

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

The Coronavirus pandemic or COVID-19 has had many impacts on various aspects of the life of Indonesian society. The virus is spreading rapidly, prompting the authorities to implement social and physical barriers to prevent the illness from spreading further. This policy is implemented across the country, therefore it impacts not only the impacted areas but also all other places. With the issuance of the Minister of Education and Culture Circular Letter Number 3 of 2020 concerning the Prevention of COVID-19 in the Education Unit and Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in Emergency Times of Coronavirus Disease Spread, this policy has also been implemented in the implementation of national education (Covid-19).<sup>1</sup>

As previously noted, the Ministry of Education and Culture released a circular including requirements on the implementation of education in an emergency period, one of which is the cancellation of the 2020 National Examination. Second, there is the execution of the learning process that takes place at home. Third, the provisions of the School Examination for

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<sup>1</sup> Depniknas, 2020, *Peraturan Pemerintah RI No. 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19)*. (Jakarta : Depniknas),2.

graduation. Fourth, provisions for class promotion. Fifth, provisions for the implementation of new student admissions. Sixth, regarding the use of School Operational Assistance Funds or Educational Operational Assistance.

The 2013 Curriculum, which is a renewal and modification of the 2006 Curriculum, was introduced throughout Indonesia in the 2014/2015 academic year. The approach employed in constructing the curriculum is one of the main aspects of the 2013 Curriculum. At all levels of education, from basic to secondary, the 2013 curriculum promotes a scientific approach. In keeping with the advancement of science, technology, and art, implementation strives to improve the quality of human resources and the nation's competitiveness. Through the enhancement of attitudes, knowledge, and skills, the implementation of the 2013 Curriculum is expected to produce productive, creative, innovative, and effective human resources. The curriculum stresses the scientific learning process, which adheres to the constructivism paradigm, in order to attain this goal. As a result, students are expected to grasp the concept so that the learning process' outcomes may be stored in long-term memory and students can grasp the substance of learning.<sup>2</sup>

The implementation of the 2013 Curriculum at all levels of education has ramifications for the process of evaluating student

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<sup>2</sup> Hari Setiadi, *Pelaksanaan Penilaian Pada Kurikulum 2013*, Vol.20, 2, 2016

competency accomplishment. Educators assess student competency achievement on a regular basis to track the process, progress, and development of students' competency achievement in relation to their potential and expected abilities. Assessment can also give educators with feedback to help them improve their planning and teaching methods.

Curriculum is an important component of any educational program. It provides educators with a planned and structured instructional design framework for achieving certain educational goals. The Ministry of Education and Culture announced the 2013 curriculum to improve the implementation of the KTSP in 2013. Education should not only make people clever, but it should also train Indonesians to be psychologically tough, physically fit, tolerant, and willing to live in harmony with others of different religions, races, and tribes, according to the Curriculum 2013. The implementation of new evaluation methods is one of the key changes in the 2013 curriculum.<sup>3</sup>

The emphasis on the realm of learning is one of the most noticeable differences between the 2013 curriculum and the previous curriculum. The 2013 curriculum places a greater emphasis on a holistic educational process that encompasses the cognitive, emotional, and psychomotor domains. It is divided into four main competencies in the 2013 curriculum: social

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<sup>3</sup> Fitiani, *Implementing Authentic Assessment of Curriculum 2013: Teacher's Problems and Solutions*, Getsempepa English Education Journal (GEEJ), Vol,4, 2, 2017.

attitudes, spiritual attitudes, knowledge, and skills. As a result, pupils' potential can be examined and developed in areas other than cognitive.

One part of a basic competency evaluation is based on markers of learning outcome accomplishment, which are divided into three domains: cognitive, affective, and psychomotor. Collecting student work (portfolio), written assessment (paper and pencil assessment), product evaluation (product assessment), self-assessment, performance assessment, project assessment, and attitude assessment are the seven strategies that can be utilized in learning assessment. Educators, educational units, and the government all participate in this assessment of learning outcomes.

The assessment in the 2013 Curriculum is more forceful and extensive than the 2006 Curriculum's application of the assessment. The assessment implementation in the 2013 Curriculum expressly requests that teachers in schools conduct evaluations in three domains, namely cognitive, affective, and psychomotor, in accordance with their stated objectives. In comparison to the previous curriculum, the emphasis on complete assessment of all three components is a significant difference. The importance of assessment in determining educational progress cannot be overstated. Good assessment influences the learning process and serves as a benchmark for future policy. The accuracy with which the assessment method is chosen has a significant impact on the objectivity and validity of the assessment results, which, in the end, provide objective and reliable

information about educational quality. Errors in selecting and implementing assessment methods, on the other hand, lead to inaccurate information about learning and educational results.

Some of the above-mentioned assessment methodologies are, in essence, a necessary component of classroom-based evaluation. However, due to the researcher's restrictions, the researcher can only look at one assessment method while considering project evaluation. The assessment is deemed sufficient for determining student competency and is extremely beneficial to students in reaching their learning goals. To objectively assess the achievement of competence, use the results of student work (assignments) as shown by mastery of knowledge, abilities, assessments, and attitudes as a result of learning. Furthermore, this project evaluation can be used to assess students' general cognitive, affective, and psychomotor abilities in a variety of domains, particularly their writing skills. Educators have a responsibility to improve the quality of education. Some educators, on the other hand, are still unable to deliver maximal learning in the learning activities they do.<sup>4</sup>

As a result, when assessing pupils, teachers should pay more attention to three areas of learning, namely cognitive, emotional, and psychomotor aspects, in order to achieve the best possible learning results.

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<sup>4</sup> Sarimudin, Farman, and Hali, *Pelatihan penyusunan soal berbasis luring dan daring menggunakan wondershare quiz creator bagi guru SMP. Community Empowement*.2021.

This is in keeping with the requirements for classroom-based assessment that emphasizes learning.

Students have so far been required to think critically (memorize). As a result, teachers are focused with imparting various pieces of information that must be remembered. Students are not taught as much about how to learn as they are on how to answer questions. Teachers should pay more attention to how their kids learn. Because students' knowledge gained via involvement in learning is more focused, the amount of knowledge that can be offered to them is limited. As a result, the number of students is enormous, with a lot of diversity but little depth. Students may only be able to recall knowledge about different types over time, with no opportunity to expand their comprehension or apply what they've learned to real-world problems.

The capacity of students to write is a factor in the overall project evaluation. Because this evaluation technique allows students to clearly grasp, apply, and inform themselves on a variety of subjects. In other words, students must know, understand, and apply particular teachings, as well as communicate well with other students, in order to pass this assessment. Primary development is aided by writing skills. Because writing is a difficult talent to master and must be taught as a mental process. Coherent sentences are needed in written language, supported by Ambo. While writing skills are important, learning is more than just memorizing.

Students can improve their writing skills by participating in project-based activities. Departing from the reasons above, the researcher intends to conduct a study with the title "The Implementation of Project Assessment for Students' Writing Skills During Covid-19 Pandemic"

## **B. Identification of The Problem**

The problem in this study can be identified as follows:

1. Requires intensive time to manage, monitor, and coordinate.
2. The unique nature of the assessment may not be recognized by students.
3. Can be impractical for classes with many students.

## **C. Limitation of The Problem**

Based on the identification of the problem, the researcher limits them as follow:

1. The researcher focuses on the teacher in the use of project assessment in implementing the authentic assessment.
2. Focus on students writing skills using invitation letters.
3. The focus of the assessment of Curriculum 13 is the success of student learning in achieving the specified competency standards covering attitudes, skills, and knowledge.

## **D. The Statement of The Problem**

Based on the background above, the following identification of the problems in this research:

1. How does the teacher implementing project assessment of students writing skills at the eleven grade of MAN 3 Tangerang?
2. What are the instruments used in the project assessment for students writing skills?

### **E. The Objectives of The Problem**

Based on the statement of the problems, the objective of the research is:

1. To find out the teacher implementing on project assessment of students writing skill at the eleven grade of MAN 3 Tangerang.
3. To find out the kinds of instruments used on the project assessment for students writing skills.

### **F. Significance of The Research**

This study hoped can provide useful information for students, teachers, institutions, and researchers.

#### **1. The Students**

The result of this research hopefully can help students are expected to help students have better writing skills and enrich students' understanding of the learning process. In addition, to identify the writing skill progress by implementing authentic assessment in learning activities.

#### **2. The Teacher**

The result of this study is expected to be a reference for teachers in implementing authentic assessment of students writing skills. And



will be used as input in assessing students writing skills in the teaching and learning process.

### 3. The Institutions

The result of this study is expected that the principal can support the application of this method in the authentic assessment in learning activities. Especially in students writing skills so that students better understand the material. And improve school performance as seen from the increase in students learning outcomes.

### 4. The Researcher

The result of this is useful for researchers to add insight as a result of direct observation and a reference in applying authentic assessment to students writing skills during the teaching and learning process. And for other researchers, this research is expected to be able to provide a reference or as a reference in researcher.