

## USING INSTAGRAM AS AUTHENTIC ASSESSMENT TOOLS IN SUPPORTING INDONESIAN NATIONAL CURRICULUM

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### ABSTRACT

*Indonesian National Curriculum implementation guideline implies that authentic assessment is the most useful technique which effectively supports learning. Nevertheless, applying this kind of assessment is quite challenging for teachers since they have to directly examine and collect the evidence of students' progress and achievements. Social media has recently brought considerable developments in 'close-to-real' authenticity by posting, sharing, capturing, and broadcasting images and videos as the real life events. This research found that Instagram's photo and video sharing could be incorporated into assessment and feedback. The purpose of this paper was to investigate the use of Instagram as an alternative tool for authentic assessment, especially Instagram which has rapidly increased in popularity among urban teenagers worldwide. This paper adopted a quasi-experimental approach to examine whether this technology tool not only provide teachers a space for independent judgment and interpretation of student performance, but also increase the learning experience of high school students. Results found that utilizing Instagram as an assessment tool was effective in supporting the design of an authentic assessment and that an affordable approach to supporting the alignment of technology usage as innovative assessment tool with a particular pedagogical design.*

**Keywords:** Instagram, authentic assessment, Indonesian National curriculum, assessment tools

### A. INTRODUCTION

One of our colleagues has ever mentioned that our students do not learn what we teach. This simple and profound reality means that assessment is the central process in effective instruction. If our students learned what we taught, we would never need to assess. But of course, anyone who has spent more than a few hours in a classroom knows this hardly ever happens. No matter how carefully we design and implement the instruction, what our students learn cannot be predicted with any certainty. It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning (Glaxcon 1995).

Assessment is the process of collecting and processing information to measure the students' learning outcomes. Assessment also provides feedback on the progress of learners in relation to the competence during the learning process, besides providing information both to the teachers and parents about the learners competence achievements. Teachers have to make sure that all learners get the equal opportunities to show their results through all of the learning process that covers all aspects of learning which are attitudes, knowledge, and skills.

## **B. AUTHENTIC ASSESSMENT**

The assessment that captures all of those learning aspects of students' knowledge, deep understanding, problem-solving skills, social skills, and attitudes that are used in a real-world, or simulation of a real-world situation is called authentic assessment. Campbell (2000) terms this 'authentic education', which is based on performance and reality. Assessment designed to measure such 'valid' knowledge can be termed authentic. Therefore, authentic assessment has become increasingly popular, as a perception has grown that there is a need for more holistic approaches to evaluating students.

The authentic assessment is done using a variety of ways, therefore teachers must seek information from various sources. According to Barton & Smit (2000), assessment of learning in integrated learning using authentic assessment learning is basically integrated learning and integrated evaluation that assess the performance of which may be a display, the result of the discussion, results of the task group, independent tasks, structured tasks, and project assignments.

## **C. INDONESIAN NATIONAL CURRICULUM**

The education system in Indonesia is mainly organized by the Ministry of National Education and decreed by law Number 20 Year 2003 about the National Education System. The curriculum that applied at the moment named Kurikulum Nasional. 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).

As it clearly stated in the Kurikulum Nasional documents that assessment is carried out not only on learning assessment (assessment of learning), but also assessment for learning (assessment for learning) and assessment as learning (assessment as learning). That means, what will we accept as evidence that students have attained the desired understandings and proficiencies before proceeding to plan teaching and learning experiences? Many teachers who have adopted this design approach reported that the process of “thinking like an assessor” about evidence of learning not only helped them to clarify their goals but also resulted in a more sharply defined teaching and learning target so that students performed better knowing their goal.

Instagram is a social picture-sharing platform, has moved from being a place where people share selfies and pictures of their cats, to become a valuable social networking resource. It works as a visual Twitter, a trendier Pinterest and a unique way for teachers and students to connect and share information. In fact, Instagram is developing a regular presence in classrooms around the world and teachers are finding creative ways to put it as a useful learning tools.

Teachers have started using Instagram like they use Pinterest, to find and share creative ideas. However, instead of pinning and viewing links to webpages and videos, Instagram allows them to share examples of projects and activities actually going on in their classroom. With Instagram, teachers can find ideas for creative bulletin boards, arts and craft projects and other hands-on activities and assessment platform as well. They can also document examples of student work or, with parental permission, share photographs of students in their classrooms.

While the goal of Instagram is to share photographs, teachers who label their photos with relevant hashtags will also find that it serves as a great tool for accessing their learning achievement and competencies. Besides giving students the same set of images and seeing how each student creates a different visual piece can be a great way of promoting artistic and creative intelligence. Instagram is not limited to art or photography classes. Math students can use real world visual examples of fractions, geometric shapes and lines to explain their understanding of math theories. Foreign language classes can use Instagram images to assess

the students new vocabulary, or describe key features of a culture in their writing composition. It becomes the evidence of their learning accomplishment in the classroom and can be used as part of portfolios or during parents-teachers conferences besides the main function of assessment and evaluations.

For teachers who want to assess their students' creative and critical thinking skills, Instagram can also be a helpful assessment tools. Instead of writing traditional research papers or narrative essays, students can share the results of their research or tell their stories through photos. Photo essays can be created in nearly every subject area, with students posting photos to show their understanding of a subject and adding captions to include key facts or other pieces of information. The photos found on Instagram can also be used to inspire creativity, have students choose a photo and then write a short story or poem based on what they see. Using Instagram's search feature, students can also search for photos by hashtags and find photos to help them learn more about a particular topic or to use as part of a report or research project.

This simplest and most cost-effective assessment tools, instagram also able to obtain exemplary work is from student work at four different levels (novice, apprentice, practitioner, and expert) for a variety of performance tasks in math, science, writing, and reading. Teachers can assign these performance tasks to their students ("students will publish a propaganda newspaper, taking a pro-patriot or pro-loyalist point of view on") and then compare their work to the examples. The annotated examples of student work can be used to help the teacher answer two questions: "What do I consider as quality student work also consider as quality by others?" and "What does 'excellent' achievement look like?" Once you have an idea of the quality of work you should expect from your students, you will need to develop a standard grading system to evaluate their work. Grading systems allow you to define and articulate what specific degrees of mastery on different prompts or tasks will look like. They set the bar for success on your assessment and guide you in classifying and interpreting student responses. In doing so, they help to paint a reliable picture of student performance on the learning goals covered in your assessment. There are many different grading tools that teachers commonly use when evaluating student performance.

#### D. METHODOLOGY

This study was Quasi-experimental, non-equivalent group. And the pretest-posttest design was utilized. As Corrin (1998) said that a quasi-experimental method when it is not possible for the researcher to randomly assign subjects to group. With this design, both the control group and the intervention group compared. However, the groups chosen and assigned out of convenience rather than through randomization.

The research project sample were 38 grade 10 High school students (20boys, 18girls) from Mawar Sharon Christian School in Surabaya Indonesia. ( $M=13.43, SD=1.26$ ). The study was conducted in two sessions. Students' performance assessment without posting, sharing, capturing and broadcasting images in Instagram as technology tools were measured in the first sessions, and an experimental session was conducted two weeks later with posting, sharing, capturing and broadcasting images in Instagram. In the experimental session, students were randomly assigned to one of four conditions. Students received both performance assessment and non-performance assessment. In addition students received non-performance assessment involving instagram or performance assessment involving instagram. In addition, students received either performance assessment or non-performance assessment.

Composing an encouragement comments of Students council candidates were chosen as the target activity. Students were tested individually by two teachers in a quiet classroom which contained a table with some topical magazines. Twenty students received a task- involving induction whereby they were told that their aim was to learn and master the techniques of motivational speeches. They were also told not to worry about making mistakes or how others performed and that there would be an assessment of their learning at the end of sessions. Eighteen students received the task assessment that involving instagram as technology tools. Students were informed that the purpose of the task assessment was to outperform others students in the school about motivational speech and encouragement writing.

Two weeks before the experiment, the students' dispositional goal orientations were measure during the Perception of Success Questionnaire (POSQ;Robertsetal.,1998). Satisfactory Cronbachalphaco efficiencies were reported for both written (0.86) and performance (0.87) subscales. The 6 items were used to measure general perceived writing composition competence, and internal consistency was satisfactory (0.78). Responses were given on5-point scales ranging from 1(strongly disagree) to 5(strongly agree) for POSQ.

Four items from the POSQ were adapted to assess the goal involvement to the students. The stem for each question was “I will feel most successful in the encouragement writings task today in school if...”. Written assessment included two statements: “I show clear personal improvement” and “I master something I couldn’t do before”. Performance involvement was also assessed through two statements: “I beat other people” and “I am the best”. A 5-point scale was used anchored by strongly disagree (1) and strongly agree (5). These four items were selected because they showed the highest factor loadings in a confirmatory factor analysis of the POSQ (administered prior to the experimental session).

## Results

Before the main analyses, two 2-2 Mancovas were calculated to evaluate the success of the induction procedures. First, without Instagram and second, with Instagram served as dependent variables with students’ encouragement writings without performance dependent variables with students’ encouragement writings with performance as covariates.

This procedure accounted for differences among students with regard to their achievement goal orientations and perceptions of ability in writings. Table I shows correlations between the covariates and the manipulation check variables. The relationships were weak to moderate, and in both Mancovas, there were no significant effects of the covariates.

Table I. Inter-correlations among study variables and covariates.

	Control Group	Experiment Group	Perceived competence
Written Assessment	0.18	0.34**	0.11
Performance Assessment	0.46**	0.17	0.24*
Responsibility	0.09	- 0.00	0.16
Task Enjoyment	0.09	0.04	0.17
Performance	0.08	0.03	0.08

\* $p < 0.05$ ; \*\* $p < 0.01$ .

In the first Mancova, no main effect for the assessment on written and performance was found (Wilks’  $\lambda = 0.987$ ,  $F(2, 139) = 0.93$ ,  $p > 0.05$ ,  $\eta^2 = 0.01$ ), but there was a significant effect for the goal involvement induction (Wilks’  $\lambda = 0.923$ ,  $F(2, 139) = 5.79$ ,  $p < 0.05$ ,  $\eta^2 = 0.08$ ). Follow-up tests indicated that students in the experiment group scored higher in performance assessment than those in the control group condition [ $F(1, 140) = 10.74$ ,  $p < 0.05$ ,  $\eta^2 = 0.07$ ].

There was no interaction effect (Wilks'  $\lambda = 0.986$ ,  $F(2, 139) = 0.96$ ,  $p > 0.05$ ,  $\eta^2 = 0.01$ ). In the second Mancova, no main effect for goal involvement induction on perceived choice and responsibility emerged [Wilks'  $\lambda = 0.999$ ,  $F(2, 138) = 0.08$ ,  $p > 0.05$ ,  $\lambda = 0.001$ ]. However, there was a significant multi variate effect for communication induction [Wilks'  $\lambda = 0.800$ ,  $F(2, 138) = 17.23$ ,  $p < 0.001$ ,  $\lambda = 0.20$ ]. Students who received the experiment induction reported greater perceived choice [ $F(1, 139) = 24.41$ ,  $p < 0.001$ ,  $\lambda = 0.15$ ] and felt more responsible [ $F(1, 139) = 27.27$ ,  $p < 0.001$ ,  $\lambda = 0.16$ ] than students receiving the controlling induction. No interaction effect was found [Wilks'  $\lambda = 0.978$ ,  $F(2, 138) = 1.56$ ,  $p > 0.05$ ,  $\lambda = 0.02$ ]. Descriptive statistics for the experiment group variables are shown in Table II.

Table II. Descriptive statistics for manipulation check variables.

	Controlling N=20						Experiments N=18					
	Without Instagram						With Instagram					
	Written			Performance			Written			Performance		
	n			n			n			n		
	Assessment			Assessment			Assessment			Assessment		
	N=20			N=20			N=18			N=18		
	M	SD		M	SD	F	M	SD		M	SD	F
	D			D		h <sup>2</sup>	D			D		h <sup>2</sup>
Written Assessment	4.41	0.72		4.21	0.8	0.29	4.32	0.7		4.33	.82	1.18
Performance Assessment					9	0						0.01
Written Assessment	2.33	1.16		2.88 <sup>b</sup>	1.3	10.7	2.45	1.1		2.72	1.3	0.92
Performance Assessment					0	4					6	0.01
Without Instagram	4.74	1.92		4.70	1.5	0.02	5.34	1.4		3.82	1.8	24.4
					2	0					4	0.15
With Instagram	5.02	1.67		5.05	1.4	0.06	5.59	1.2		4.21	1.6	27.2
					3	0					3	0.16

Note. Means within the same row not sharing the same superscript are significantly different ( $p < 0.05$ ).

In the first analysis, neither a main effect for goal involvement [Wilks'  $\lambda = 0.976$ ,  $F(2, 133) = 1.67$ ,  $p > 0.05$ ,  $\eta^2 = 0.02$ ] nor an interaction

tion[Wilks' $\lambda$ 0.975, $F(2,133)=1.70,p>0.05,h^2=0.02$ ] were found. A significant main effect existed, however, for the communication induction [Wilks' $\lambda$ =0.930, $F(2,133)=5.03,p<0.01,h^2=0.07$ ]for both types of enjoyment.

Students in the control groups condition reported greater enjoyment than did those in the experiment group condition for both asked enjoyment [F(1,134)=3.79, $p<0.05,h^2=0.03$ ] and free-choice enjoyment [F(1,134)=9.82, $p<0.01,h^2=0.07$ ]. With respect to free-choice behaviour and performance scores, the results of the second MANCOVA revealed significant main effects for goal involvement [Wilks' $\lambda$ =0.918, $F(2,135)=6.04,p<0.01,h^2=0.08$ ]and communication (Wilks' $\lambda$ =0.767, $F(2,135)=20.52,p<0.01,h^2=0.12$ ). The task-involving condition performed better in the assessment trials than those in the experiment groups involving condition [F(1,136)=11.56, $p<0.001,h^2=0.08$ ]. Those in the experiment group also performed better than those in the control group [F(1,136)=35.37, $p<0.001,h^2=0.21$ ].(see Table III).

Table III. Descriptive statistics for manipulation check variables.

	ControlN=20							Experiments N=18						
	Without Instagram							With Instagram						
	Written			Perfor				Written			Performan			
	Assessme			mance				Assessment			ce			
	nt N= 20			Assessme				N= 18			Assessment			
				ntN=20							N=18			
	M	S		M	S	F	h	M	SD		M	SD	F	h <sup>2</sup>
	D			D		2								
Task	4.41	1.06		3.72	1.29	3.3	0.0	4.21 <sup>a</sup>	1.00		3.60 <sup>b</sup>	1.30	3.79	0.0
Enjoyment						3	2							3
Free	3.30	1.66		3.07	2.35	0.97	0.0	3.73 <sup>a</sup>	1.52		2.50 <sup>b</sup>	2.26	9.82	0.0
Choice							1							7
Behaviour	84.2	97.6		93.0	97.5	0.87	0.0	106.42 <sup>a</sup>	101.8		61.74 <sup>b</sup>	84.6	4.79	0.0
	0	3		8	3		1		6			3		3
Performanc	5.27	2.36		4.03	1.96	11.5	0.0	5.63 <sup>a</sup>	2.30		3.58 <sup>b</sup>	1.65	35.3	0.2
e	a			b		6	8						7	1

Note. Means with in the same row not sharing the same superscript are significantly



different( $p < 0.05$ ).

## E. CONCLUSION

The purpose of this study was to investigate the use of Instagram as an alternative tool for authentic assessment. The present investigations ought to examine the independent and interactive effects of using Instagram as an assessment tool. In so doing, we adopted an experimental design rather than the more commonly utilized correlational approach to determine both affective and behavioural outcomes. Current findings also showed adaptive performance consequences for those in both the control and experiment groups. Self-determination theory holds that social contexts promoting more self-determined forms of motivation, via the satisfaction of innate needs, produce positive consequences, including performance.

In summary, this study finds out that using Instagram as an assessment tool not only provides teachers a space for independent judgment and interpretation of student performance, but also increases the learning experience of high school students. Results found that utilizing *Instagram* as an assessment tool was effective in supporting the design of an authentic assessment and that an affordable approach to supporting the alignment of technology usage as an innovative assessment tool with a particular pedagogical design.

Besides an autonomy supportive context can enhance intrinsic motivation and able to help to foster performance on a performance task. More work is necessary to build on the current investigation and address its limitations. For example, measures of need satisfaction should be included, as needs are viewed as educational technological tools. We also suggest that other researchers may conduct the research in a longer period of time. It is because the treatment in this research is done only in two months. However, based on the results reported here in, the researcher invites teachers to consider the design and delivery of their lessons such that the teachers are more likely to be perceived as facilitators of autonomy and task involvement.

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