assessment with the type of assessment of skill aspects in each sub-theme (demanding deed tests)	75%	Good
	D. Authentic Assessment	90%	Very Good
11	Appropriate assessment in measuring attitude competency	100%	Very Good
12	Appropriate assessment in measuring knowledge competencies	100%	Very Good
13	Appropriate assessment in measuring skill competency	75%	Good
14	Assessment encourages students to think critically.	100%	Very Good

15	Assessment instruments can collect all student assessment data on drama text learning material.	75%	Good
16	Assessment instruments can be carried out during the learning process.	100%	Very Good
17	Assessment instruments assess understanding and critical thinking	75%	Good
18	Assessment instruments are relevant to basic competencies and core competencies	100%	Very Good
19	Instrument for assessment in accordance with the material taught	100%	Very Good
20	The assessment is consistent with having accurate scoring guidelines	75%	Good
Average Amount of All Sub Components		91,5%	Very Good

The Evaluation Expert assessed that the test instruments and material on the product of authentic assessment instruments in drama text learning developed had an average percentage score of 91.5% with the criteria of "very good". The average percentage results are obtained based on the sub-component of material suitability with basic competencies, presenting competencies that must be mastered by students, material accuracy, and authentic assessment. The percentage results of each sub-component can be seen in the table below.

Table 10. The Percentage of Assessment for Each Sub Component of Evaluation Expert I

No	Sub Component	Average (%)	Criteria
1	Compatibility of material with basic competencies	94%	Very Good
2	Presenting competencies that must be mastered by students	88%	Very Good
3	Material accuracy	94%	Very Good
4	Authentic assessment	90%	Very Good
Average		91,5%	Very Good

The results of expert evaluation validation for the assessment instrument in the sub-component of material suitability with basic competencies had an average percentage of 94% with the criteria of "very good". The sub component presents competencies that must be mastered by students having an average percentage of 88 % with the criteria of "very good". Sub-component of material accuracy has an average percentage of 94% with the criteria of "very good". The sub component of authentic assessment has an average percentage of 90% with the criteria of "very good". The average percentage of all sub-components is 91.5% with the criteria of "very good". This means that the authentic assessment instrument in drama text learning developed has good quality worthy of being tested on the field without revisions from the validator.

The evaluation expert for the assessment instrument is Dr. Surya Masniari Hutagalung, S.Pd., M.Pd. which is a validator II. Data from the validation results by experts evaluating the quality of the assessment instruments developed can be seen in the table below.

Table 11. The Results of Validation of Assessment Instruments by Evaluation Experts II

No	Component / Indicator	Average	Criteria
	A. Conformity of material with basic competencies	88%	Very Good
1	The material in the authentic assessment instrument is in accordance with the specified SK and KD	100%	Very Good
2	Material relevant to competencies that must be mastered by students	100%	Very Good
3	The accuracy of the unit title with the description of the material in each section	75%	Good
4	The level of difficulty and complexity of the material is adjusted to students' thinking abilities	75%	Good
	B. Presenting competencies that must be mastered by students	75%	Good
5	Competencies to be achieved are presented in authentic assessment instruments	75%	Good
6	Accuracy of learning objectives	75%	Good
	C. Material accuracy	88%	Very Good
7	The material presented is in accordance with scientific truth	75%	Good
8	The depth of material is in accordance with the level of development of students	75%	Good
9	Conformity between basic competencies and learning objectives	100%	Very Good
10	Appropriateness of grading assessment with the type of assessment of skill aspects in each sub-theme (demanding deed tests)	100%	Very Good
	D. Authentic Assessment	93%	Very Good
11	Appropriate assessment in measuring attitude competency	75%	Good
12	Appropriate assessment in measuring knowledge competencies	75%	Good
13	Appropriate assessment in measuring skill competency	100%	Very Good
14	Assessment encourages students to think critically.	75%	Good
15	Assessment instruments can collect all student assessment data on drama text learning material.	100%	Very Good
16	Assessment instruments can be carried out during the learning process.	100%	Very Good
17	Assessment instruments assess understanding and critical thinking	100%	Very Good
18	Assessment instruments are relevant to basic competencies and core competencies	100%	Very Good

19	Instrument for assessment in accordance with the material taught	100%	Very Good
20	The assessment is consistent with having accurate scoring guidelines	100%	Very Good
Average Amount of All Sub Components		86%	Very Good

Table 12. The Percentage of Assessment for Each Sub Component of Evaluation Expert I

No	Sub Component	Average (%)	Criteria
1	Compatibility of material with basic competencies	88%	Very Good
2	Presenting competencies that must be mastered by students	75%	Good
3	Material accuracy	88%	Very Good
4	Authentic assessment	93%	Very Good
Average		86%	Very Good

Table 13. The Percentage of Assessment of Item Description Form Test Instruments from Evaluation Experts I and II.

No	Sub Component	Respondent		Total score	Average (%)	Criteria
		1	2			
1	Compatibility of material with basic competencies	15	14	29	91%	Very Good
2	Presenting competencies that must be mastered by students	7	6	13	81,25%	Very Good
3	Material accuracy	15	14	29	90,63%	Very Good
4	Authentic assessment	36	37	73	91,25%	Very Good
Average		73	71	144	89%	Very Good

The results of the validation of expert evaluations I and II for the assessment instruments in the sub-component of material suitability with basic competencies had an average percentage of 91% with the criteria of "very good". The results of the validation of expert evaluations I and II in the sub-component present the competencies that must be mastered by students have an average percentage of 81.25% with the criteria of "very good". The results of the validation of expert evaluations I and II on the sub-component of material accuracy have an average percentage of 90.63% with the criteria of "very good". The validation results of expert evaluations I and II in the sub-component of authentic assessment have an average percentage of 91.25% with the criteria of "very good". The average percentage of all sub-

components by evaluation experts I and II is 89% with the criteria of "very good". This means that the authentic assessment instrument for drama text learning developed has good quality. Therefore, an authentic assessment instrument for drama text learning is worthy of being tested in the field.

Table 14. Data on Indonesian Language Teacher Assessment of Authentic Assessment Instruments on Drama Text Learning

No	Indicator / Statement	Average	Criteria
1	The overall appearance of the assessment instrument is interesting	83,33%	Very Good
2	The language used in the assessment instrument can be understood	91,66%	Very Good
3	The presentation of material in the assessment instrument is arranged systematically	75%	Good
4	Materials with assessment instruments are in accordance with the learning objectives	100%	Very Good
5	The authentic domain has been explained in the assessment instrument developed	91,66%	Very Good
6	Assessment in assessment instruments helps teachers to evaluate students more deeply	91,66%	Very Good
7	Questions in the assessment instrument can stimulate critical thinking skills	91,66%	Very Good
8	The types of assignments in assessment instruments vary	91,66%	Very Good
9	Latest information in assessment instruments in accordance with the development of science and technology	83,33%	Very Good
10	The assessment instrument helps students understand drama text material	100%	Very Good
11	Appraisal instruments differ from previous assessment instruments	100%	Very Good
12	The instrument of assessment can be used by the teacher well	100%	Very Good
13	Assessment instruments train students to enrich students' knowledge	91,66%	Very Good
14	Assessment instruments make it easier for students to express their opinions in oral or written form	91,66%	Very Good
15	The assessment instrument makes it easier for students to deduce drama text material	91,66%	Very Good
	Average Amount	91,66%	Very Good

Table 15. Individual Trial Data (3 students)

No	Indicator / Statement	Average	Criteria
Material		75%	Good
1	This assessment instrument makes me happy to learn	58,33%	Fair
2	The presentation of the text in the assessment instrument starts from the easy to the difficult and from the concrete to the abstract	75%	Good
3	This assessment instrument contains questions that encourage me to think critically	83,33%	Very Good
4	The presentation of the text in this assessment instrument encouraged me to be able to answer the test questions used	83,33%	Very Good
5	This assessment instrument encouraged my curiosity	66,67%	Fair
6	This assessment instrument contains multiple choice tests and descriptions that can test how far my understanding of drama texts is	83,33%	Very Good
Language		75%	Good
7	The language used is simple and easy to understand	75%	Good
8	The letters used are simple and easy to read	75%	Good
Interest		68,75%	Fair
9	Using this assessment instrument makes my learning more focused and coherent	75%	Good
10	Using this assessment instrument can increase motivation to learn	66,67%	Fair
11	Using this assessment instrument can make learning drama text material fun	75%	Good
Average Amount		75,39%	Good

Table 16. Obtaining Individual Test Scores (3 students)

No	Assessment Indicator	Average (%)	Criteria
1	Material	75%	Good
2	Language	75%	Good
3	Interest	68,75%	Fair
Average		75,39%	Good

Table 17. Small Group Trial Data (9 students)

No	Indicator / Statement	Average	Criteria
Material		82,35%	Very Good
1	This assessment instrument makes me happy to learn	80,56%	Good
2	The presentation of the text in the assessment instrument starts from the easy to the difficult and from the concrete to the abstract	77,78%	Good
3	This assessment instrument contains questions that encourage me to think critically	86%	Very Good
4	The presentation of the text in this assessment instrument encouraged me to be able to answer the test questions used	86%	Very Good
5	This assessment instrument encouraged my curiosity	77,78%	Good
6	This assessment instrument contains multiple choice tests and descriptions that can test how far my understanding of drama texts is	86%	Very Good
Language		82%	Very Good
7	The language used is simple and easy to understand	86%	Very Good
8	The letters used are simple and easy to read	77,78%	Good
Interest		78,71%	Good
9	Using this assessment instrument makes my learning more focused and coherent	77,78%	Good
10	Using this assessment instrument can increase motivation to learn	80,56%	Good
11	Using this assessment instrument can make learning drama text material fun	77,78%	Good
Average Amount		81%	Very Good

Table 18. Obtaining Small Group Trial Scores (9 students)

No	Assessment Indicator	Average (%)	Criteria
1	Material	82,35%	Very Good
2	Language	82%	Very Good
3	Interest	78,71%	Good
Average		81%	Very Good

Table 19. Limited Field Student Test Data (32 students)

No	Indicator / Statement	Average	Criteria
Material		91,14%	Very Good
1	This assessment instrument makes me happy to learn	83,59%	Very Good
2	The presentation of the text in the assessment instrument starts from the easy to the difficult and from the concrete to the abstract	89,84%	Very Good
3	This assessment instrument contains questions that encourage me to think critically	87,5%	Very Good
4	The presentation of the text in this assessment instrument encouraged me to be able to answer the test questions used	96,87%	Very Good
5	This assessment instrument encouraged my curiosity	94,53%	Very Good
6	This assessment instrument contains multiple choice tests and descriptions that can test how far my understanding of drama texts is	94,53%	Very Good
Language		94,53%	Very Good
7	The language used is simple and easy to understand	95,31%	Very Good
8	The letters used are simple and easy to read	93,75%	Very Good
Interest		92,45%	Very Good
9	Using this assessment instrument makes my learning more focused and coherent	93,75%	Very Good
10	Using this assessment instrument can increase motivation to learn	93,75%	Very Good
11	Using this assessment instrument can make learning drama text material fun	89,84%	Very Good
Average Amount		92,71%	Very Good

Table 20. Percentage of Obtaining Limited Field Test Scores (32 students)

No	Assessment Indicator	Average (%)	Criteria
1	Material	91,14%	Very Good
2	Language	94,53%	Very Good
3	Interest	92,45%	Very Good
Average		92,71%	Very Good

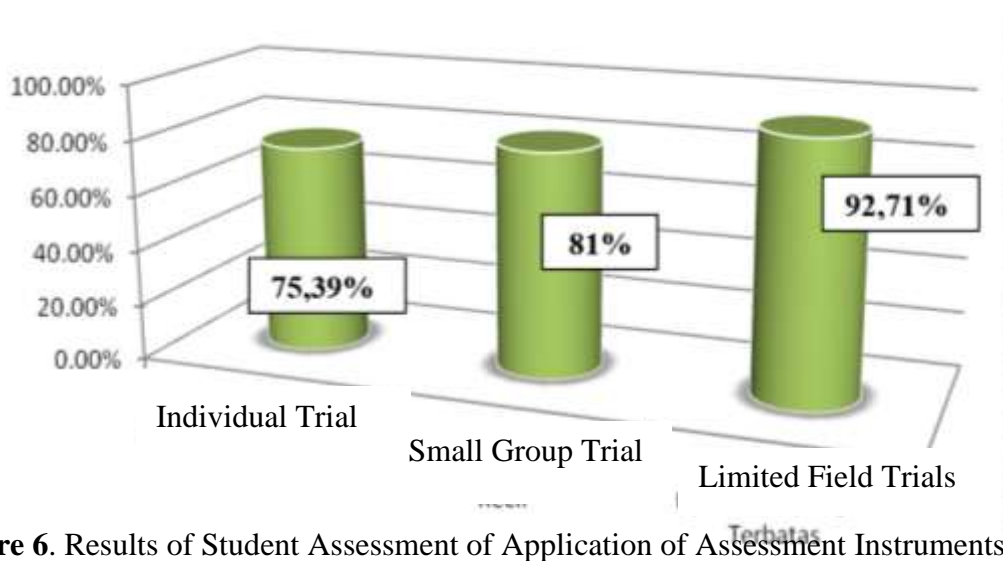


Figure 6. Results of Student Assessment of Application of Assessment Instruments

V. Conclusion

The quality of authentic assessment instruments on drama text learning is obtained from the results of validation and assessment given by material experts, evaluation experts, teacher responses, and student responses. Based on the assessment of the design experts, evaluation experts, Indonesian language teacher assessment, and student responses. The product is known to have good quality and is worth after using the validity analysis of the product using the Sugiyono formula, then the classification of scores in the form of percentages is interpreted with qualitative sentences. The product is said to be worth for use when it reaches a score of $61\% \leq X < 80\%$ with the criteria of "good" and a score of $81\% \leq X < 100\%$ with the criteria of "very good". The product is feasible to use if it is in the criteria of "good" and "very good" with a note "without any revisions". The average percentage of all sub-components from the results of validation of design experts I and II is 81% with the criteria of "very good". The average percentage of all sub-components from the validation of material experts I and II is 88.83% with the criteria of "very good". The average percentage of all sub-components by evaluation experts I and II is 89% with the criteria of "very good". The results of the teacher's response to the authentic assessment instruments in drama text learning developed have an average percentage of 91.66% with the criteria of "very good". The results of student responses to the assessment instrument obtained the average percentage of the overall limited field test was 92.71% with the criteria of "very good".

The level of students' ability to answer drama text questions was obtained from the trials conducted by giving pretest and posttest to class VIII students of Junior High School 6 Tebing Tinggi, which amounted 32 students. The lowest value of students seen from the results of the pretest was 52 and the highest was 82. The average value of the student's pretest was 68.56. Based on the average value of the student pretest data above, it can be concluded that the ability of students does not experience a significant high increase and has not reached KKM. Learning by using authentic assessment instruments on drama text learning gained an average of 80.97. The lowest student score is 70 and the highest was 98. Based on the average value of student posttest data above, it can be concluded that the ability of students to experience a significant

increase was high and reaches KKM as expected. The effectiveness of the assessment instrument developed was 80.97% and the effectiveness before using the valuation instrument was 68.56%. Therefore, the level of students' ability to answer drama text questions increases after the product of authentic assessment instruments in drama text learning was applied in learning.

References

- Amelia Hani Saputri. 2016. *Pelaksanaan Penilaian Autentik Kurikulum 2013 dalam Pembelajaran Seni Tari di SMP Negeri 1 Labuhan Ratu Lampung Timur*. (Skripsi). Universitas Lampung.
- Arikunto, S. 2013. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Arikunto, Suharsimi . 2014. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Asrul et al. 2015. *Evaluasi Pembelajaran*. Bandung: Citapustaka Media.
- Borg and Gall.2003. *Educational Research, An Introduction*. New York and London. Longman Inc
- Bowo, Sigit Ari and Hariyadi. 2015. *Penilaian Autentik Materi Sastra Pada Kurikulum 2013 Sebagai Upaya Menyongsong MEA*. Seminar Nasional Pendidikan Bahasa Indonesia.
- Endraswara. 2011. *Metode Pembelajaran Drama Apresiasi, Ekspresi dan Pengkajian*). Yogyakarta: CAPS.
- Fadliyatis, Kukuh S, Titik Harsiati, Muakibatul Hasanah. 2016. "Pengembangan Instrumen Asesmen Autentik Ketrampilan Menulis Teks Cerpen dan Teks Fabel untuk Siswa SMP/MTs yang Mengimplementasikan Kurikulum 2013". *Jurnal Pendidikan: Teori, Penelitian,danPengembangan* Vol 1 No. 3.
- Florensy, Angla Sauhenda, Titik Harsiati, Martutik. 2016. "Pengembangan Asesmen Penugasan Menulis Teks Ekposisi dengan Rangsangan Masalah Autentik". *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan* . Vol. 1 No. 3.
- Herrington, J. & Oliver, R. (2000). *An Instructional Design Framework for Authentic Learning Environments*. *Educational Technology Research and Development*, 48(3), 23-48.
- I Gusti Ayu Komang Lili Absari, et al. 2015. *Penilaian Autentik Guru Bahasa Indonesia dalam Pembelajaran Menulis Siswa Kelas VII Di SMP Negeri 1 Singaraja*. e-Journal Universitas Pendidikan Ganesha: Vol 3 No. 1.
- Johannes, Berkat Pakpahan. 2016. Pengaruh strategi pembelajaran dan motivasi belajar terhadap kemampuan memahami unsur intrinsik drama siswa kelas VIII SMP Swasta Parulian 2 Medan (Tesis).
- Kunandar. 2014. *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan K-13)*. Jakarta : Grafindo.
- Mansyur et.al. 2015. *Asesmen Pembelajaran di Sekolah Panduan bagi Guru dan Calon Guru*. Yogyakarta: Pustaka Pelajar
- Muhlis Fajar Wicaksana, et al. *Potret Kualitas dan Kebutuhan Pengembangan Model Penilaian Autentik (Authentic Assesment)Pembelajaran Bahasa Indonesia Di SMP*. Konferensi Nasional Bahasa dan Sastra III.
- Newmann, Fred M, M. Bruce King, and Dana L. Carmichael. 2007. *Authentic Instruction and Assessment*. Iowa : Departement of Education.
- Nurdin, Syafruddin, Adriantoni. 2016. *Kurikulum Pembelajaran*. Depok : Rajawali Pers.

- Nurgiantoro. 2011. *Penilaian Otentik*. Yogyakarta: UGM Press.
- Permendikbud No. 66 tahun 2013 tentang Standar Penilaian Pendidikan
- Purnamasari, Dewi Ayu, Iqbal Hilal, Ali Mustofa. 2015. "Pengembangan Instrumen Penilaian Tertulis untuk Pembelajaran Teks Eksposisi di SMA". *Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya)*. Vol. 1 No. 1
- Purwanto. 2009. *Evaluasi Hasil Belajar*. Surakarta: Pustaka Belajar.
- Pratiwi, Yuni and Frida Siswiyaanti. 2014. *Teori Drama dan Pembelajarannya*. Yogyakarta: Ombak.
- Priyanti, Dwi. 2017. *Pengembangan Penilaian Autentik Aspek Keterampilan di Kelas IV SD (Tesis)*
- Ratnawulan, Elis and Rusdiana, A. 2014. *Evaluasi Pembelajaran Dengan Pendekatan Kurikulum 2013*. Bandung : Pustaka Setia.
- Rosmawaty. 2011. *Seni Drama*. Medan: UNIMED.
- Satrianingsi. 2016. Penerapan Model Pembelajaran Kooperatif Tipe *Team Assisted Individualization* untuk Meningkatkan Hasil Belajar Menulis Kreatif Naskah Drama Satu Babak Siswa Kelas VIII Mts. Swasta Labibia. *Jurnal Humatika*: Vol 1 No. 16
- Sani, Ridwan Abdullah. 2016. *Penilaian Autentik*. Jakarta : Bumi Aksara.
- Sudijono, Anas. 2013. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajagrafindo Persada.
- Sugiyono. 2015. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Supardi. 2015. *Penilaian Autentik: Pembelajaran Afektif, Kognitif, dan Psikomotorik (Konsep dan Aplikasi)*. Jakarta: PT Raja Grafindo Persada.
- Supryadi. 2013. *Evaluasi Pembelajaran Bahasa Indonesia*. Gorontalo : UNG Press.
- Suroso. 2015. *Drama: Teori dan Praktik Pementasan*. Yogyakarta: ELMATERA.
- San, Suyadi. 2015. *Drama: Konsep Teori dan Kajian*. Medan: CV Partama Mitra Sari.
- Tegeh, Made et al. 2014. *Model Penelitian Pengembangan*. Yogyakarta: Graha Ilmu.
- Trianto. 2010. *Mengembangkan Model Pembelajaran Tematik*, Jakarta: PT Prestasi Pustaka.
- Uno, Hamzah B, Satria. 2014. *Assessment Pembelajaran* . Jakarta : Bumi Aksara.
- Wolbers Kimberly, et al. 2015. *The Writing Performance of Elementary Students Receiving Strategic and Interactive Writing Instruction*". *Advance Access Publication June 21*.
- Kizlik, Bob. 2009. *Measurement, Assessment, and Evaluation in Education*.
- Overton, Terry. 2008. *Assessing Learners with Special Needs: An Applied Approach (7th Edition)*. University of Texas - Brownsville