

INSTRUMENT MODEL DEVELOPMENT EVALUATION AUTHENTIC LEARNING ENSEMBLE MUSIC IN DUMAI 15 PUBLIC MIDDLE

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Abstract. *This research is motivated by the lack of effectiveness in the assessment process in ensemble music learning. The assessments carried out tend to be subjective in nature, where teachers comment on students' performance which is considered wrong, and without clear reasons, give certain grades to students' writing results. The aims of this research are: (1) to explain the steps or process of developing authentic assessment instruments that are relevant for use in ensemble music learning, (2) to reveal the validity and reliability of authentic assessment instrument models, (3) to evaluate the practicality of authentic assessment instrument models, and (4) explain the effectiveness of authentic assessment instrument models in ensemble music learning. The method used is the R & D model with the ADDIE approach: analysis, design, develop, implement and evaluate. Data was collected through observation, questionnaires and tests. Data analysis was carried out using qualitative and quantitative approaches. Data processing was carried out using SPSS version 22. The research results showed that previously teachers used conventional models. The validity test of authentic assessment instruments in ensemble music learning reached a score of 89.3, the practicality test reached a score of 87.4, and the effectiveness test reached a score of 89.4. Based on these results, it can be concluded that this authentic assessment instrument model is suitable for use. The implication is that it makes it easier for teachers to carry out assessments more systematically, so that it is also easier for students to carry out ensemble music learning*

Keywords: *Assessment, authenticity, ensemble*

INTRODUCTION

Current education, especially music education in general, has not been able to facilitate the goals of education. Irwan (2020) explains that educational problems that have a significant impact on educational goals, including music arts education, are 1) the problem of equal distribution of education, (2) the problem of the quality of education, (3) the problem efficiency education, And (4) problem relevance education. Artistic become activity man Which can give share to development domain affective. Especially emotion Which positive and constructive as well as Skills cognitive Which done through educational subjects art music. Suhaya (2016) explains the world art at this time has experience development fast and the more get place in life public. With notice reasons in on so Music arts education needs to be developed in a structured and programmed manner. Development quality education art musically programmed demand availability infrastructure, and energy the educator or Teacher.

In general, current learning success is based on final learning achievement. Meanwhile, students' achievements do not necessarily reflect the success of the learning process comprehensively. Tohir, A & Herpratiwi (2022) explain the factors that cause students' failure in the learning process, such as feeling Afraid, bored, And confused. Afraid Because feel No comfortable, feel bored because what the teacher gives feels boring, confusing because there are too many of them were accepted into schools with less achievements. Somphongb, M & Thedpitaka, A 2021 explains indicators The success of the learning process should not only

be seen from the results the final learning achievement achieved by students, because of the achievement of learning outcomes participant educate determined by Lots factor between other ability beginning participant educate, means and infrastructure Teacher, media, method And process learning. Thus, the final score achieved by students is not at a time reflect level success Teacher. There is possibility the high level of learning outcomes achieved by students because of the previous results participant students have reached the level Which tall.

Wrong One component learning Which important noticed by educators are assessments or appraisals. Askalemariam Admasu (2015) explains that assessment can measure students' construct models individuals during their learning process Gebremariam, TH (2022) explains benefit assessment as following: (1) something framework for describing and reporting participant performance levels education, (2) a meaning of collecting information based on practice observational data that is consistent with the educational variables being measured and the context in which the measurement takes place, and (3) a model measurement Which determine For form control quality Which appropriate. Furthermore, research results from Brown, HD, and Abeywickrama, P. (2010) explain that often, the reported data does not accurately reflect the truth of teaching and learning that occurs in music classrooms because of teacher training inadequate and/or use of the district's recommended SLOs No in accordance with parameter teaching music. Furthermore Hani Shaari, HA & Baharom, N (2022) explains evaluation self student and portfolio useful For improve students' critical listening skills, Skills analytical, and student self-monitoring of proficiency and development aesthetics.

Furthermore, Wahyudi, (2010) explained that assessment is part integral to the learning process, so it is a goal assessments must be in line with objective learning; as effort for gather various information with various techniques; as material determination considerations level of success of learning processes and outcomes; therefore assessment should done with planning Which carefully. Assessment must based on objective learning in a way intact And own certainty criteria success, Good criteria from success process Study Which carried out by students, or criteria for the success of teaching activities Which done by educator, as well as success program learning in a way whole.

Based on observations made in several schools must recognized that process learning art music Which There is Not yet everything is as expected. Implementation of learning the art of music in general is still dominated by the use of lecture and drill -centred methods Teacher. Meanwhile, research discusses internal authentic assessment musical composition by Sofwan, A., & Aliningsih, F. (2015) explains that assessment with authentic give impact Which significant to creativity learners. Authentic assessment results provide an overview of students own inner freedom create and play musical composition.

Based on observation beginning on month February 2023 Which done that assessment process special learning for musical arts learning yet held in a way effective by Teacher in matter This guide lines in There is implementation of evaluation but it is not systematic, so most teachers Musical arts did not carry out learning evaluations in accordance with procedures which exists. In carrying out the assessment of musical arts learning not yet There is guidelines special Which used, Because Still use model evaluation related Also with learning Which other. Music educators believe that teaching and learning music very difficult, even No Possible, For assessed.

Based on observation researcher that activity evaluation Which done tends to be subjective, namely by commenting student performance which is considered wrong and then without a clear reason the teacher gives a certain value in the student's writing results. This assessment process impressed carelessly or ala level by Because That, method evaluation like This not enough Can accountable its objectivity. Oktharia, E (2017) confirms the Assessment subjective will cause disappearance reliability and justice in evaluation. Besides that, in accordance with the competency achievement indicators that have been developed by Teacher in in Plan Implementation Learning (RPP), that is demands indicator for writing a piece of writing, the assessment technique is performance work and not a scribbled assessment technique by giving score the end the meaning is not clear.

The reality is that currently schools only pay attention to aspects measurement Which nature quantitative (numbers), while the assessment aspects are qualitative in nature (affective and psychomotor) Still ignored, And Teacher Not yet explain levels in the affective and psychomotor domains that describe achievement results Study participant educate. Matter This Can result Teacher Wrong in take decision as Which stated by Schellekens, & et al (2021) that one of the basic principles that must be always be considered and handled in the context of assessing learning outcomes is principle roundness, with principle evaluator in carry out evaluation results Study sued For evaluate in a way comprehensive towards students, both in terms of their understanding of the material or material lesson Which has given (aspect cognitive), nor from facet appreciation (affective aspect), and practice (aspect psychomotor).

Related with matter the need developed model instrument authentic assessment in learning the art of music that is able to measure level success learning Which done by Teacher in a way comprehensive. Putri, DM & et al explain the model instrument evaluation can be used as accountability Teacher to parent or guardian students, stakeholders, government and society regarding learning already implemented. Salamah, U (2018) assessment education is process collecting and processing information for determine the achievement of results Study participant educated. According to Ekawatiningsih, E (2016) assessment is a collection process evidence and document a child's learning and growth. In This explanation shows the closeness of the meaning of assessment and evaluation which is usually used as a way to report to the child's parents how children grow in school. From various definitions of assessment in above, it is concluded that the definition of assessment is a systematic process and continuously to gather information about success Study participant educate And beneficial For increase effectiveness learning. Music assessment (assessment) must be carried out by a music teacher Which experienced about p related to with music ensemble, Good in a way theoretical as well as technical.

METHOD

Procedure Which used in study This is model ADDIE. The ADDIE model consists of: from analysis, design, development, implementation, and evaluation. This stage is a must carried out to obtain valid and reliable products. Collection data in study This use various instrument. Instruments that used in this research are. 1) Instruments For analysis need with do observation and interview. Guide observation used with objective for get a clear picture of the learning carried out by a music art teacher. 2) Instruments validation For instrument evaluation based authentic in learning music ensemble, 3) Effectiveness model with do test try instruments Which has developed. The data analysis technique used is; (1) qualitative data analysis (descriptive) And, (2) data quantitative (number). Each explained as as follows: First , qualitative data is descriptive data in argumentative form which is linked to related theories to obtain study results correspond with target study. Second quantitative data, namely data collected through questionnaires in the form of score values (numbers).

RESULTS AND DISCUSSION

Result

Steps or process for developing authentic assessment instruments in ensemble music learning

The steps for developing authentic assessment instruments in ensemble music learning refer to the ADDIE model, which includes analysis, development, design, implementation and evaluation. Each step is carried out in accordance with procedures, starting from needs analysis to evaluation. Each stage has a significant impact on product perfection. In the initial stage or needs analysis, it was found that the instruments used by teachers were not suitable for assessing ensemble music. This analysis is based on: a) Assessment of needs and characteristics of assessment instruments, identification and learning objectives. b) Analysis of the needs of the assessment process that has been carried out previously. c) Identify existing assessment problems. d) Analysis of assessment instrument planning, including determining objectives, materials, learning resources, media, evaluation tools, and approaches/methods used. e) Analysis of the learning assessment instrument process. f) Technical analysis of follow-up assessment instruments.

The determination to have assessment instruments that are appropriate to learning characteristics is a necessity to achieve learning objectives. Previous research, such as that conducted by Rosidah, CT, Pramulia, P., & Susiloningsih, W. (2021) , shows that the development of test assessment rubrics significantly improves the quality of music assessment. These results illustrate that student competency can be better assessed through a series of tests and non-test assessments. The findings from these studies are the basis for researchers to evaluate whether the instruments currently used are effective or not. Through initial observations, the researcher realized that the relevance of the instrument to the learning objectives was not clearly visible, and the indicators that explained the relationship to the material were also less obvious. The instruments currently used only come from the K13 guidelines provided by the education office.

The preparation of the initial draft, after the researchers carried out an analysis of this instrument, showed several shortcomings, such as the lack of clear specifications and the tendency for the instrument to be general in nature. In this instrument, details regarding students' Competency Standards (SK) and Basic Competencies (KD) are not visible in detail. Regarding this instrument, the results of observations and interviews with heads of study programs admitted that they had difficulty developing it due to several problems, such as the large number of teaching hours for teachers, lack of references, and students' perceptions of teachers who teach in a monotonous way.

The product development process for performance, project, written and portfolio assessments is carried out by referring to the curriculum and referring to Competency Standards/Basic Competencies (SK/KD) in ensemble music learning. Content is developed by reviewing the curriculum, identifying instrument development needs, and refining existing instruments so that new valid and effective instruments emerge. The development of musical ensemble assessment instruments needs to be carried out to facilitate the achievement of learning objectives in accordance with the expected final competencies.

To develop this ensemble music assessment instrument, researchers conducted an analysis of the curriculum, materials, techniques, methods and assessment processes. This forms the basis for developing an authentic assessment model. Hindrasti, K, E, N & Dkk (2020) explained that authentic assessment has a significant impact on students' creativity. Product quality criteria include validity, practicability and effectiveness. In the development stage, revisions were carried out to assess validity and reliability. Validity is measured from the idealism of a product, practicability is measured from the conformity of expectations with reality, and effectiveness is measured from the conformity of expectations with the results achieved.

Validity and Reliability of authentic assessment instruments for ensemble music learning that are relevant for use at SMP Negeri 15 Dumai

The results of the assessment of the validity of the authentic assessment instrument as a whole show a high level of validity. Three validators, namely Mr. Dr. Irwan, M.Pd, Mr Dr. Iswan, M.Pd, and Mr. Dr. Mulyadi, S.Pd., M.Pd, provided an assessment of the appropriateness categories of content, language and instrument design. The appropriateness of the instrument's content was assessed as very valid with an average of 4.2 for each statement, covering aspects such as the suitability of KI to ensemble music, more specific KD related to ensemble music, and the objectives of learning ensemble music. Validity and reliability values range from 0.769 to 0.797.

The validation results show that the instrument developed is in accordance with the ensemble music material and curriculum based on the Basic Competency Standards (SK/KD) that apply at SMP Negeri 15 Dumai. The final form of authentic assessment instruments in ensemble music learning includes performance assessment formats, project assessments in the form of assessment formats, written assessments in the form of objective questions and essays, as well as portfolio assessments in the form of questionnaires filled out by students to assess themselves and the student's assessment. by friends. These products, whether performance assessments, projects, written, or portfolios, have been developed according to the steps of the ADDIE model.

The overall ICC (agreement between validators) value (Average Measures) is in the high category, namely 0.819 or 81.9%. However, if only one validator is used (Single Measures), the ICC value will be low, namely 0.288 or 28.8%. This shows that the use of several validators increases the validity value of the instrument.

Data analysis on the validation of authentic assessment instruments in ensemble music learning involves five validation results. The performance assessment obtained a result of 4.2, the project assessment obtained a result of 4.5, the written assessment obtained a result of 4.1, and the portfolio assessment obtained a result of 4.3. All these values indicate that the instrument developed has a high level of validity, in accordance with the results of questionnaire validation by experts.

The practicality of authentic assessment instruments in ensemble music learning

The practicality of authentic assessment instruments in ensemble music learning has also been proven to be very good. The practicality test results show an average value of 87.4%, a very practical category. The overall ICC value shows a very high category, namely 0.874 or 87.4%, but with one validator (Single Measures) it shows an ICC value of 0.514 or 51.4%.

The effectiveness of authentic assessment instruments in ensemble music learning

The effectiveness of authentic assessment instruments in ensemble music learning is proven because they are in accordance with development objectives. This instrument makes it easier, more systematic, and allows fast and precise evaluation during performance, project, written, and portfolio exams. Comparison with instruments before development shows significant differences. This instrument is right on target and in accordance with learning objectives. This is in accordance with the view of Puteri, NA & et al (2023) regarding effectiveness as carrying out work correctly, as well as other theories which emphasize that effectiveness can be seen from achieving goals or objectives.

In the context of this assessment, the effectiveness of authentic assessment instruments is proven through

the results of performance, project, written and portfolio assessments, which show that students' abilities are in the medium category. This is in accordance with Masrul's (2018) research, which found that authentic assessment instruments were effectively used in learning English in high school. Thus, the results of developing an authentic assessment instrument model in ensemble music learning show that it is in accordance with the theories and views of experts, and can make a positive contribution in increasing the effectiveness of ensemble music learning in schools.

Final Results of Authentic Assessment Instrument Model Development

The final result of research into the development of an authentic assessment instrument model resulted in a model called "accarezevole". This model is the product of a study of conventional models and authentic models that have been developed previously. The conventional model is the basis for researchers in designing this authentic model. The development process involves a series of stages, validation and revision in stages according to the development steps to produce a product that is better and different from previous instruments.

The final result of this research is the birth of an authentic assessment model called Authentic Accarezevole, which means assessing with full soul and in accordance with empirical or real facts carefully, systematically, and containing good truth. Although theoretically there is nothing new in the development of this authentic assessment, it is hoped that this model will provide a new contribution to the music learning community, especially for teachers who are not yet familiar with authentic assessment.

Emphasis on correctness and suitability to learning objectives is the main focus in assessing. The correspondence theory of courage uses a factual criterion called empirical truth, namely something that has been experienced and happened. The development of authentic assessment instruments is an effort to improve problems in the educational environment.

In research attempting to evaluate music faculty in higher education, faculty evaluation methods involve student perceptions of instruction, peer evaluations of instruction, self-assessments of instruction, and measures of student progress. Suggestions for this area involve further research into the steps that administrators consider appropriate for student progress, achievement, or growth.

Other research on students' attitudes towards music courses and self-evaluations of playing and singing skills shows students' insecurity in playing and singing on their own. Learners also expressed uncertainty regarding their respective music teaching competencies.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The conclusions of this study in accordance with the research objectives involve several main points:

1. Authentic assessment instruments, which include performance assessments to evaluate students' ability to play ensemble musical instruments, project assessments to analyze musical genres, written exams in the form of objective questions and essays, as well as portfolio assessments, have been successfully developed. These instruments are used by teachers and students as a means of assessing musical ensembles.
2. These instruments have gone through a validation process, and the validation results show that the instruments are suitable for use in assessing ensemble music for junior high school students.
3. The effectiveness and practicality test results show that this authentic assessment instrument is very practical to use in ensemble music learning.

Based on the analysis and discussion, it can be concluded overall that in assessing students' abilities in playing ensemble music, it is recommended to use the authentic assessment instrument *Accarezevole*.

Suggestion

1. The principal and Deputy Head of Curriculum have an important role in providing facilitation to teachers so that they can consistently use this instrument, especially in the context of music learning, especially in assessing ensemble music.
2. Furthermore, it is hoped that teachers can carry out further development of this instrument for use in assessing the field of musical arts in general, as well as linking it with assessing other aspects, such as aspects of creativity, morals, and so on.

ACKNOWLEDGMENTS

The author realizes that without moral and material assistance from various parties the writing of this article would not have been possible. On this occasion the author would like to express his sincere thanks and

highest appreciation to Prof. Dr. Ardipal, M.Pd who has sincerely guided and contributed thoughts, knowledge, suggestions, criticism and direction in completing this article. Head of the Arts and Culture Education Concentration, Social Sciences Education Study Program, Postgraduate School, Padang State University, who has facilitated the completion of this research. The author has no hope, unless Allah SWT repays all the help, encouragement and convenience that has been given as a form of charity and useful knowledge that is worth worship with a commensurate reward. Amen Ya Rabbal Allamin.

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