Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia

Heri Retnawati
Dr., Yogyakarta State University, Indonesia, *heri_retnawati@uny.ac.id*

Samsul Hadi
Dr., Yogyakarta State University, Indonesia, *samsul_hd@uny.ac.id*

Ariadie Chandra Nugraha
M.T., Yogyakarta State University, Indonesia, *ariadie@uny.ac.id*

The study aims to describe vocational high school teachers' difficulties in implementing the assessment within Curriculum 2013, which has been implemented since July 2013 in several Indonesian schools and which might have been in effect in all schools around 2014. The study was descriptive explorative research by means of qualitative data gathering. The data of vocational high school teachers' difficulties in implementing the assessment within the Curriculum 2013 were gathered by means of interviews and focus group discussions. The data source was 22 vocational high school teachers and the vice principals of curriculum in the Province of Yogyakarta Special Region of Indonesia. The data analysis was conducted by looking for the specific theme; then, the researcher found the inter-theme relationship in order to attain the proper understanding. The results of the study showed that in the assessment implementation of Curriculum 2013 the teachers had not fully understand the assessment system. The teachers' difficulties were also found in: developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. In addition, the teachers could not find feasible application for describing the students' learning achievements.

Keywords: teachers' difficulties, implementing assessment, curriculum 2013, vocational high school, curriculum assessment

INTRODUCTION

Along with the development of civilization, knowledge, and technology, education has been enjoying a rapid development. One of the apparent evidences is the change of curriculum including the educational content, the learning process and the assessment. Such a curriculum change has occurred in other regions such as Korea (So & Kang, 2014), Europe (European Center for the Development of Vocational Training, 2012),

and Asian countries (UNESCO, 2014). Similarly, curriculum reform has also occurred in these regions including Indonesia.

In order to improve the human resource quality and the nation's competitiveness, altogether with the development of knowledge, technology and art, the Indonesian government implements a new curriculum for the educational process in the elementary school, the junior high school, and the senior high school and the new curriculum is called Curriculum 2013. This curriculum has been being implemented in Indonesia since July 2013. The curriculum is expected to generate productive, creative, innovative and affective human resources through the competence strengthening in the domain of attitude (spiritual and social), knowledge, and skills (Puskurbuk, 2012). The curriculum is very different from the previous curriculum. In this curriculum, education does not only emphasize knowledge and skills, but also changes teaching approach and assessment system. The objective of the new curriculum will be attained by paying attention to the educational content, switching the learning paradigm from the teacher-centered approach into student-centered approach and using competence-based assessment, replacing the test-based assessment by authentic-based assessment that measures attitude, knowledge, and skills based on the learning process and learning results.

Before July 2013, the educational system in Indonesia used curriculum prepared at the school level (Kurikulum Tingkat Satuan Pendidikan, KTSP). KTSP was implemented since July 2006. KTSP was developed by each school, in accordance with the conditions of the school, regional characteristics, social culture characteristics, and student (Law No. 20 year 2003 about the national education system). Related to the implementation of this curriculum, the school has full authority and responsibility to develop strategies and set priorities in education. The keywords of this curriculum are the local wisdom, self-development activities, mastery learning and life skills.

In the implementation of education, assessment is a very important aspect. Assessment serves as an assistance for the teachers in deploying the students into certain groups, improving the teaching method, measuring the students' readiness (attitudinal, mental and material readiness), providing guidance and selection in order to determine the vocation and the class upgrade (Gronlund & Linn, 1990), providing information that will assist the educators for the sake of better education (Reynold, Livingstone, & Wilson, 2010) and in making decisions regarding the sustainability of study and program evaluation (Johnson, Penny, & Gordon, 2009). The assessment should be conducted in order to measure the students' learning achievement and such assessment has been known as authentic assessment.

The keyword in Curriculum 2013 that has been implemented is authentic assessment. Authentic assessment is a process of assessing global awareness and the process requires that the students should demonstrate a deeper understanding of the thinking, the motivation, and the actions of various cultures in order to successfully respond to the communities and the workplaces that extend well beyond their current comfort level. Assessing learning skills acknowledges the need for students to think critically, analyze information, comprehend new ideas, communicate, collaborate, solve problems, and

make sound decisions based on evidence (DiMartino, Castameda, & Miles, 2007). The authentic assessment is an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes, that they need to apply in the criterion situation in professional life (Ariev, 2005; Gulikers, Bastiaens, & Kirschner, 2004; Lombardi, 2008).

There are four criteria that will be used in the authentic assessment. The four criteria from Herrington and Herrington (2006) are as follows: "(1) Context; (2) problem solving skills, higher order thinking and production of knowledge; (3) Task factor which stimulates a wide range of active responses; and (4) indicator which provides multiple indicators of learning, achieves validity and reliability"(p. 147). Darling-Hammond, Herman, Pellegrino, Abedi, Aber, Baker, …, Steele (2013) describe five major features that define the elements of assessment systems that might fully measure the Common Core State Standards and support the evaluation of deeper learning. The criteria are as follows: ".....(1) the use of higher-order cognitive skills assessment: this assessment allow the students to transfer their learning to new situations and problems; (2) the use of critical abilities in high-fidelity assessment; (3) the use of internationally benchmarked assessment; (4) the use of instructionally sensitive and educationally valuable items; and (5) the use of valid, reliable and fair assessments"(p. 3-4).

In order to implement the principles of authentic assessment in Curriculum 2013 that has been in effect in Indonesia, the government has set several regulations. The assessment in Curriculum 2013 is regulated through the Regulation of the Minister of Culture and Education of the Republic of Indonesia Number 81 Year 2013 (Menteri Pendidikan dan Kebudayaan, 2013), which has been revised into the Regulation of the Minister of Culture and Education of the Republic of Indonesia Number 104 Year 2014 (Menteri Pendidikan dan Kebudayaan, 2014). The main point of both regulations is found on the authentic assessment. There are four competencies that will be measured in the authentic assessment and the four competencies are as follows: spiritual and social attitude, knowledge, and skill. Each of the competencies will be measured by means of different techniques.

When a government implements a new curriculum, there are several challenges that the government might encounter. Eraslan (2013) examined the reflection of Turkish mathematics teachers on the implementation of the new elementary mathematics curriculum for grades 6-8 in a pilot school. From the interviews and observations, he found that teachers were in favor of the new mathematics curriculum; however, they mentioned a lack of initial training and asked for an ongoing in-service training at the school level. They also claimed that they encountered the following problems in the practice: (1) the impediments on carrying out classroom activities, (2) the lack of sufficient knowledge of alternative assessments, (3) the lack of parental support and involvement, and (4) the interferences caused by national norm-referenced tests.

Park (2008) also found similar results in his study. He examined how Korean elementary teachers integrated the curriculum into their teaching practice and what they experienced within the implementation of the integration. From the analysis, Park found several problems exposed by the teachers' experience: (1) the teachers lacked

theoretical frameworks for the curriculum integration, (2) the teachers had pragmatic approach to curriculum integration, and (3) there were limitations on the curriculum integration. In order that the integration would be implemented and sustained properly, the teachers should have crucial role in understanding the curriculum.

Alshammari (2013) explored the opinions of science teachers about Kuwait's new sixth and seventh grade science curriculum, which was implemented in 2008. His study focused on the teachers' views regarding curriculum content and revealed the challenges and difficulties they face in teaching this new curriculum. The findings indicated that the curriculum content did not help students work together and was not related to the students' culture and society. The findings also showed that science teachers faced many challenges in teaching the new curriculum, like a lack of teaching tools in the schools and the fact that the government did not provide any training related to the new curriculum.

Lumadi (2013) investigated the challenges affecting teachers' classroom assessment practices and explored how these challenges influenced the effective teaching and learning practice. His study found major challenges in the following domains: policy interpretation, assessment planning, implementation of assessment, use of multiple methods in the assessment practice, and assessment time. Recommendations were formulated in order to strengthen classroom assessment practices. Similarly, Kurebwa and Nyaruwata (2013) investigated teachers' problems in carrying out the assessment process. The findings of their study showed that the assessment in the primary schools was constrained by a number of problems. The problems included the teachers' lack of competences in carrying out the assessment, the teachers' heavy use of the summative assessment in comparison to the formative assessment and the lack of resources. Kankam, Bordoh, Eshun, Bassaw, and Korang, (2014) conducted another study in order to describe the teachers' perception of the use of authentic assessment techniques in Social Studies subjects within the senior high schools throughout Ghana. The results of their study indicated that the authentic assessment implemented in their classrooms was constrained by policies, time, resources and methods that their schools referred.

In order to overcome these difficulties in implementing the new curriculum, there should be special treatment so that the problem might be solved. The curriculum experts show that there should be monitoring and evaluation activities. Amongst all other requirements for curriculum implementation, teachers have to be constantly monitored and supported to enhance the quality of teaching and learning (Makeleni & Sethusa, 2014). The results of monitoring and evaluation might be employed as a matter of reference for improving the curriculum implementation and the curriculum development process (Hussain, Adeeb & Aslam, 2011). The constraints in implementing the authentic assessment might be overcome by preparing supporting facilities both in the form of tools and computer application. In order to support the learning about assessment for all educators, Mueller (2005) created and published an online Authentic Assessment Toolbox, a source for how-to text on creating authentic tasks, rubrics and standards for measuring and improving student learning.

Indonesia has 12.892 vocational high schools. From these schools, there are 1.408 vocational schools which have implemented Curriculum 2013. The curriculum is very different from the previous curriculum, particularly in assessments system that uses authentic assessment. The system uses a variety of measurement techniques both test and non-test, not all teachers had used them previously. Based on preliminary studies, there were complaints of teachers in implementing assessment system in Curriculum 2013 (Wutsqo, Jailani, Retnawati, 2014). However, these results have not provided a more detailed description of teachers' difficulties in implementing assessment in the new curriculum, especially in vocational schools that include theory and practice learning. Related to this, it is necessary to know the difficulties of vocational teachers in implementing Curriculum in 2013, so these can be consideration for teachers, schools, government in conducting education and then find out the efforts to cover them.

Purpose of the Study

The purpose of this study was to describe vocational high school teachers' difficulties in implementing the assessment within Curriculum 2013 in Yogyakarta Province Indonesia for two years.

METHOD

Design

The study was explorative-descriptive research by means of qualitative approach. This study was using phenomenology tradition (Creswell & Clark, n.d.). The study tried to understand the difficulties of teachers to implement the assessment in Curriculum 2013 based on teachers' experience.

Participants

The participants were 22 subject matter teachers and the vice principals for curriculum from the vocational high schools in the Province of Yogyakarta Special Region in Indonesia. The vocational high schools of these teachers have implemented the curriculum in 2013, starting in July 2013. These teachers and the vice principals came from 11 vocational schools from four districts and one city in Yogyakarta Special Region province in Indonesia. There were 11 teachers (T1, T2, T3,…, T11) who teach many subjects in vocational high schools and her/his vice principals of curriculum (V1, V2, V3, …, V11).

Data Collection

Data collections were done by conducting focused group discussion (FGD) and in-depth interview. FGD was used to describe the general problem of implementation of assessment in Curriculum 2013 that experienced by teachers and especially teachers' difficulties in the view of the vice principal of curriculum. The FGD was followed by in-depth interviews to see the credibility of the data. After the common problems have been identified, teachers' difficulties were known in detail using in-depth interviews with teachers. The results were crosschecked using in-depth interviews with vice principal of curriculum.

On data collection trough FGD and in-depth interviews, the researchers themselves were the main instrument. To guide the implementation of data collection, the interview guide was used. This guide contains components of curriculum implementation, including socialization and dissemination of the curriculum, assessment of attitude, cognitive, and skills competencies, and reporting of the assessment results. In each component difficulties were identified based on teachers' experiences.

Data Analysis

The result of FGD and interviews were recorded. The data analysis of the records was conducted by searching the theme and determining the inter-theme relationship in order to find the understanding using Bogdan and Biklen model (1982). From these records, data were broken down into components according to the purpose of the data collection. Of each component, data were grouped in themes. Then these themes were searched the relationship between the inter-themes, to obtain an understanding of the teachers' difficulties to implement assessment in Curriculum 2013

FINDINGS

By referring to the data from interviews and focus group discussions, the phenomena of Curriculum 2013 implementation are classified into five themes: curriculum training and socialization, attitude assessment implementation, cognitive assessment implementation, skills assessment implementation and reporting students' achievements.

Curriculum 2013 Training and Socialization

Curriculum 2013 has been officially in effect since several years ago; however, there are still problems found in the field. Almost all of the teachers in Indonesia have been given training and socialization session from the school level up to the national level. Several teachers have even appointed as the curriculum instructors from the school level up to the province level. Many programs have been prepared for the training/socialization session; unfortunately, there were some teachers who did not attend the session. One of the 22 teachers and the vice principals interviewed showed that he had not been given any information in relation to the training/socialization session of Curriculum 2013. So far, the interviewee has gathered information from some literature and ministerial regulations.

The socialization and training session at the national level definitely needs many instructors who are demanded to deliver similar materials. However, within the practice the demand has not been fulfilled. Many training participants complained about the different interpretation among the instructors. As a result, the trainees became confused. The problem became worse when the trainees were demanded to be the instructors for their colleagues in their respective schools. Their shallow understanding and the multiple interpretation resulted from that the different instructors' perspectives did not prepare the training participants well. If these training participants should deliver the materials from the training and socialization session systematically, then definitely they would not be able to perform their duty. This is the condition that becomes the reason for teachers' confusion in implementing Curriculum 2013. Regarding the sub-theme

trainer in training and socialization of Curriculum 2013 vice principals stated the following quote.

> "…the trainer didn't master the material of Curriculum and her/his education background is not the same with the trainees…."(V1)

Curriculum 2013 was implemented under some preparations that had not been considered sufficiently. Many teachers had been put into a condition that urged them to attend the socialization and training session in turn. Many teachers should attend the socialization and training session, whereas the session should be conducted in a minimum period. As a result, the time allotment for the session became limited. The limited time allotment, altogether with the polemic about the different interpretations given by each instructor caused the socialization and training session to become ineffective and inefficient. Therefore, it was no wonder that most of the teachers returned to their school with shallow understanding of Curriculum 2013. The statements of participants about the training time are following.

> "…training time for curriculum dissemination is very short." (T1)
> "…training time was not effective and I require comprehensive training." (T2)
> "…teachers is still lack of time to practice and there are teachers who have not been a participant of training…."(V2)

In terms of materials, the socialization and training of Curriculum 2013 for most of the time had not been comprehensive. The materials have not even been thoroughly explained. In general, the session is focused on the teaching process planning rather than on the in-depth assessment. The impact is that the frequency in implementing the assessment methods by teachers becomes very minimal, whereas the socialization and training session is the right moment for the teachers to understand a good and correct assessment system.

After the socialization and training session ended, several teachers understood the assessment in Curriculum 2013. However, other teachers did not attain an in-depth understanding of the assessment system of the curriculum. All of the teachers who had been interviewed stated that the assessment system of Curriculum 2013 was complicated. Their statement was based on the number of instruments that they should prepare before they started the teaching process. These instruments consisted of different kinds of techniques for assessing spiritual attitude, social attitude, cognitive, and skills' competencies.

> "The assessment system is complicated …." (T3)
> "Too many instruments that should be made to conduct assessment…."(V2)

Assessment of Social and Spiritual Attitudes

The attitude assessment is supposed to be horizontal and vertical elements. Curriculum 2013 demands the educational institutions to be able to develop the students in terms of social and religious domains. Several techniques have been offered as an effort to assess the two elements. The assessment techniques include observation, self-assessment and

peer assessment. The teachers were directed to select at least one of the techniques in performing their assessment. Some of the teachers decided to use observation because the technique was considered as the most practical technique.

> "I only use observation techniques, it is difficult to perform self-assessment….." (T2)

The practicality refers to the assessment process and the instrument design. The assessment process is practical compared to the self-assessment and the peer-assessment. The teachers might perform the observation anytime without having to coordinate the students. In addition, the teachers will not need to spend a lot of money for printing and distributing the instrument to the students. The other practicality is found in the instrument design. The self-assessment sheet and the peer-assessment sheet contained a clear operational sentence resulted from the elaboration of each selected operational attitude. The teachers had difficulties in developing the instrument because they were not accustomed to such an activity. However, the condition did not apply to all teachers. There were some teachers who were able to implement the self-assessment or the combination of the three techniques.

The instrument was designed based on the elaboration of the indicators that would be used. There were two opinions that had been developing around the teachers. First, all of the indicators that had been stated in the ministerial regulation should be measured in each material. Second, the teachers might select several indicators that enabled the measurement in terms of appropriation of the materials. The first opinion triggered a complication in the instrument-designing process. The teachers complained that they had to observe the multiple items. On the other hand, the second opinion was relatively simpler because the teachers were able to select several items from all of the available materials. As a result, the second opinion had been referred by many teachers. However, the second opinion had weaknesses. The teachers had difficulties in selecting the indicators that would be appropriate to the learning materials. The teachers were often confused as well in selecting the indicators that would enable the measurement of the related educational process. The difficulties of teachers for developing indicator were stated by vice principal as following.

> "It is difficult to choose indicators in accordance with the material being taught …" (V3)

The development of observation items was not an easy task. A teacher should elaborate some theories in developing the items. The development process demanded the skills that would determine the quality of the resulted instrument. A good instrument might measure the educational process accurately, effectively and efficiently. Such instrument was the one that had been in massive research by the teachers up to the present time.

The results of the interview showed that most of the teachers were still dependent upon the observation as a means of assessment processes. However, the teachers were not been certain about the assessment that would be implemented. The teachers were not certain about the validity of the resulted scores as well. With the big number of students within a learning group and with the fact that the teachers did not teach only one

learning group, the teachers' accuracy in performing the assessment was questionable. The field data showed that the teachers themselves were uncertain about the objectivity of the attitude assessment that had been implemented.

> "… teachers have not been able to choose and arrange an effective and efficient technique…. and we are not sure about the objectivity and validity of assessment result" (T5)

The process of attitude assessment was dominantly conducted during the teaching process. Time management became the keyword within the implementability of the process in the attitude assessment. Most of the teachers stated that they still had problems with their time management. During the teaching process, the teachers focused mostly on the teaching activities and, as a consequence, they ignored the attitude assessment. Thereby, the teachers often lost the important momentum and the lost of the momentum caused the unfairness within the assessment (the occurrence of inobjectivity). Another problem occurred when the teachers should teach the new learning group or the new students. The teachers were not able to memorize all of the students' names and their inability led to the difficulties in observing the students' attitude. The teachers were also confused in deciding the objective, effective, and efficient assessment technique. About assessment of attitude in Curriculum 2013, vice principal stated as follows.

> "The numbers of students in one class are about 28-32 people, it makes difficult for teacher to observe the students one by one… Teachers have to memorize the names and student's attitude….it is difficult to teach new students." (V2)

Assessment of Students' Knowledge

The knowledge assessment became the single core competency and the teachers had few difficulties in implementing the assessment. Compared to the previous curriculum, there are changes about the scoring scales. The main problem in implementing the knowledge assessment was the use of 4 scales that should be converted into verbal scoring. The teachers were not familiar with such a scoring system. One of the teachers argued that the new assessment system caused the parents to have difficulties in interpreting the learning results, especially for the parents who did not have sufficient educational background. In addition, the gap between the high-performance students and the low-performance students was narrow, whereas if the gap was measured by means of 10-scale rating the gap would be prominent. As a result, the assessment would be unfair for the high-performance students.

> "I can't make conversion value…." (T5, T9)

The other problem was found in the criteria of minimum passing grade. The problem had been found since the implementation of Curriculum 2006. The existence of the criteria caused the results of authentic assessment to be difficult to display. Whether they like it or not, the teachers had to let the entire students pass and had to work hard in manipulating the scores in order that all of the students would meet the minimum

passing grade. In theory, the students who do not pass the minimum passing grade will go into the remedial session. However, in practice the concept is not implemented due to the limited time. As a final alternative, a teacher usually gives certain assignments and gives a high score so that the assignments might improve the students' score.

"… the criteria requires all students should pass…" (V4)

Assessment of Skill

The skill assessment uses different techniques such as assignment, project and portfolio. In vocational high school, the teachers have a great opportunity to perform the skill assessment because the students perform various practices. However, the teachers often encounter difficulties in formulating the assessment indicators. In addition, the teachers also have difficulties in designing the rubric of students' skill assessment.

"… Teachers do not understand the whole concept of the skills assessment …." (V 5)
"It is difficult to make the assessment rubric" (V3)

Due to the provision of multiple techniques as having been recommended by the government, such as performance assessment, project assessment, product assessment and portfolio, the teachers become confused in deciding which technique to implement in assessing the competencies of the skill that the students have attained. A teacher presented her difficulty in assessment of skill in mathematics assessment.

"I am a mathematics teacher; it is very difficult for me to determine the indicators to assess students' skills and to make the assessment rubric…" (T8)

Reporting of Learning Results

The score integration in the rapport book becomes a specific problem for educational institutions. The recently adopted pattern was that the subject matter teachers recapitulated all of the scores and submitted the results of their assessment to the class teachers. Such a conventional system is not effective in terms of time and effort. Other teachers also complained that such a system consumed too much effort. In relation to the problem, there was one school that had coordinated the assessment system and the score integration by means of Ms. Excel. However, the system was limited to the completed form. The score submission among the teachers was conducted through face-to-face interaction, and as a result, the reporting of learning results would take a long time.

"Assessment system is too difficult and complicated … including the reporting result…" (T10, T11)

One of the peculiarities in Curriculum 2013 report is on the description of learning results for each competency and each subject that the students have mastered. Most of the teachers are not accustomed to writing the scores and this condition is the fundamental problem. The teachers complained about the long time that they should spend in describing the students' learning results. Even several teachers discussed the process of describing the students' learning results. The impact is that teachers copy and

paste in the assessment process because the number of the students that they taught was plenty (around 30-40 students in every class). The vice principal stated the same quote.

> "It is difficult for teachers to make descriptions of the assessment results …. and take a long time to describe students' achievement qualitatively".(V8)

Another problem in relation to the description is the thick report. The report for one student in one semester might consist of more than four sheets. Different descriptions of learning results are elaborated in the content of the report. One of the teachers even argued that such report was not communicative in reporting the students' learning results. The parents were confused in interpreting the results of their children's learning process. Thereby, the teachers expect that there will be a system or software that makes the report more communicative.

> "We need a system or software that could facilitate reporting result of assessment" (V7)

DISCUSSION

Curriculum training and socialization are initial capital of successful implementation of the curriculum. When training and socialization are organized properly, they will give a good understanding about curriculum for teachers. In this study, the research results show that the time for training and socialization has not been effective and efficient, in terms of the management. These resulted from lack of understanding of teachers to the curriculum implementation. These results are in line with the results of research conducted by Eraslan (2013) and Alshammari (2013).

The teachers do not fully understand the assessment within the new curriculum. They also have difficulties in developing the instrument of attitude assessment. In addition, the criteria of minimum passing grade cause the teachers to have difficulties as well in performing the authentic assessment. The reasons are that the teachers have difficulties in designing the rubric for the skill assessment, there have been too many options of competencies and assessment techniques. The teachers also have difficulties in integrating the scores from multiple assessment techniques that have been implemented and there has not been any application that might be implemented easily in describing the results of the students' learning process.

The assessment system is the factor that the teachers complain most of the time within the process of implementing Curriculum 2013. The implementation of assessment involves multiple instruments that urge the teachers to be able to manipulate the complex data. Most of the teachers are reluctant to complete the administrative procedures in relation to the multiple assessment techniques. Even several teachers consider that the assessment system within Curriculum 2013 is difficult and complicated to be implemented. In addition, these teachers also argue that the assessment system in Curriculum 2013 is consuming time and effort. The many options of assessment techniques lead to the many options of designs and, therefore, the teachers should prepare more stationery whereas not all the schools are able to meet such a demand. As a result, most of the teachers are able to find an appropriate, easy, effective and efficient

assessment technique. These results are in line with the research results of Lumadi (2013).

These problems appear due to the teachers' lack of in-depth understanding of the assessment system within Curriculum 2013 and the insufficient facility. Ideally, the teachers should be well prepared in developing a good and appropriate instrument. However, such ability is rarely mastered by a teacher. Even deciding the appropriate indicators might be a great problem for them, not to mention the formulation of these indicators into the multiple observation items. Then, there should be sufficient facilities as well in implementing   Curriculum 2013. Several schools have provided applications in the form of Microsoft Excel applications in order to assist the implementation of the assessment system; unfortunately, other schools have been passive and, as a result, their teachers implement the assessment system manually. This condition is far from being ideal regarding the fact that there are many assessment techniques, the scoring is implemented by means of letter and 1-4 scale and the students' competencies are presented in the form of description. These results are supported by the research results of Park (2013).

The keywords of these problems are the lack of teachers' understanding of the new curriculum. These problems might be overcome by providing adequate socialization and training session which should be led by a competent instructor or resource person. The coaching process performed by the experts in implementing Curriculum 2013 is also necessary. The expert coaching will assist the teachers to solve the problems that they find in implementing the assessment. The results also supported by Park (2008), Alshammari (2013), and Kurebwa and Nyaruwata (2013).

The problems of implementing the assessment in relation to the reporting might have been prevented by designing an application that might facilitate the teachers in manipulating the scores and in presenting these scores in the raport books. The teachers need an online system in having mutual relationship among them so that they might save their time and effort. With the existence of the online system, the effort that the teachers, especially the class teachers, spend might be minimized. The teachers also expect that there will be a system that might be implemented easily in the process of score input, score integration and description printout of the results of the students' learning process.

The results of the study are supported by many researchers. When the new curriculum has been implemented, certainly there will be some difficulties. Several studies have found that there are some difficulties in implementing a new curriculum, which have also been the obstacles and the challenges that are common in many other countries, and the difficulties are teachers' heavy workloads, learning diversity in class (Cheung & Wong, 2012) and teachers' inadequate understanding of the reform (Cheung & Wong, 2012; Park, 2008,), and lack of facilities (Syomwene, 2013). These difficulties certainly trigger additional obstacles in other aspects such as the teaching implementation and the assessment.

In line with the research results, similarly, in the implementation of authentic assessment or the assessment in the new curriculum, the teachers in general encounter several other

difficulties. These difficulties include lack of sufficient knowledge on using alternative assessments (Eraslan, 2013); assessment planning, implementation of assessment, the use of a variety of methods in assessment and time for assessment (Lumadi, 2013); lack of teachers' competence to carry out assessment, teacher's use of summative assessment more than formative assessment, and lack of resources (Kurebwa & Nyaruwata, 2013).

Based on this research results and the results of other researchers' researches, the keywords of the teachers' difficulties are the lack of teachers' comprehensive understanding of Curriculum 2013, including the implementation of assessment, such as planning, conducting and reporting the result of students' achievements. In order to overcome the difficulties, effective training programs should be held and the effective training programs should cover the content of Curriculum 2013, the learning, the assessment and the making of school report. Such training programs should involve all of the teachers. During the curriculum implementation, the monitoring and coaching programs are also demanded so that the teachers might have solutions quickly whenever they face difficulties. In accordance with the difficulties faced by teachers in vocational high school to report the assessment result, it is urgent to develop the use of software to help them in reporting the results of education employing Curriculum 2013. The software includes the system of score processing, reporting, describing, and also its handbook so that it is applicable to all vocational high schools and Indonesian schools in general. These implications are in line with the result of a qualitative synthesis done by Hussain, Adeeb and Aslam (2011), and Makeleni and Sethusa (2014).

REFERENCES

Alshammari, A. (2013). Curriculum implementation and reform: teachers' views about kuwait's new science curriculum. *US-China Education Review*, 3(3), 181-186.

Ariev, P.R. (2005). A theoretical model for the authentic assessment of teaching. *Practical Assessment, Research & Evaluation*, 10(2), 1-11.

Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon, Inc.

Cheung, A.C.K & Wong, P.M. (2012). Factors affecting the implementation of curriculum reform in Hong Kong: Key findings from a large scale survey study, *International Journal of Educational Management*, 26(1), 39 – 54.

Creswell, J.W., & Clark, V.L. (n.d.). *Principles of qualitative research: Designing a qualitative study*. Retrieved from http://www.andrews.edu/leaderpart/RoundTable/.

Darling-Hammond, L., Herman, J., Pellegrino, J., Abedi, J., Aber, J.L., Baker, E, …Steele, C.M. (2013). *Criteria for high-quality assessment*. Stanford, CA: Stanford Center for Opportunity Policy in Education. Retrieved from https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_0.pdf

DiMartino, J, Castameda, A. & Miles, S. (2007). Authentic assessment. *Principal's Research Review*, 2(4), 1-8.

Eraslan, A. (2013). Teachers' reflections on the implementation of the new elementary school mathematics curriculum in turkey. *HU journal of of Education*, 28(2), 152-165.

European Centre for the Development of Vocational Training. (2012). *Curriculum reform in Europe:the impact of learning outcomes*. Luxembourg: Publications Office of the European Union.

Gronlund, N.E. & Linn, R.L. (1990). *Measurement and evaluation in teaching* (6th ed). New York: Collier Macmillan Publishers.

Gulikers, J.T.M, Bastiaens, T.J., & Kirschner, P.A. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, 52(3), 67-86.

Herrington, J. & Herrington, A. (2006) Authentic conditions for authentic assessment: Aligning task and assessment, in Critical Visions*, Proceedings of the 29th HERDSA Annual Conference, Western Australia 10-12 July 2006*, 146-151. Retrieved from http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2164&context=edupapers.

Hussain, Z., Adeeb, A., Aslam, H.D. 2011. Curriculum Implementation and Feedback Mechanism at Secondary School Level in Punjab Pakistan. *International Journal of Learning & Development*, 1(2), 92-98.

Johnson, R.L., Penny, J.A., & Gordon, B. (2009). *Assessing performance: designing, scoring, and validating performance tasks*. New York: Guilford Press.

Kankam, B., Bordoh, A., Eshun, I., Bassaw, T.K., Korang, F.Y. (2014). Teachers' perception of authentic assessment techniques practice in social studies lessons in senior high schools in Ghana. *International Journal of Educational Research and Information Science*. 1(4), 62-68.

Kurebwa, M.& Nyaruwata,L.T. (2013). Assessment challenges in the primary schools: a case of Gweru Urban Schools. *Greener Journal of Educational Research,* 3(7), 336-344.

Lombardi, M.M. (2008). *Making the grade: the role of assessment in authentic learning*. Retrieved from http://www.net.eduhouse.org.

Lumadi, M.W. (2013). Challenges besetting teachers in classroom assessment: an exploratory perspective. *Journal of Social Science*, 34(3), 211-221.

Makeleni, N.T. & Sethusa, M.J. 2014. The Experiences of Foundation Phase Teachers in Implementing the Curriculum. *Mediterranean Journal of Social Sciences*. 5(2), 1003-109.

Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2013). *Peraturan Menteri Pendidikan Nasional Nomor 81 Tahun 2013 tentang Kurikulum 2013*.

Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2014). *Peraturan Menteri Pendidikan Nasional Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar Oleh Pendidik Pada Pendidikan Dasar dan Pendidikan Menengah*.

Mueller, J. (2005). The authentic assessment toolbox: enhancing student learning through online faculty development. *Journal of Online Learning and Teaching*: 1(1).

Park, M. (2008). Implementing curriculum integration: the experiences of Korean elementary teachers. *Asia Pacific Education Review*. 9(3), 308-319.

Puskurbuk. (2012). *Pergeseran paradigma belajar abad 21*. Retrieved from http://www.puskurbuk.org.

Reynold, C. R., Livingstone, R. B. & Wilson, V. (2010). *Measuremet and Assesment in Education*. New York: Pearson.

So, K. & Kang, J. (2014). Curriculum reform in Korea: issues and challenges for twenty-first century learning. *The Asia-Pacific Education Researcher*, 23(4), 795-803.

Syomwene, A. 2013. Factors Affecting Teachers' Implementation of Curriculum Reforms and Educational Policies in Schools: The Kenyan Experience. *Journal of Education and Practice*, 4(22), 80-86.

Unesco. (2014). *Education systems in ASEAN+6 countries: a comparative analysis of selected educational issues*. Paris: the United Nations Educational, Scientific and Cultural Organization.

Wutsqo, D.U., Jailani, Retnawati, H. (2014). Evaluasi pelaksanaan kurikulum 2013. *Research report, unpublished*.

Turkish Abstract

Endonezya Yogyakarta Bölgesi'nde 2013 Müfredatında Değerlendirme Uygulamasında Meslek Lisesi Öğretmenlerinin Karşılaştıkları Zorluklar

Bu çalışma bazı Endonezya okullarında 2013 Temmuz ayından beri uygulanan ve muhtemelen 2014 yılı itibariyle tüm okullarda uygulanacak 2013 müfredatındaki değerlendirme uygulamasında meslek lisesi öğretmenlerinin karşılaştıkları zorluğu tanımlamaya çalışmaktadır. Çalışma nitel veri toplaması aracılığıyla betimleyici bir çalışmadır. Öğretmenlerden toplanan veriler görüşme ve odak grup tartışmaları aracılığıyla toplanmıştır. Veri kaynakları 22 meslek lisesi öğretmeni ve Yogyakarta Özel Bölgesi müfredat sorumlusu yardımcılarıdır. Veri analizi spesifik temaya odaklanarak yürütülmüş ve sonra tam anlama sağlanması için teme-içi ilişkiler araştırmacı tarafından bulunmuştur. Çalışma sonuçları 2013 müfredatı değerlendirme uygulamasında öğretmenlerin değerlendirme sistemini anlamadıklarını ortaya çıkarmıştır. Öğretmenlerin karşılaştığı zorluklar ayrıca şu alanlardadır: tutum ölçeği geliştirme, otantik değerledirmenin uygulanması, göstergeleri formüle etme, beceriler için değerlendirme rubrikleri tasarlama ve çoklu ölçme tekniklerinden puanlar elde etme. Ayrıca, öğretmenler öğrencilerin öğrenme başarılarını betimlemede uygulanabilir uygulama alanı bulamamışlardır.

Anahtar Kelimeler: öğretmenlerin zorlukları, uygulama değerlendirmesi, 2013 Müfredatı, meslek lisesi, müfredat değerlendirme

French Abstract

Les difficultés de Professeurs Professionnels dans Mise en œuvre de l'Évaluation dans Programme d'études 2013 dans Province Yogyakarta de l'Indonésie

L'étude a pour but de décrire les difficultés des professeurs professionnels dans la mise en œuvre de l'évaluation dans le Programme d'études 2013, qui a été mis en œuvre depuis juillet 2013 à plusieurs écoles indonésiennes et qui pourrait avoir été en vigueur(réalité) à toutes les écoles autour de 2014. L'étude était la recherche descriptive de recherches au moyen de la collecte de données qualitative. Les données des difficultés des professeurs professionnels dans la mise en œuvre de l'évaluation dans le Programme d'études 2013 ont été rassemblées au moyen des discussions de groupe de discussion et des entretiens. La source de données était 22 professeurs professionnels et les principaux vice-de programme d'études dans la Province de Région Spéciale Yogyakarta de l'Indonésie. L'analyse de données a été conduite en cherchant le thème spécifique; alors, le chercheur a trouvé la relation d'inter-thème pour atteindre la compréhension appropriée. Les résultats de l'étude ont montré que dans la mise en œuvre d'évaluation de Programme d'études 2013 les professeurs n'avaient pas entièrement comprennent le système d'évaluation. Les difficultés des professeurs ont été aussi trouvées dans : développement de l'instrument d'attitude, mise en œuvre de l'évaluation authentique, formulation des indicateurs, conception de la rubrique d'évaluation pour les compétences et collecte du grand nombre de techniques de mesure multiples. De plus, les professeurs n'ont pas trouvé l'application faisable pour décrire les accomplissements d'apprentissage des étudiants.

Mots Clés: les difficultés de professeurs, mettant en œuvre évaluation, Programme d'études 2013, lycée professionnel, évaluation de programme d'études

Arabic Abstract

صعوبات المهني لمعلمين المدرسة العليا "في تنفيذ التقييم في المناهج 2013 فى محافظة يوجياكرتا إندونيسيا

وتهدف الدراسة إلى وصف الصعوبات معلمي المدارس الثانوية المهنية "في تنفيذ التقييم ضمن المناهج عام 2013، والتي تم تنفيذها منذ يوليو 2013 في عدد من المدارس الإندونيسية والتي قد تكون في الواقع في جميع المدارس في جميع أنحاء عام 2014. وكانت الدراسة بحثية استكشافية وصفية بواسطة جمع البيانات النوعية. تم جمع البيانات من صعوبات معلمي المدارس الثانوية المهنية "في تنفيذ التقييم ضمن المناهج عام 2013 عن طريق المقابلات والمناقشات مجماعة التركيز. وكان مصدر البيانات 22 معلمي المدارس الثانوية المهنية ونواب المدراء من المناهج الدراسية في مقاطعة يوجياكرتا المنطقة الخاصة في إندونيسيا. وأجري تحليل البيانات من خلال البحث عن موضوع معين. ثم وجد الباحث العلاقة بين موضوع بغية تحقيق الفهم الصحيح. وأظهرت نتائج الدراسة أن في تنفيذ تقييم المناهج 2013 المعلمين لم يفهم تماما نظام التقييم. تم العثور على صعوبات المعلمين أيضا في: تطوير أداة للموقف، وتنفيذ التقييم الحقيقي، ووضع مؤشرات وتصميم شعار تقييم للمهارات، وجمع عشرات من تقنيات القياس متعددة. بالإضافة إلى ذلك، لا يمكن للمدرسين أن تجدوا التطبيق عمليا لوصف الإنجازات التعليمية للطلاب.

كلمات البحث: صعوبات المعلمين، وتقييم التنفيذ ، المناهج عام 2013، المدرسة الثانوية المهنية، وتقييم المناهج الدراسية