

Authentic Assessment in Piano Learning

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Abstract

Learning assessment plays an important role in education. It is a process of evaluating a student's learning ability. Process of evaluating begins with collecting, analyzing, and also interpreting all the information from student's work to determine their abilities in learning. According to ministerial regulations of education and culture of Republic Indonesia number 3, 2020 about National Higher Education standards of Indonesia stated that assessment should assess a whole part of the learning process for theory and practical subjects. It is also said that learning assessment for undergraduate students should consist of the assessment of knowledge, skills, and attitude. As a practical subject, the assessment of piano learning in higher education should assess those abilities. The current situation of learning piano still emphasizes assessment merely on piano skills. However, to be able to play the piano not only requires piano skills but also requires musical knowledge and a good attitude that emphasizes self-discipline. To make an objective assessment, it is offered to use authentic assessment. It stresses on the learning process and learning outcomes. The authentic assessment consists of: performance, project, portfolio, written, attitude, self-evaluating, and product. This research focused on how to construct an authentic assessment in piano learning. The data gathered through observation and interviews during the piano learning. The finding indicates that authentic assessment provides an objective and holistic assessment of student's performance in learning piano.

Keywords: piano, learning, authentic, assessment

1. INTRODUCTION

Learning in Higher Education has the aim of forming and developing the competence of students. According to ministerial regulations of education and culture of Republic Indonesia number 3, 2020 about National Higher Education standards of Indonesia, states that higher education graduates must have three main competencies: 1) Knowledge; 2) Skills; and 3) Attitudes. Knowledge competence is the mastery of concepts, theories, methods, and/or philosophies in certain fields of science that are systematically obtained through reasoning in the learning process, student work experience, research and/or community service related to learning. Skills competency is the ability to perform at work using concepts, theories, methods, materials, and/or instruments obtained through learning, student work experience, research and/or community service

related to learning. Meanwhile, attitude competence is correct and cultured behaviour as a result of the internalization and actualization of values and norms reflected in spiritual and social life through the learning process, student work experience, research and/or community service related to learning.

Those three main competencies of higher education graduates must be internalized in learning assessments. Learning assessment is part of the learning evaluation which can provide an overview of student competencies in the learning process. Assessment can also be used as a learning evaluation tool that is used to evaluate, improve, and design learning to be even better.

Learning assessment is a process of gathering and processing information to measure the achievement of student learning outcomes (BNSP, 2007). In ministerial regulations of education and culture of Republic Indonesia number 3, 2020 about

National Higher Education standards of Indonesia states that learning assessment should be carried out with educational, authentic, objective, accountable, and transparent principles, which are carried out in an integrated manner. The educational concept means that the intention of learning assessment can motivate students to be able to improve planning and learning methods and to achieve learning outcomes. The authentic is meant that the learning assessment is oriented towards a continuous learning process and learning outcomes reflect the ability of students during the learning process. The objective in learning assessment referred to in assessment is that the assessment is based on standards agreed upon between lecturers and students and is free from the subjectivity of the assessor and the one being assessed. The accountability means that the assessment is carried out according to clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students. Meanwhile, the transparent means that the assessment of learning outcomes carried out according to procedures and the results of the assessment can be accessed by all stakeholders.

The emphasis on learning assessment is learning assessments carried out by universities are based on a continuous learning process and can reflect student abilities that emphasize competence in knowledge, skills, and attitudes. This learning assessment is used for all courses in Higher Education, including for practice courses. The Piano course is a practical course with the main objective of improving students' piano playing skills. The learning assessment carried out so far has been based only on test or exam results (midterm and final semester exams) and the assessment component only assesses practical competence. Such learning assessments are deemed unable to provide an overview of student competencies, especially in the Piano course.

Developing student competencies in practical courses, authentic assessment models can be used. Authentic assessment is a measurement of

student learning outcomes in the domains of knowledge, skills, and attitudes. This assessment is a student learning assessment process that involves several assessments: 1) Performance; 2) Projects; 3) Portfolios; 4) Writing; 5) Attitudes; 6) self-evaluation; and 7) Products. This study aims to analyze the use of authentic assessment in piano learning in the S-1 Music Education Study Program, Faculty of Performing Arts, Institut Seni Indonesia Yogyakarta. The results of this study are expected to provide benefits in learning piano so that student learning outcomes can improve the competence of higher education graduates which include knowledge, skills, and attitudes.

2. RESEARCH METHOD

This research is a qualitative descriptive study. The consideration of using a qualitative descriptive research method is that this study will analyze the use of authentic assessment in piano practice learning in the S-1 Music Education Study Program to describe student competence in playing piano. The subjects in this study were all piano students of the S-1 Music Education Study Program, batch 2018, as many as five students.

The data collection techniques were carried out through observation, unstructured interviews, and documentation of student learning outcomes in the first semester of the 2019/2020 Academic Year in the Piano Practice course. The data obtained were reduced, analysed, and synthesized in order to obtain conclusions about the use of authentic assessment in piano learning.

3. RESULTS and DISCUSSION

3.1 Assessment of Learning Outcomes

Assessment of learning outcomes is a minimum criterion regarding the assessment of student learning processes and outcomes in order to meet graduate learning outcomes (ministerial regulations of education and culture of Republic Indonesia number 3, 2020 about National Higher Education standards of Indonesia). The focus of

learning outcomes assessment is on the learning success of students in achieving the specified competency standards (Juliantine, 2013). Assessment of learning outcomes is carried out with the aim of monitoring the process, learning ability, and improving student learning outcomes in a sustainable manner (Hadiana, 2015). Assessments conducted in higher education institutions are carried out on a process basis (Nurgiyantoro, 2010).

Assessment of learning outcomes in higher education institutions is aimed to shape the competence of students, so the assessment of learning outcomes of students must be carried out based on the competencies to be achieved. Competency-based assessment emphasizes process assessment to determine the learning progress of students (Nurgiyantoro, 2010). Process assessment is an assessment carried out by the lecturer to be able to read the progress of students every minute, interpret, and make decisions about what to do in the next lesson (Airasian, 1991). Learning outcome assessment indicators include the affective domain (acceptance, answer, reaction), the cognitive domain (remembering, understand, applying, analyse, synthesis; and evaluating), while the psychomotor domain (reflex movements, basic movement skills, perceptual ability, harmony or accuracy, movement of complex skills, expressive and interpretive movements) (Dimiyati & Mudjiono, 2002).

Competencies that must be achieved by students in higher education institutions are competencies according to the chosen field and consists of three competencies: knowledge, skills, and attitudes. To see the progress of students, the assessment instrument must be designed so that it can provide accurate results on the competence of students. The learning outcome assessment instrument can be in the form of a process assessment in the form of a rubric and/or an assessment of results in the form of a portfolio. The assessment instrument used to see the competence of knowledge and skills can be in the form of

observation, participation, performance, written tests, oral tests, and questionnaires, while the attitude assessment instrument can be in the form of observation. For the assessment of knowledge and skills, you can choose one or a combination of the various instruments that have been mentioned previously. Assessment of student learning outcomes is obtained from the integration of various kinds of learning outcome assessment instruments. The implementation of the assessment can be carried out by a lecturer who teaches courses, a lecturer who teaches courses or a team of lecturers by including students, and/or lecturers who teach courses or a team of lecturers by including relevant stakeholders.

3.2 Authentic Assessment

An Authentic assessment is an assessment of learning outcomes based on the learning process. It is a significant assessment of student learning outcomes which includes knowledge, skills, and attitudes (Delita, 2016). An authentic assessment was created to explain the use of various alternative assessment techniques that allow students to be able to demonstrate their ability to complete tasks and solve problems. This assessment also simultaneously expresses the knowledge, skills, and attitudes that students encounter.

The characteristics of authentic assessment are: 1) Measuring all aspects of learning: performance and results or products; 2) Assessment is carried out during and after the learning process takes place; 3) Using various means and sources; 4) The test is one of the assessment data collection tools; 5) Assignments reflect parts of real-life every day; and 6) Assessment should emphasize knowledge and expertise, not breadth (Ani, Y. 2013). The objectives of authentic assessment are: 1) Planning for student assessments under the competencies to be achieved; 2) The assessment is carried out in a professional, open, educational, effective, efficient, and appropriate socio-cultural context; and 3) The reporting of the results of the assessment is carried out objectively, accountably and informatively (Kemendikbud, 2013).

An authentic assessment is often referred to as an assessment of the development of students, this is because the authentic assessment is focused on the development of students. It must be able to describe the knowledge, skills, and attitudes that students already have or don't have. To describe the knowledge, skills, and attitudes of students, there are seven authentic assessments: 1) Performance test. A performance test is done by observing the activities of students in doing something. This assessment is carried out to assess the competence of students in carrying out certain tasks such as laboratory practice, prayer practice, sports practice, role-playing, playing musical instruments, singing, and others; 2) Project. This assessment is a task appraisal activity that students must complete within a predetermined period; 3) Portfolio assessment. It can be taken from the work of students, either individually or in groups, and evaluated based on several dimensions; 4) Written assessment. It is a form of written test which can be in the form of a description or essay that makes students able to remember, understand, organize, apply, analyze, synthesize, and evaluate the learning material that has been studied; 5) Attitude assessment. It is carried out through observation in every class meeting. According to Kunandar (2013), there are five levels in thinking in the realm of attitude: accept or pay attention, respond, assess or appreciate, organize or manage, and have character; 6) Self-assessment. It is carried out by students; and 7) Product evaluation. This assessment is usually carried out holistically and analytically. Holistic means that it is carried out based on the overall impression of the product, while analytical means that it is based on product aspects, usually carried out against all criteria that exist at all stages of the development process (Kunandar 2013).

3.2 Piano Course

The Piano course is a musical instrument practice course. The musical instrument practice course is a specialty of the Music Study Program in higher education. The specificity referred to here is the main competency that must be achieved by

students who are taking courses in the Music Study Program. The purpose of the course is to improve the ability of students to play musical instruments, therefore, it aims to improve the ability to play the piano.

The ability to play the piano not only prioritizes skills in playing the piano but also requires other abilities such as 1) The ability to read musical notation; 2) Ability to hear music, and; 3) Ability to analyze music. Apart from these abilities in practicing piano lessons, self-discipline is also needed. Self-discipline is an important part of achieving student learning outcomes in the Piano Practice course. The self-discipline referred to here is the discipline of piano practice schedules, because this course is a practical course, so skills in playing the piano are the main competencies.

The Piano course in the S-1 Music Education Study Program, apart from being able to improve student competence in playing the piano, it is also aimed at preparing students to become piano teachers, which is the main graduate profile. To be able to become a piano teacher, it takes not only competence in playing piano skills, but also requires knowledge and attitude. In other words, it can be concluded that to become a piano teacher requires skills to play the piano, requires knowledge of music theory and theory in playing the piano, and requires an attitude that reflects as a teacher.

In the Piano course in the S-1 Music Education Study Program, piano learning is carried out using the discovery learning method. Discovery learning in piano learning means that the teacher will provide a little knowledge and students will make exploration for the material provided by the teacher (Jacobson, 2015). The exploration of the material provided by the lecturer can be in the form of assignments to play musical works from various musical periods (Baroque, Classical, Romantic, and Modern), analyze the music that is being studied, learn about the background of making the musical work, analyze various kinds of symbols musicals on these musical works, taking part in workshops or

masterclasses to get various kinds of feedback to improve skills in playing the piano pieces being studied, analyzing performances of several pianists that playing the same piece of music, and other activities that can improve competence in playing the piano.

The assessment of learning outcomes in the practice of piano lessons should also be done holistically, meaning that the assessment of learning outcomes not only assesses the ability to play the piano but also assesses the knowledge and attitudes of students in increasing their competence in playing the piano. The assessment of learning outcomes in the Piano Practice course, which during the course of the study, only assessed piano playing skills. It does not fully provide an overview of piano student competence. Sometimes this is not objective, because it only assesses one aspect, and the implementation of the assessment is only carried out at the end of the lesson, so it seems that it only assesses the ability to play the piano.

The ideal assessment of learning outcomes for the Piano course is to assess the overall learning, which consists of the learning process and outcomes. This is because the piano learning method used is the discovery learning method which requires student activeness to be able to achieve competence in playing the piano. Students carry out a long process and work so that they can master these competencies. The process and work of students should be interpreted as a student's progress in learning.

3.2 Authentic Assessment in Piano Courses

Providing an objective assessment of students, in piano learning, the assessment of learning outcomes used is authentic assessment. Authentic assessment will provide an overview of the knowledge, skills and attitudes students have during the learning process. Assessment of learning outcomes during the learning process provides an overview of student's competency.

Authentic assessment techniques can be carried out by observation, oral or open-ended questions, class presentations, projects, assignments, journals, group work, portfolios, rubrics, interviews, job tests, demonstrations, debates or discussions, concept maps, exhibitions, and poster (Yusuf, 2015: 294). Assessment of learning outcomes can be done by attitude assessment, process assessment, and product assessment. Attitude assessment can be done through observation, self-assessment, peer-to-peer assessments, journals, and teacher notes. Assessment of processes or skills can be carried out by practical or performance tests, project appraisals, and portfolio assessments. Product assessment or knowledge assessment is an assessment in the form of understanding concepts, principles, and laws carried out in writing (Hosnan, 2016: 398).

An authentic assessment, seven types of assessments that can be used to obtain an overview of student competencies. The assessment is an assessment of the implementation of seven kinds of authentic assessment at learning Piano: 1) Performance assessment (Performance test); 2) Project assessment; 3) Portfolio assessment; 4) written assessment; 5) Attitude assessment; 6) Self-assessment; and 7) Product assessment. The description of each of these assessments in Piano Practice can be seen below:

Table 1: Authentic Assessment in Piano Course

Authentic Assessment	Authentic Assessment in Piano Learning
1. Performance assessment (Performance test). It is carried out by observing the activities of students in carrying out certain tasks.	Assessment of performance tests in the Piano course can be implemented by giving practical assignments to play the piano by playing course materials such as piano techniques, playing piano etude (exercise books), playing music pieces from the Baroque, Classical, Romantic, and Modern music period.
2. Project assessment. It will assess the tasks done by students at a	Assessment of project tests on Piano learning can be done by assigning an

<p>certain time.</p>	<p>assignment to hold a home concert among piano students to play certain pieces of music. Each student will be given the task of preparing a certain piece of music to be played. During the implementation, students not only can play the piano but must describe the work being played.</p>		<p>consequences. d. Cooperation. It is social behavior in working with other students in an effort to create joint concert projects or other musical activities. e. Confidence. In Piano learning, confidence is a huge power to be able to play a piece of music. f. Perseverance. Persistence or tenacity is an attitude that does not give in to difficult situations or problems. g. Independence. As a pianist, independence is needed to be able to take care of everything related to improving piano playing, such as independence in piano practice, or independence in learning. h. Communication ethics. Being a pianist or piano teacher, communication ethics is an important element in being able to communicate with listeners or students.</p>
<p>3.Portfolio Assessment. This assessment is carried out to assess the portfolio of students. A portfolio is a collection of the works of students in a particular field.</p>	<p>Assessment of portfolio tests on Piano learning can be done by assessing the portfolio of students in taking part in piano concerts as soloists, attending various piano masterclasses, attending piano seminars or workshops, taking international music examination, and participating in other music activities related to piano playing skills.</p>	<p>6.Self-assessment. It is carried out to assess the abilities of students. This assessment is carried out by the students themselves, it can also be done by fellow students, or it can also be done by a lecturer who teaches courses.</p>	<p>Self-assessment in Piano Practice can be done by observing or interviewing students regarding: strengths and weaknesses in the Piano Practice course, especially in mastering learning materials.</p>
<p>4.Written assessment. This assessment is carried out to find out the knowledge that students have acquired in piano learning.</p>	<p>The written test assessment on the Piano course can be done by giving quizzes based on the material being studied, analyzing the song being studied, writing the background of the song being played, and other written assignments related to the student's ability to improve piano playing competence.</p>	<p>7.Product assessment. Assessment. It will assess the products produced in learning.</p>	<p>Product assessment in Piano Practice is to assess the piano playing ability of students.</p>
<p>5.Attitude assessment. Attitude assessment is carried out to assess the behavior of students related to the affective domain. Affective competences include the embodiment of attitudes in Piano Practice learning that are identified by being disciplined, honest, responsible, cooperative, confident, persistent, independent, and communication ethics.</p>	<p>Attitude assessment in Piano Practice is a driving force to be able to improve competence in playing the piano. To be able to become a pianist as well as a piano instrument teacher (profile of a graduate of the Music Education Study Program), an attitude is needed: a. Discipline. The ability to play the piano requires high discipline, especially time discipline in practicing. b. Honest. Honest can be defined as the conformity between one's words and actions. c. Responsible is a behavior that is aware of what is done with all the</p>		

An authentic assessment, there are three student's competencies that will be assessed: knowledge, skills, and attitudes. Those competencies in Piano learning can be assessed using the seven assessments above. The following are authentic assessment techniques that are carried out in learning Piano learning:

Table 2: Authentic Assessment Techniques in Piano Practice

Competency	Assessment Instrumen
Knowledge	a. Performance b. Writing test c. Project
Skills	a. Performance b. Portofolio c. Project d. Product
Attitudes	a. Attitude b. Self-Assessment

Based on the discussion above, authentic assessment can provide an objective picture of student competence in the Piano course. Following ministerial regulations of education and culture of Republic Indonesia number 3, 2020 about National Higher Education standards of Indonesia, it requires higher education graduates in Indonesia to have competency knowledge, skills and attitudes, through authentic assessment these competencies can be explained objectively because they use various types of assessments.

An authentic assessment has an important principle in learning because It is not only assessing what students already know but also assesses what students can do after learning is complete. Through authentic assessment, students are allowed to show what has been learned and what has been mastered in the learning process. Besides that, the authentic assessment focuses on goals, involves direct learning, involves collaboration, and instills a high level of thinking, so that through the assigned tasks, students can show the mastery of their goals and depth of understanding, and at the same time are expected to improve. understanding and self-improvement (Johnson, 2002).

The discussion of authentic assessment in the assessment of learning outcomes has several important meanings for authentic assessment: 1) Authentic in the use of the assessment instruments used, using various kinds of assessment instruments that are adjusted to the competence of the course; 2) Authentic from the measured aspects, assessing the aspects of learning outcomes in a comprehensive

manner which includes knowledge, skills, and attitudes; 3) Authentic from the aspect of student conditions, assessing input (early learning), process (student performance and activities in the learning process), and output (achievement of student competencies, both knowledge, skills, and attitudes) (Ani, 2013).

The piano learning aims to improve student competence in playing the piano and prepare students to become piano teachers which can be assessed using authentic assessments. This assessment provides an objective assessment of the abilities of students. Assessment of learning outcomes in authentic assessment not only emphasizes one kind of competence, but assesses three competencies, knowledge, skills, and attitudes or it can be said that authentic assessment is an assessment of learning outcomes holistically (Muchtar, 2010).

4 CONCLUSIONS

Based on the above discussion, it can be concluded that the use of authentic assessment in piano learning provides an objective and holistic assessment of learning outcomes based on student competencies. Assessment of student learning outcomes is carried out by various kinds of assessments, namely: 1) Performance test; 2) Project assessment; 3) Portfolio assessment; 4) written assessment; 5) Attitude assessment; 6) Self-assessment; and 7) Product assessment. Following ministerial regulations of education and culture of Republic Indonesia number 3, 2020 about National Higher Education standards of Indonesia, which states that student competencies consist of knowledge, skills, and attitudes, then of the seven assessments can be used to be able to assess student competencies: 1) Knowledge can be assessed using performance assessments, written tests, and projects; 2) Skills can be assessed using performance assessment, portfolios, projects and products; whereas 3) Attitudes can be assessed using attitude tests and self-assessments.

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