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Strengthening Elementary Teacher of Social Studies Learning through Authentic Assessment: A Literature Review

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ABSTRACT

This study aims to determine the importance of authentic activities in social studies learning for teachers in elementary schools. This type of research is qualitative research with the Literature Review method. The data collected is based on references from various sources of national journals, international journals, and books. The data collection is based on references from various sources of national journals, international journals, and books. The instrument used is a list of findings and then analyzed to reveal various theories that are relevant to the problems studied. The results of the analysis show that authentic assessment has a positive impact on the development of students' knowledge, attitudes, skills, and values. Authentic assessment can be done by the teacher if the teacher masters the principles of assessment in the implementation in the classroom. Through these principles, teachers can assess students in a valid, objective, open, fair, integrated, holistic and sustainable, systematic, accountable, and educative manner. This can achieve the goal of social studies learning, namely educating students to become good citizens.

Keywords: social studies learning, authentic assessment, elementary school students

INTRODUCTION

Assessment is the most important part of the curriculum and is integral in the learning process (Darma et al, 2018). The assessment provides information on progress in learning outcomes for teachers, parents, and students. The government can also find out to what extent educational goals can be achieved through teacher assessments (Tugar, 2017). However, the assessment remains a longstanding issue and an important dimension of quality instruction, even though its meaning and use have evolved significantly over the last two decades (Webber, 2012).

In elementary school of Indonesia, currently implementing the 2013 curriculum where the assessment used is authentic. Authentic assessment is one of the assessment standards carried out by teachers using the student competency assessment method (Nuh, 2013; Zaim et al., 2020). Authentic assessment is carried out by teachers on students using clear assessment standards through active learning, real-life problem-solving practices, directly and not solely based on final results (Archbald, 1991; Aziz, Yusoff, & Yaakob, 2020; Forsyth & Evans, 2019; Wajdi, 2017). So, authentic assessment is an assessment used by the teacher contextually in assessing the ability of students.

Authentic assessment can be done through the replication of tasks and performance standards of students found in the world of work, achieving the future, having a positive impact on learning, providing autonomy, motivation, self-regulation and metacognition, meaningful and deep learning, and equipping the competencies needed in the world of work (Sabtiawan et al, 2019; Villarroel et al, 2019). Learners through authentic assessments measure their competencies including knowledge, attitudes, and skills that are meaningfully associated with real-life (Nurgiyantoro, 2011).

Authentic assessment in the 2013 curriculum is applied to all subjects in elementary school, one of which is social studies subjects. Social studies are one of the multidisciplinary subjects in elementary school because it consists of various sciences such as citizenship, economics, geography, and history that utilize various perspectives and skills to achieve common goals (Brugar & Whitlock, 2020). Social studies is an important subject to be taught so that students learn social life by integrating the fields of social sciences (history, geography, economics, and sociology) and humanities (aspects of norms, values, language, art, and culture) (Sardjijo & Ischak, 2018). Social studies taught in elementary schools is implemented by simplifying the disciplines of the social sciences associated with social problems (Meldina et al., 2020).

Social studies learning needs to be taught in elementary schools. Social studies in elementary schools are shown so that students are directed to have knowledge, attitudes, skills, and behaviors that are by the values needed as good citizens (NCSS, 1994; Putra, 2020). Good citizens can be seen in three

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aspects, namely humanistic education, citizenship education, and intellectual education. Humanistic education equips students to understand all their experiences and understand the meaning of life. Citizenship Education equips students to participate effectively in the Intellectual education is to equip students with skills to analyze and solve every problem that occurs daily in the family environment, both those that befall themselves and those that befall society in general (Banks, 2017; Endayani, 2017; Meldina et al, 2020).

Social studies in elementary schools are integrated with other subjects that are taught thematically and refer to real-life aspects of students in the 2013 curriculum (Kemendikbud, 2014; Sapriya, et al, 2008, p. 160; Sriyanto, 2016). Social studies learning in elementary schools uses the 2013 curriculum. The implementation of learning uses five stages or known as 5M. These stages are observing, asking, gathering information, reasoning, and communicating (Kemendikbud, 2014; Sapriya, et al, 2008, p. 160; Sriyanto, 2016). The students are doing observation through activities are read, heard, listened to, seen, watched, and others. The students are doing asking through activities of giving questions, asking questions, discussing questions from factual to hypothetical. The students can collect information through digging and collecting information from various sources. The reasoning activities are carried out by students in processing information based on the results of observing and gathering information. The students are doing communicating through activities to convey the results of observations, conclusions based on the results of the analysis.

The teacher do not fully understand the mplementation of authentic assessment in social studies learning in elementary schools. *First*, the majority of teachers still use traditional assessments where students memorize material in the learning process so that it is boring (Yılmaz & Ayşegül, 2015). *Second*, the assessments tested in the midterm and final exams are more focused on textbooks (Febiani & Nisa, 2021; Melinda & Rahmawati, 2021). This condisions show that most teachers fail to apply authentic assessment so they do not use it in learning (Charoenchai et al, 2015). The teacher will be difficult to instill knowledge, skills, attitudes, and values in students through traditional assessments (Sekerci, 2021).

Suwandani, et al (2020), explored the difficulties of teachers of SDN Cluster 1, Janpria sub-district in carrying out authentic assessments. The results showed that there were five factors causing teacher difficulties in carrying out authentic assessments, namely: 1) misunderstanding authentic assessment on meaning, principles of authentic assessment, authentic assessment procedures, authentic assessment techniques, and did not understand how to develop authentic assessments, 2) limited time in planning and implementing authentic assessments, 3) inadequate facilities and infrastructure, 4) training materials are still unclear and not in-depth, and 5) big classes make teachers feel difficult

because teachers feel they need a lot of energy and time if the assessment is carried out at one time.

The teacher difficulties in applying authentic assessment in accordance with the results of previous research. Hajaroh & Adawiyah (2018), explore the difficulties faced by MIN 1 Lombo Tengah teachers in implementing authentic assessments. The results showed that the difficulty in determining the assessment criteria, the difficulty in scoring, the difficulty in utilizing time, and the difficulty of the different characters of the students. In line with the research results of Rasidi & Setiawati (2015), as many as 83 elementary school teachers in Mataram City, there factors that become obstacles in authentic assessment, namely: 1) development of standardized assessment tools, 2) qualitative and quantitative descriptions of learning outcomes, and 3) selection of attitude, knowledge, and skill assessment instruments.

The teacher's role is indispensable in designing and developing authentic assessments (Bolat & Karakus, 2017). Authentic assessment can activate the participation of teachers and students in the learning process. Students can solve problems encountered in everyday life. This can improve students' higher-order thinking skills (Azim & Khan, 2012). Based on the explanation above, the teacher needs to understand the implementation of authentic assessment. The purpose of this study is to describe the importance of the authentic assessments in social studies learning for teachers in elementary schools. Contributions in the results of this study can provide an understanding of elementary school teachers in conducting authentic assessments of social studies learning. The assessment carried out by the teacher is following the principles of assessment so that it can have an impact on the development of students following the objectives of social studies learning in elementary schools.

METHOD

The research design uses a qualitative approach with the Literature Review method. The use of this method is related to the importance of social studies learning through strengthening authentic assessment for elementary school teachers which limits researchers in data collection. The literature review is research conducted by researchers by collecting books, national journals, international journals, and other libraries related to research problems and objectives (Synder, 2019). This technique is carried out to reveal various theories that are relevant to the problems studied as reference material in the discussion of research results. Researchers analyzed the impact and implementation of authentic assessment in social studies learning in elementary school. The data obtained were then compiled based on the research objectives. Data analysis was carried out in two stages, namely the stage of data reduction and data presentation. Data reduction is done to facilitate researchers in selecting data from various sources.

The presentation of the data is done in the form of a narrative. The results of the discussion and conclusions are the analysis results from various relevant scientific sources to discuss the impact and implementation of authentic assessments in social studies learning in elementary schools.

LITERATURE REVIEW

Social Studies Learning

Social studies learning in elementary schools use an essentialism education approach in transferring knowledge, cultural heritage, and equipping students with advanced education, the world of work, and effective social and political participation (Gutek, 2004; Sahin, 2018). The essentialism approach is a strong philosophy and has great potential for the future of teachers in social studies learning (Null, 2007). Teachers in social studies learning can equip students to become good citizens through knowledge, academic thoroughness, patriotism, and character development (Ornstein & Levine, 2003).

Social studies learning in elementary schools currently use the 2013 curriculum. Minister of Education and Culture Regulation Number (Permendikbud RI) number 57 of 2014 that the 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective, and able to contribute to social life, nation, state, and world civilization. The 2013 curriculum makes Indonesian citizens have attitudes, knowledge, and skills that reflect good citizens so that the Indonesian state has citizens who are capable of competing locally and globally. Minister of Education and Culture Regulation/ Permendikbud (2013) there are graduate competency standards that must be achieved, namely the dimensions of attitudes, skills, and knowledge.

Social studies learning in elementary lower level school (first, second, and third grade of elementary school) is omitted but it is obliged in elementary higher levels school (fourth, fifth, and sixth grade) integrated with thematic manner by integrating several subject matter in one topic or commonly called a theme (Kemendikbud, 2014). However, the organizer of social studies learning materials adopts an integrated approach, it means the development and arranged subjects are associated to how students deal with real-life aspects (Sapriya et al, 2008: 160). In the elementary school curriculum 2013 thematic textbooks, social studies learning includes geography, economics, and sociology (Cahyaningrum et al, 2020).

Social studies learning in elementary schools is applied by teachers using a scientific approach (Ilham & Hardiyanti, 2020). Scientific methods in the learning process use a scientific approach including 5M which includes observing, asking, gathering information, reasoning (associating), and communicating (networking/ communicating)

(Suswandari, et al. 2020). Through a scientific approach, students can generate and answer scientific questions through observations and experiments in the learning process (Hadromi et al, 2021). The implementation of the Scientific approach according to the Minister of Education and Culture (2013).

First, observing is a learning activity where students are facilitated and guided by the teacher observing in the form of reading, listening, listening, seeing, watching, and so on with or without tools. Observation activities aim to train students competence in terms of sincerity, thoroughness, and seeking information. *Second*, asking questions means that students actively ask questions about the information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to hypothetical questions). In addition, students create and ask questions, ask questions, discuss information that has not been understood, additional information they want to know, or as clarification. The purpose of the questioning activity is that students can develop creativity, curiosity, the ability to formulate questions to form critical thoughts that are necessary for intelligent life and lifelong learning.

Third, gathering information (information gathering) is an activity of exploring, experimenting, discussing, demonstrating, imitating shapes/movements, conducting experiments, reading sources other than textbooks, collecting data from resource persons through questionnaires, interviews with resource persons, and modifying/adding/develop. The purpose of this activity is to develop students to have a thorough, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to collect information through various ways studied, develop study habits and lifelong learning. *Fourth*, reasoning (reasoning or data analyzing) is carried out by processing the information that has been collected, analyzing the data in the form of making categories, associating or connecting related phenomena/information to find a pattern, and conclude. The goal is to develop students to have an honest, thorough, disciplined attitude, obey the rules, hard work, the ability to apply procedures, and the ability to think inductively and deductively in concluding. *Fifth*, communicating is an opportunity for students to convey the results of observations, conclusions based on the results of the analysis orally, in writing, or other media. Presenting reports in the form of charts, diagrams, or graphs; compiling a written report; and presenting a report covering the process, results, and conclusions orally. The purpose of this activity is that students can develop an honest, thorough, tolerant attitude, the ability to think systematically, express opinions briefly and clearly, and develop good and correct language skills.

Social studies learning has several strengths, both from the basis and scope of the scientific field as well as from the study of practical problems, including; (a) Pragmatically, Social Sciences has two scientific strengths, namely social sciences, and educational sciences; (b) sources of social studies education materials do not only come from social sciences but also humanity as a form of social studies identity that is not value-free; and (c) the direction of studies and educational programs that emphasize the educational process (Al Muchtar, 2006). Social studies learning is directed at; (a) efforts to increase students' knowledge about human experience in social life in the past and the future; (b) helping students develop skills in finding and processing and processing information; (c) helping students develop democratic values and attitudes in people's lives, and; (d) provide opportunities to take part or participate in social life (Chaplin & Messick, 1992).

Based on the above opinion, that social studies learning in elementary schools is a subject that equips students with knowledge, attitudes, skills through learning thematically through observing, asking questions, gathering information, reasoning, and communicating.

AUTHENTIC ASSESSMENT

Authentic assessment is an assessment that is significantly meaningful to students' learning outcomes in aspects of attitudes, skills, and knowledge (Kemendikbud, 2014). Authentic assessment increases interest and motivation in learning because the learning process is student-centered (Bolat & Karakus, 2017; Litchfield & Dempsey, 2015). Students can play an active role in exploring the material in-depth independently and are responsible for making decisions from problems and then exploring processes, and the resulting products (Azim & Khan, 2012).

Authentic assessment has the following characteristics: 1) contains a set of important tasks in a particular field of study that is broadly designed; 2) emphasizing students' higher-order thinking skills; 3) students know in advance the criteria and how the assessment is done; 4) assessment is carried out integrated into learning; 5) the role of the teacher as a facilitator, model, and friend in learning; 6) students are serious about doing the task because there is a presentation in front of the public on the work that has been achieved; 7) more flexible; 8) providing various ways for students to present their work and 8) students knowing there is an examination of the process and also the products resulting from learning (Moon, et al, 2005; Richardson, et al, 2009).

Authentic assessment is important for teachers in the learning process which has the following components: 1) realism, 2) cognitive challenge, and feedback. Realism means that in the learning process there is a real context in solving problems faced in the real life of students such as case analysis, problem-solving, and essay questions related to real daily life

(Bosco & Ferns, 2014). The cognitive challenge in authentic assessment is that the tasks given to students can build higher-order thinking skills (Ashford-Rowe et al., 2014). Feedback is not only done by the teacher but students are involved in assessing diverse performance so that they have a learning experience, assess, and receive feedback (Villarroel et al, 2018).

The Ministry of Education and Culture (2015) states that the assessment carried out by the teacher refers to the following principles: 1) valid, meaning that the assessment carried out by the teacher on students uses an instrument that is in accordance with what is being measured; 2) objective means that the assessment carried out by the teacher is equipped with an assessment guide (rubric) so as to ensure objectivity; 3) fair, meaning that the assessment made by the teacher is based on the results of learning outcomes on the competencies assessed, not based on the background of the students; 4) integrated means that the assessment is carried out by the teacher through a series of learning activities; 5) open means that the assessment is carried out by the teacher having an assessment procedure and assessment criteria that are clear and known to anyone; 6) comprehensive and continuous, meaning that the assessment is carried out by the teacher covering all aspects of competence and monitoring the development of students' abilities; 7) systematic means that the assessment carried out by the teacher follows the steps in a planned and gradual manner; 8) based on criteria, meaning that the assessment is carried out using reference criteria; 9) accountable means that the assessment made by the teacher can be accounted for in terms of techniques, procedures and results.

Based on the opinion above, that authentic assessment is an assessment that can be carried out by teachers by involving the activeness of students in the learning process so that motivation and interest in learning are built which have an impact on learning outcomes in aspects of knowledge, attitudes, and skills.

Elementary School Teacher

Teachers play an important role in the success of learning activities through effective learning in social studies learning (De Bruyckere & Kirschner, 2016). Rahmad (2016) that teachers can produce students who have spiritual competence, emotional intelligence, and skills needed for themselves, society, nation, and state. Sardjijo & Ischak (2018) states that there are five criteria for social studies teachers in elementary schools as follows: 1) teachers can understand various social phenomena equipped with the knowledge, attitudes, skills, and values, 2) teachers have social communication skills, 3) teachers can solve social problems, 4) the teacher can be sensitive, responsive, adaptive, critical of the surrounding environment, 5) the teacher can develop the analytical power of students in solving problems to build a peaceful, dynamic, and harmonious society.

Teachers in elementary schools in social studies learning can assign students to read and access online to deepen knowledge related to problems globally (Helmsing & Noy, 2020). Teachers can use informational texts as a means to analyze ideas and authentically assess what students learn in social studies learning (Sharp & Purdum, 2019). Students can read the material, reflect, and convey information back in various ways (Altieri & Jennifer, 2020). Students can ask interesting questions, present ideas through their various perspectives, read various sources, and be presented in front of various friends (Grant et al, 2017).

Teachers need to be prepared to have pedagogical competence and knowledge to teach in the classroom (An, 2020). Through this ability, teachers can integrate various materials and skills in social studies learning and can encourage teachers to reflect on learning practices that have been carried out. In this case, students can explore concepts in a complex manner related to problems that occur in society (Hinde, 2015).

Based on the above opinion, that teachers in elementary schools in social studies learning are very important to have pedagogical competence and knowledge to be implemented in the classroom so that they can present learning that is related to real-life globally for students and can be reflected through authentic assessments in assessing what students do.

RESULTS

The results of the analysis from various sources that support this research are international journals, national journals, books, and other sources. After the reduction, there were 40 relevant sources in this study consisting of: (9) national journals related to social studies learning in elementary schools, (29) international journals, (1) from encyclopedias, (1) book chapters, related to the implementation of authentic assessments. The library search was obtained by Eric Journal, Scimago JR, and Google Scholar.

DISCUSSION

Social studies learning in elementary schools is an integral part of the national education system which aims to create good citizens equipped with knowledge strong attitudes/characters, and skills (Ridwan, 2014; Jumriani et al, 2021). Aspects of knowledge of social studies learning in elementary schools carried out a two-dimensional assessment, quoted by Ananda & Fadhilaturrahmi (2017) research results as follows: 1) the cognitive dimension consists of six levels (remembering, understanding, applying, analyzing, evaluating, and creating); 2) and the knowledge dimension consists of four levels (factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge). Aspects of attitude/character in social studies learning to internalize the values of a religious

character, integrity, independence, nationalism, cooperation (Damarullah, 2021). The skill aspect in social studies learning equips students with social skills, collaboration skills, networking skills, and communication skills (Widodo et al, 2020).

Social studies learning objectives in elementary schools can be achieved through the implementation of authentic assessments carried out by teachers carefully and relevant to the real lives of students (Brenda et al, 2015; Duda et al, 2019). Teachers can implement authentic assessments through various techniques such as written tests, oral tests, assignments (individual and group), discussions, games (role-playing), and question and answer (Jančič & Hus, 2018; Rando & Wali, 2018; Safitri et al, 2020). Learners can also be assessed on performance, projects, and evidence-based knowledge demonstrations (Torrez & Claunch-Lebsack, 2014).

Social studies learning is carried out meaningfully with a constructivist approach (Nurgiyantoro & Suyata, 2011; Shah, 2019). Authentic assessment of social studies learning in elementary schools emphasizes literacy skills, listening, reading, and writing activities in understanding the material (Brugar & Roberts, 2017; Jennifer & Altieri, 2020); Morales & Fernandez, 2019; Ozensoy, 2020; Sharp & Purdum, 2019). Social studies material in elementary schools thematically covers geography, economics, and sociology using a scientific approach through intradisciplinary, interdisciplinary and multidisciplinary integration (Cahyaningrum et al, 2020; Ilham & Hardiyanti, 2020; Meldina et al, 2020).

Social studies learning in elementary schools is important for teachers to do through strengthening authentic assessments because it has a positive impact on students' interest in learning (Bolat & Karakus, 2017). Social studies learning supported by authentic assessments conducted by teachers in primary schools provides the following benefits: 1) holistically developing knowledge, skills, and attitudes (Karunanayaka & Naidu, 2021; Litchfield & Dempsey, 2015; Saeed et al, 2018); 2) students have higher order thinking skills (Azim & Khan, 2012; Koh, 2017; ekerici, 2021; Villarroel et al, 2019); 3) increase creativity so that it is innovative and effective (Ucus, 2018); 4) have knowledge in solving problems, instilling cultural values and understanding, to economic education and critical thinking (Katie, 2021); 5) knowing learning outcomes, learning achievement and student development (Adeyemi, 2015; Ashford-Rowe et al, 2014; Charoenchai et al, 2015; Kankam et al, 2014; Owda et al, 2021); 6) students become patriotic, economically productive, and socially harmonious individuals (Alabaş, 2018); 7) have social attitudes and sensitivity to the surrounding environment (Suswandari et al, 2020); 8) train students' cooperative and independent attitudes (Hussain & Al Saadi, 2019).

Through authentic assessment teachers can implement according to the assessment principles quoted from the

Ministry of Education and Culture (2015) as follows: 1) valid means that teachers can use learning outcomes assessment instruments that meet the criteria of high validity and reliability (Ananda & Fadhilaturrehmi, 2017; Morales & Fernández, 2019), 2) objective means that teachers are important in assessing using an assessment rubric so that they can find and achieve the desired results (Azim & Khan, 2012; Litchfield & Dempsey, 2015), 3) fair means that the results of the assessment are seen based on what is done students in real terms according to the assessment reference (Morales & Fernández, 2019), 4) integrated, it means that the assessment is integral to the learning process (Litchfield & Dempsey, 2015), 5) open, meaning that the assessment is carried out by the teacher in a transparent manner and is known to anyone (Suardipa & Primayana, 2020).), 6) comprehensive and continuous, meaning that the assessment carried out by the teacher covers all aspects of competence and monitoring the development of students' abilities (Saeed, 2018), 7) systematic, meaning that the assessment carried out by the teacher follows the steps in a planned and gradual manner (Brookhart, 2011); 8) based on criteria, meaning that the assessment is carried out using reference criteria (Morales & Fernández, 2019); 9) accountable means that the assessment made by the teacher can be accounted for technically, procedures and results (Suardipa & Primayana, 2020).

Teachers in using authentic assessment experience several obstacles, namely the difficulty of observing student attitudes in the learning process, the limited cost of making questions, and students who are not disciplined in preparing products (Safitri et al, 2020). Teachers perceive that authentic forms of assessment are important (Ashford-Rowe et al, 2014) but those used in the learning process are limited by policies, time, resources, and assessment methods used in schools (Kankam, 2014). So, training is needed so that authentic assessment literacy is needed to design and implement it to improve learning and mastery of 21st-century competencies that contribute to making students become good citizens (Kankam, 2014; Koh, 2017; Matsenjwa & Thwala, 2013).

CONCLUSION

Social studies learning in elementary schools is important to be applied in elementary schools. Social studies plays a role in realizing the goal of the national education system, namely creating good citizens. Social Studies equips students to have competency aspects of knowledge, attitudes, and skills. Social studies learning needs to be supported by teachers implementing authentic assessments as an integral part of the learning process. Teachers in elementary schools can design and develop authentic social studies assessments carefully and relevant to the real world. The implementation of authentic assessment in social studies in elementary schools has the following impacts: 1) developing holistically simultaneously

on aspects of knowledge, attitudes/values/character; 2) high-level thinking skills, 3) creativity, 4) critical thinking, 5) knowing learning outcomes, achievements, and developments of students, 6) patriotic, productive and harmonious, 7) social attitudes, and 8) independence and cooperation.

Teachers who can implement authentic assessments in social studies learning need to pay attention to the principles of assessment are as follows: 1) valid, 2) objective, 3) open, 4) fair, 5) integrated, 6) comprehensive and continuous, 7) systematic, 8) based on criteria, and 9) accountable. Even though teachers experience obstacles, training can be carried out so that the national goal of social studies learning can be achieved, namely to make students become good citizens.

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