

TEACHER CONSTRAINTS IN IMPLEMENTING AUTHENTIC ASSESSMENT OF GEOGRAPHY CURRENTS IN SMA NEGERI BANDAR LAMPUNG CITY

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ABSTRACT

This study aims to identify and describe the obstacles faced by geography teachers in conducting authentic assessments, namely the geography teachers' understanding of authentic assessment, authentic assessment instruments, time allocation, and facilities and infrastructure. The method used is descriptive qualitative method using a narrative study strategy. The subjects of this study were teachers of geography at SMA Negeri 3 Bandar Lampung, SMA Negeri 10 Bandar Lampung, and SMA Negeri 14 Bandar Lampung. Data collection using observation techniques, interview techniques, and documentation techniques. The instruments in this study were observation guidelines, interview guidelines, and documentation guidelines. Data analysis used descriptive analysis techniques without using statistical formulations. The results of the study show that (1) Understanding of authentic assessment is not an obstacle in the implementation of authentic assessment. (2) The assessment instrument has not yet reached the implementation of an authentic assessment completely regarding affective assessment. (3) The time allocation has not yet reached the complete authentic assessment of affective assessment and cognitive assessment. (4) The facilities and infrastructure provided by the school are sufficient so that teachers can easily use the facilities and infrastructure to support learning activities. Facilities are an obstacle in the implementation of authentic assessments.

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan kendala yang dihadapi guru geografi dalam melakukan penilaian autentik yaitu pemahaman guru geografi tentang penilaian autentik, instrumen penilaian autentik, alokasi waktu, dan sarana dan prasarana. Metode yang digunakan menggunakan metode kualitatif deskriptif dengan menggunakan strategi studi naratif. Subjek penelitian ini adalah guru mata pelajaran geografi di SMA Negeri 3 Bandar Lampung, SMA Negeri 10 Bandar Lampung, dan SMA Negeri 14 Bandar Lampung. Pengambilan data menggunakan teknik observasi, teknik wawancara, dan teknik dokumentasi. Instrumen dalam penelitian ini berupa pedoman observasi, pedoman wawancara, dan pedoman dokumentasi. Analisis data menggunakan teknik analisis deskriptif tanpa menggunakan rumusan statistik. Hasil penelitian menunjukkan bahwa (1) Pemahaman penilaian autentik tidak menjadi kendala dalam pelaksanaan penilaian autentik. (2) Instrumen penilaian belum menjangkau pelaksanaan penilaian autentik secara tuntas mengenai penilaian afektif. (3) Alokasi waktu belum menjangkau pelaksanaan penilaian autentik secara tuntas mengenai penilaian afektif dan penilaian kognitif. (4) Sarana dan prasarana yang di sediakan oleh sekolah sudah mencukupi sehingga guru dapat dengan mudah memanfaatkan sarana dan prasarana dalam menunjang kegiatan pembelajaran. Sarana menjadi kendala dalam pelaksanaan penilaian autentik

PRELIMINARY

Law Number 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Thus, the purpose of the 2013 Curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization (Kemendikbud, 2013). In the 2013 curriculum objectives, students are required to think more creatively, innovatively, quickly and responsively and besides that students are also trained to grow courage in themselves. Students will be trained in logical skills in solving a problem.

In connection with the objectives of the 2013 Curriculum, many parties have analyzed and seen the need to apply a character and competency-based curriculum, in order to build students with good personalities and able to face the times and technological demands in the current era of globalization. Character and competency-based curriculum is expected to be able to solve various problems of the nation, especially in the field of education effectively, efficiently, and effectively. Therefore, the government took a positive step, namely revitalizing character education in all types and levels of education, including in developing the 2013 curriculum.

Assessment is an activity to obtain, analyze, and interpret data about the process and learning outcomes of students which is carried out systematically and continuously, so that it becomes meaningful information in making decisions (Sunarti, 2014). Assessment is one of the most important things in improving the quality of teaching. With the assessment, educators can find out the development and abilities of students and can improve students' abilities. In the 2013 curriculum, authentic assessment becomes a serious emphasis where teachers in assessing student learning outcomes must really pay attention to authentic assessments. (Kunandar, 2015).

Authentic assessment applies to all subjects, including geography at the high school level. Thus, geography subject teachers who use the 2013 Curriculum are required to understand and understand and carry out the assessment standards that have been set by the government, namely the authentic assessment system. The Bandar Lampung City area has implemented the 2013 curriculum and implemented an authentic assessment following the provisions of the Ministry of Education and Culture. The implementation of authentic assessment has many problems. The assessment of student competence which includes assessment of cognitive, affective, and psychomotor aspects is still considered difficult for teachers to carry out. The following table shows the obstacles experienced by teachers in implementing authentic assessments taken from various sources in previous research.

Table 1. Obstacles in Implementing Authentic Assessments in Previous Research

No.	Judul Penelitian	Kendala
1.	Constraints in the Implementation of Authentic Assessment in Geography Learning at SMA Negeri 1 Belitang, Belitang District, East Oku Regency, South Sumatra (Sulis Tri Endarwati/2020)	<ul style="list-style-type: none"> - The teacher has not been able to relate material that describes real life. - Low geography teacher creativity. - Characteristics of students who are not good. - The time allocation provided by the school is considered insufficient by the teacher

2. Constraints in the Implementation of Authentic Assessment in Geography Learning (Case Study of SMA Development and SMA Negeri 8 Padang) (Indyana Rachma Cania/2018)
- Time constraint
 - Constraints of the facilities owned
 - Student character constraints
 - Obstacles in teacher understanding

Source: processed by the author from relevant research sources

Based on the initial observations that have been made, that SMA Negeri Bandar Lampung consists of 17 schools consisting of 6 schools accredited A and 11 schools accredited B. In this study, geography teachers who became resource persons in the study consisted of 3 schools and 7 geography teachers, each -Each teacher has done authentic assessment training, of the seven teachers conducted assessment training conducted by the school which is held once a year, namely the IHT program and training from Bimtek. The response from the geography teacher himself that the difficulty in implementing authentic assessment is caused by this authentic assessment is many and complicated to do. Based on this problem, the writer will conduct a research with the title "Teacher Constraints in the Implementation of Authentic Assessment of Geography Subjects in Bandar Lampung City Senior High School".

RESEARCH METHODS

In this research, the method used is descriptive qualitative research method using a narrative study strategy. According to (Clandinin and Connelly, 2000 in John W. Creswell. Edition 3:22), narrative research strategy is a research strategy in which the researcher investigates the lives of individuals and asks a person or group of individuals to tell their stories.

The population in this research is SMA Negeri Bandar Lampung. Bandar Lampung City Senior High School consists of 17 schools consisting of 6 schools accredited A and 11 schools accredited B. The research sample taken was 3 schools consisting of 2 accreditation A and 1 accreditation B. This was due to the limited time of the research carried out.

Data collection techniques used are observation techniques, interview techniques, and documentation techniques. The data analysis technique used in this research is descriptive data analysis technique without using statistical formulas. The data obtained from interviews related to the obstacles to implementing authentic assessments at SMA Negeri 3 Bandar Lampung, SMA Negeri 10 Bandar Lampung, and SMA Negeri 14 Bandar Lampung will be analyzed based on logical arguments and described in the form of sentences, while the data obtained through observation and documentation are used as supporting data relating to the aspects studied.

RESULTS AND DISCUSSION

SMA Negeri 3 Bandar Lampung, is one of the state high schools in Lampung Province, Indonesia. Located in the city of Bandar Lampung, precisely in the Durian Payung area. This superior school is the same as high school in general in Indonesia, the school education period at SMA Negeri 3 Bandar Lampung is taken within three academic years, starting from Class X to Class XII. SMA Negeri 10 Bandar Lampung is one of the public schools in Lampung Province which is geographically located in the center of the city of Bandar Lampung, precisely at Tanjung Karang Pusat which is located at Jln. Gatot Subroto No. 81 Tanjung Ivory. Land area owned is 5909 m². SMA Negeri 10 Bandar Lampung is located in a strategic place with an area of only 790 square meters and is added to the former SD Negeri 2 Tanjung Gading. SMA Negeri 14 Bandar Lampung is a public school that was established in 2003, and is located at Jalan Bukit Kemiling Permai, Kemiling District, Bandar Lampung Regency. In 2003/2004 SMA Negeri 14 started its operation.

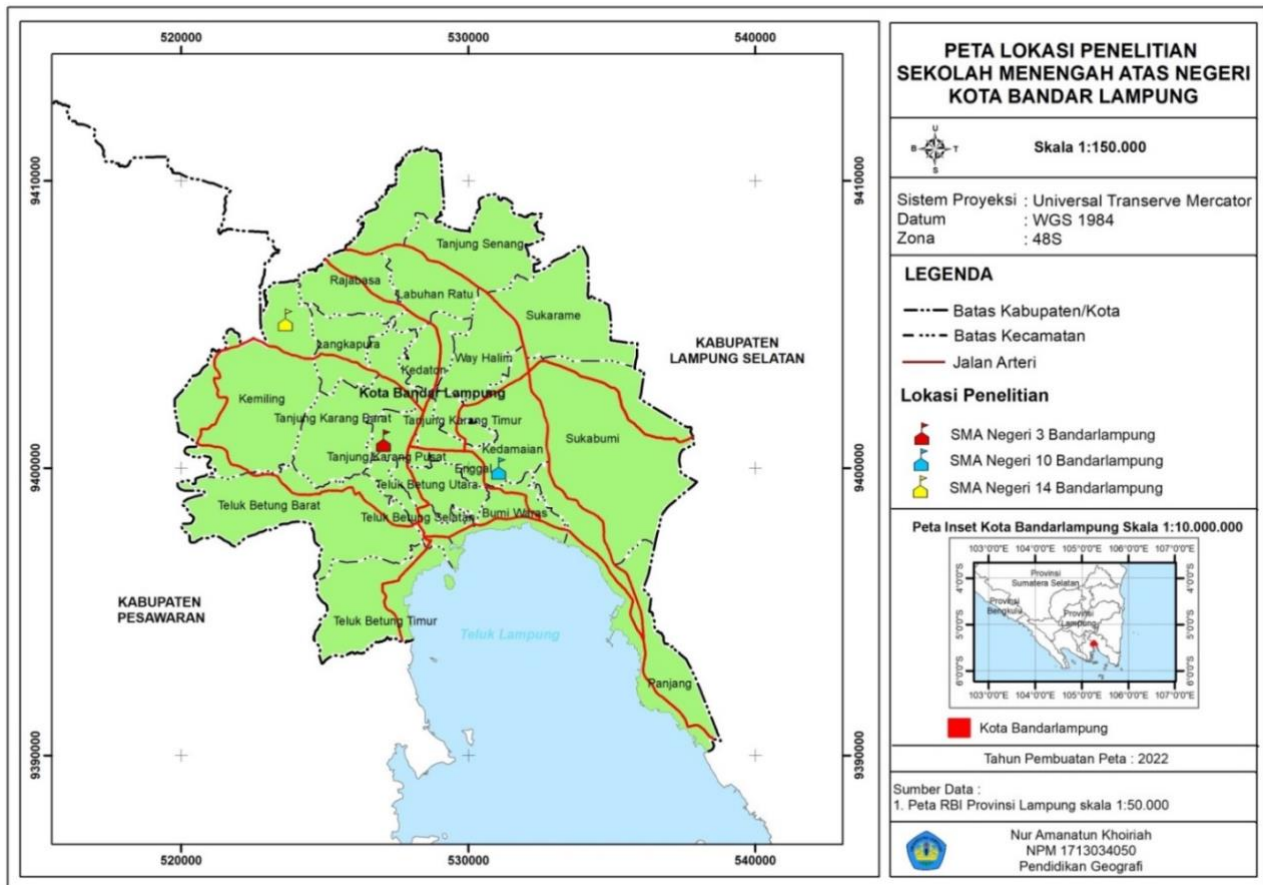


Figure 2. Research Location Map

Table 2. Research Result Data

No.	Indicator	Master's Understanding		Assessment Instrument		Time Allocation		Facilities and infrastructure	
		T	TT	T	TT	T	TT	T	TT
1.	IA		✓	✓		✓		✓	
2.	IB		✓	✓		✓		✓	
3.	IC		✓	✓			✓	✓	
4.	ID		✓		✓		✓	✓	
5.	IE		✓		✓		✓	✓	
6.	IF		✓		✓	✓		✓	
7.	IG		✓		✓	✓		✓	

Source: Processed by researchers from research results

Information :

- T : Constrained
- TT : No Constraint

From the results of the study, it consisted of 5 indicators consisting of 7 informants which were used to determine the constraints of geography teachers in carrying out authentic assessments. These constraints can be detailed in the research focus which will be explained as follows:

1. Geography Teacher's Understanding of Authentic Assessment

Table 3. Data on Research Results of Geography Teachers' Understanding of Authentic Assessment

No.	Research result
1.	All informants have implemented the 2013 Curriculum properly in accordance with applicable government regulations.
2.	All informants already understand about authentic assessment, namely assessment related to affective aspect assessment, cognitive assessment, and psychomotor assessment.
3.	All informants have used authentic assessment in learning geography. Because this assessment has been applied in each school to assess student learning activities.
4.	The assessment has been integrated with the geography learning process. All informants have adjusted the assessment to the learning objectives that have been implemented in the lesson plans.
5.	All informants used various assessment techniques to measure student learning outcomes. Affective assessment is assessed from observational assessment, self-assessment, and peer assessment. Cognitive assessment is assessed from written descriptions and multiple choice tests, oral tests, and assignments. Psychomotor assessment is assessed from performance assessments, project assignments, product assignments, and portfolio assignments
6.	The assignments given are relevant to real life. For example, in the matter of population dynamics in Indonesia, students pay attention to examples of pictures, videos, or phenomena in everyday life related to the material. As for other examples, such as the hydrosphere material, students are given project assignments regarding fresh and salt water, students observe what fresh and salt water are and what the findings are like. As for the portfolio task, namely observing the tides of sea water, linking the high and low tides of sea water to the livelihoods of fishermen.
7.	All informants experienced problems in assessing students on the affective aspect. For informants A, B, and C, the obstacles were mainly in the assessment of observation and self-assessment. The obstacles are such as crowded class situations, lazy students, and many students so that they cannot be assessed in depth. For informants D and E, the problem is mainly in the assessment of observations. However, informants D and E have a solution so that this does not become an obstacle, namely the teacher assesses students through group assignments or projects so that it can be assessed directly which students are active and which students are not. diligent. For informants F and G, the obstacles were in the assessment of observations, self-assessments, and peer assessments. Informants F and G are constrained in making observations, because there are many students so they cannot be observed one by one, because they have to assess other aspects as well, only measured from good, medium, and low students.
8.	5 informants experienced difficulties in assessing cognitive aspects, namely informants A, B, C, F, and G. For 2 informants, namely informants D and E, they did not have obstacles in assessing cognitive aspects. For informants A, B, and C, the obstacles were mainly in the assessment of observation and self-assessment, the obstacles were such as crowded classroom situations, lazy students, and many students so that they could not be assessed in depth. Meanwhile, for informants F and G, the obstacles were in written and oral tests, for example when doing remedial work but skipped, as well as other exams. Then for informants D and E there were no problems because the informants judged based on the process and whether the students reached the KKM, the informants saw the learning process in the classroom and the teacher did not rely too much on the students' abilities through PTS/UTS.
9.	5 informants experienced difficulties in assessing psychomotor aspects, namely informants A, B, C, F, and G. For 2 informants, namely informants D and E, they did not have problems in assessing psychomotor aspects. For informants A, B, and C, the constraints were mainly in portfolio assessment, for example, the constraints were on the students themselves, such as only one group doing group work. Meanwhile, for informants F and G, the constraints are the same as for informants A, B and C, namely regarding portfolio assessment. Then for informants D and E there were no problems because the psychomotor aspect was assessed from student project assignments which could be assessed directly which students were active and creative, and which students were not active and creative.
10	3 informants have problems in evaluating authentic assessments, namely informants A, B, and C. Meanwhile for the other 4 informants there are no problems in evaluating authentic assessments,

namely informants D, E, F, and G. For informants A, B, and C there are problems because it is difficult to evaluate whether the material is too difficult, moderate, or easy, but it is also important to look at the type of material and what the assessment is like. Meanwhile, for informants D and E, there were no problems because the assessments carried out by the informants used instruments that had been made by the informants themselves, so that in evaluating authentic assessments there were no problems. Then for informants F and G there are also no problems because in evaluating the assessment, it has been carried out according to existing procedures, but even then it is also seen the type of assessment and the material.

Source: Processed by researchers from research results

2. Assessment Instrument

Table 4. Data on Research Results of Assessment Instruments

No.	Research result
1.	2 informants still have difficulty in making assessment instruments, namely informants A and B. Meanwhile, 5 other informants have no difficulty in making assessment instruments, namely informants C, D, E, F, and G. Informants A and B have difficulty making assessment instruments because they do not all assessments are easy, especially in attitude assessment, this assessment is difficult because there are many students so it is difficult to observe one by one. Meanwhile, informants C, D, E, F, and G had no difficulty in making assessment instruments, namely because each informant made instruments using existing guidelines and procedures at school.
2.	3 informants still have difficulties in processing authentic assessments, namely informants A, B, and C. Meanwhile, the other 4 informants have no difficulty in processing authentic assessments, namely informants D, E, F, and G. Informants A, B, and C still have difficulty in processing authentic assessments, for example in attitude assessment, because not all students can be observed in depth. Meanwhile, informants D and E did not experience difficulties in processing authentic assessments because the informants taught using existing programs, and the informants assessed students based on the class process, so that the assessment was easy to do. Then for informants F and G, there are no difficulties in processing authentic assessments because the assessment program already exists in schools such as Excel, so it is not too difficult to process authentic assessments, just enter the formula.
3.	All of the informants stated that the instruments for conducting authentic assessments were many and complex. Informants A, B, C, D, and E stated that the assessment instruments were many and complicated because the aspects being assessed were many, for example, the attitude assessment being assessed was not only self-assessment, but there were observational assessments, and peers, each of which was assessed. each has its own assessment instrument. Meanwhile, informants F and G stated that there are many authentic assessments but not all of them are complicated, because there are already separate guidelines according to student conditions related to KKM or assessment standards.
4.	All informants mentioned that there are solutions to make it easier to make authentic assessment instruments. That is, for example in or when learning is made such as questions and answers that are used to facilitate conclusions that students understand or do not understand about the material, and make instrument creativity so that authentic assessments are easy to do.
5.	All informants stated that there were no difficulties in converting authentic assessments. Because each informant has used the existing program at school so they have no difficulty in converting these values.

Source: Processed by researchers from research results

3. Time Allocation

Table 5. Data from Time Allocation Research

No.	Research result
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1. 2 informants, namely informants A and B, stated that the allocation of study time had not yet reached the implementation of the authentic assessment completely. Because sometimes there are difficulties in carrying out authentic assessments. Meanwhile, for 5 other informants, namely informants C, D, E, F, and G, they stated that the allocation of study time had reached the implementation of the authentic assessment completely. Informant C said that it could reach the implementation of an authentic assessment but it was also seen from the level of difficulty of the material. Then for informants D and E, it was stated that the informants assessed students using projects so that the assessment could be directly assessed, both the affective, cognitive, and psychomotor aspects of students. Then for informants F and G, they stated that the time allocation had reached the implementation of an authentic assessment but also looked at the condition and level of difficulty or difficulty in the learning process itself.
2. All of the informants stated that conducting an authentic assessment of the teacher takes a long time. Because authentic assessment requires stages and processes that are assessed through the stages of input, output, and feedback with students which takes a long time, and many indicators are assessed.
3. 4 informants, namely informants A, B, F, and G stated that time allocation was an obstacle in authentic assessment. Informants A and B stated that the assessment was too large and broad so that the time allotted was sometimes insufficient, so that they did this in their spare time or free time. Meanwhile, informants F and G mentioned that time allocation is actually a constraint depending on the level of difficulty or difficulty and the type of assessment, but if the materials and assessments are difficult, time can also be an obstacle. Meanwhile, for 3 informants, namely informants C, D, and E, they stated that time allocation was not an obstacle in authentic assessment. Informant C stated that time allocation was not an obstacle, but it was also seen from the difficulty of the material given, sometimes the material was difficult so it had to be explained repeatedly. Then for informants D and E mentioned that time allocation is not an obstacle because the assessment used uses a strategy so that the assessment is easy to do, but also looks at the type of material.
4. All informants stated that the time given was sufficient to make the assessment instrument. Because each informant has made a schedule and strategy in learning. Informants conduct an assessment by looking at the process of students working on assignments so that the time given is sufficient.
5. All of the informants stated that they had no difficulty in allocating time so that all authentic assessments were carried out completely. Because they already have a strategy in dividing the assessment time, the assessment carried out has covered all aspects through the tasks and learning carried out.

Source: Processed by researchers from research results

4. Facilities and infrastructure

Table 6. Data from Research on Facilities and Infrastructure

No.	Research result
1.	All informants stated that the available facilities and infrastructure were sufficient. Because the facilities and infrastructure have been provided in a complete and adequate manner to support learning activities, especially geography learning which requires learning media such as maps, atlases, globes, pantographs, LCDs, internet networks.
2.	All informants stated that the facilities and infrastructure had been used optimally. Because indeed in each school the facilities and infrastructure are adequate. Informant D said that the facilities and infrastructure were adequate, it's just that sometimes if you want to explain using a projector (LCD) there are a few problems because many LCDs are not normal and fight with other teachers.
3.	All informants mentioned that the facilities and infrastructure made it easier to deliver the material. Because facilities and infrastructure really help student learning, if there are no facilities and infrastructure then teaching and learning will be hampered.
4.	All informants stated that facilities and infrastructure were obstacles in the implementation of authentic assessments. Informants A, B, and C stated that the facilities and infrastructure were very

helpful for learning and assessment activities, if there were no facilities and infrastructure, authentic assessment would be hampered. Informants D and E stated that the facilities and infrastructure really help the student learning activities, so that if there are no facilities and infrastructure, learning will be hampered. Meanwhile, informants F and G mentioned that examples of problems, such as if there was a power outage, would not be able to do a test with a computer, then network disturbances also hindered the learning process, because if there were no facilities and infrastructure such as LCDs and other learning tools, it would complicate the learning process.

5. All informants said that learning had been hampered due to facilities and infrastructure. For example, if there is a power outage, learning will be slightly hampered because the network is not good, the network is not good enough to make teaching and learning activities hampered.

Source: Processed by researchers from research results

DISCUSSION

Geography Teacher's Understanding of Authentic Assessment

In the results of research that has been done affective assessment seen from the assessment of observations, self-assessment, and peer assessment. This attitude assessment is assessed from the presence of students in geography subjects and student activity when participating in lessons and discussion assignments as well as group assignments. The application of the assessment on the affective aspect is said to still have obstacles experienced by teachers of SMA Negeri 3 Bandar Lampung, SMA Negeri 10 Bandar Lampung, and SMA Negeri 14 Bandar Lampung. From the results of interviews conducted by informants, it is stated that until now attitude assessment is still an obstacle in authentic assessment consisting of observational assessment, self-assessment, and peer assessment. These obstacles are such as crowded classroom situations, lazy students, and many students so that they cannot be assessed in depth. Then the affective aspect is also constrained in making observations, because there are many students so we cannot observe them one by one, because we have to assess other aspects as well, only measured from the best, moderate, and low students.

In relation to the unit of study, the cognitive domain holds the main place, one of which is in the teaching objectives of geography subjects in high school. The assessment technique used in the cognitive aspect is the assessment which is measured using daily test scores (UH), oral assignments, written assignments, mid-semester exam scores (UTS), and assignments. The application of the assessment on the cognitive aspect said there were still obstacles experienced by the teachers of SMA Negeri 3 Bandar Lampung and SMA Negeri 14 Bandar Lampung. From the results of interviews and observations made by informants, it is stated that until now cognitive assessment is still an obstacle in authentic assessment. Obstacles experienced by SMA Negeri 3 Bandar Lampung are in the form of assignment assessments such as students who are lazy and do not do assignments, then students who do not focus on learning so that when asked by the teacher they cannot answer. Then the obstacles experienced by SMA Negeri 14 Bandar Lampung in the form of written and oral test assessments such as when doing remedial but skipping, as well as with other exams, students do not have responsibility for the assessment. Another obstacle to this assessment is time allocation. Insufficient time allocation causes this assessment to be constrained as well as assignment assessment.

The next learning assessment is the psychomotor domain which is related to learning outcomes that are achieved through manipulation skills that involve muscles and physical strength. The psychomotor aspect is also referred to as the aspect that assesses student skills. In research that has been done psychomotor assessment is measured or assessed through performance, projects, portfolios, and products. The application of the assessment on the psychomotor aspect is said to still have obstacles experienced by teachers of SMA Negeri 3 Bandar Lampung and SMA Negeri 14 Bandar Lampung. Constraints in the psychomotor domain, especially in psychomotor assessment, for example, are obstacles to the students themselves, for example when doing group assignments such as portfolio assignments that only a few students work on, other students only leave their names, so when asked by the teacher many students do not understand. The lack of student activity and creativity causes this assessment to be an obstacle.

The application of authentic assessment on cognitive and psychomotor assessments can be said to have no problems experienced by teachers at SMA Negeri 10 Bandar Lampung. This is because the teacher assesses

students by looking at the processes in the classroom with the task projects that the teacher gives so that all assessments are carried out simultaneously by looking at the student's learning outcomes. The assessment carried out is not glued to the assessment instrument made by the teacher. Teachers create fun learning and make students interested in learning, so that students' learning motivation is very high which makes this assessment unimpeded.

1. Assessment Instrument

The assessment carried out by the teacher is in the form of an assessment instrument. The results showed that there were some who had difficulty in making assessment instruments and there were some who did not experience problems in making authentic assessment instruments. From the results of the study, there were 5 teachers who did not experience problems in making authentic assessment instruments and there were 2 teachers who had problems. Many do not experience problems in making authentic assessment instruments because the teacher has implemented the procedures for making assessment instruments. Then as for those who experience obstacles, namely because not all of these assessments are assessed easily, especially in the aspect of affective assessment.

From the results of the study, it was stated that there were 5 teachers who stated that the instruments in authentic assessment were many and complicated, but this was also seen from the existing assessment guidelines by looking at the condition of students in schools to achieve KKM or assessment standards. The authentic assessment instruments are many and complicated, but there is a solution to make it easier to make authentic assessment instruments, namely by making instrument creativity. The creativity of the instrument, for example, is in or when learning is made such as questions and answers that are used to facilitate conclusions that students understand or do not understand about the learning material, and such as preparing material and assessing what will be assessed in the learning process before the learning takes place.

2. Time Allocation

In addition to teacher training, time allocation is also important in reaching the implementation of authentic assessments. According to Mulyasa (2013: 206), time allocation is for each basic competency carried out by taking into account the number of effective weeks and the allocation of subjects per week by considering the number of basic competencies, breadth, depth, level of difficulty, and level of importance. In geography learning itself, the time allocation given is 4x45 minutes every week. The allocation of time is expected to reach the implementation of authentic assessments completely and learning is carried out as well as possible.

According to the research results, time allocation is an obstacle in the implementation of authentic assessments. Time allocation can be said to be constrained if it has not reached the implementation of the authentic assessment completely. This obstacle was experienced by SMA Negeri 3 Bandar Lampung and SMA Negeri 14 Bandar Lampung. Because in an authentic assessment the assessment is too large and broad, so the time given is sometimes not enough. The constrained assessment is in the form of affective assessment and cognitive assessment, where the assessment is an instrument that is assessed very much. Especially in the assessment of student attitudes, teachers must assess the assessment of observation, self-assessment, and peer assessment. Where to assess the assessment of teacher observations must see students whether these students can work together, be honest, responsible, and disciplined. Likewise with self-assessment, the teacher sees whether students during the discussion propose ideas or ideas, whether each member of the discussion gets the opportunity to speak and so on. Likewise with peer assessment, the teacher sees whether students are willing to accept their friends' opinions, whether students provide solutions to problems, whether students impose their own opinions on group members, whether students will get angry when given criticism and so on.

3. Facilities and infrastructure

The obstacle to authentic assessment is not only time allocation, but also facilities and infrastructure. Mulyasa (2004:49) explains that the so-called learning facilities are all equipment that is directly used by teachers or students in the teaching and learning process, for example, such as buildings, classrooms, tables, chairs, and learning media. The learning infrastructure according to (Makin & Baharuddin, 2010: 84) is a facility that indirectly supports the teaching process, such as yards, gardens, school gardens, roads to schools and so on.

The facilities and infrastructure in geography learning itself consist of classrooms, laboratories, libraries, and learning media (atlas, maps, globes, pantographs, LCDs, internet networks and others). From the results of research conducted that the existing facilities and infrastructure at SMA Negeri Bandar Lampung City are very adequate and complete. Existing facilities and infrastructure have been used optimally to implement existing learning programs in schools. The facilities and infrastructure used to support learning include LCDs, internet networks (wifi), globes, maps, atlases, and others. Facilities and infrastructure are very helpful for student teaching and learning, if there are no facilities and infrastructure then teaching and learning will be hampered.

Facilities and infrastructure can be said to be constrained if the facilities and learning resources are not adequate. This happened in SMA Negeri 10 Bandar Lampung, SMA Negeri 3 Bandar Lampung, and SMA Negeri 14 Bandar Lampung. The obstacles experienced were regarding facilities such as LCDs, if learning was using video or related to learning that was displayed using LCD then the learning was converted into learning. It is better to modify learning so that when not using these facilities, learning continues and runs in a conducive manner. If the power goes out, activities such as testing with a computer will be hampered, as well as when the network is disrupted. Facilities and infrastructure need to be developed to support the implementation of an authentic assessment.

CONCLUSION

1. Understanding authentic assessment is not an obstacle in the implementation of authentic assessment. Where the teacher is able to translate in the true sense of authentic assessment and apply the principles of authentic assessment.
2. The assessment instrument becomes an obstacle in the implementation of an authentic assessment. The assessment instrument has not yet reached the implementation of a completely authentic assessment of affective assessment.
3. Time allocation is an obstacle in the implementation of authentic assessment. The time allocation has not yet reached the complete authentic assessment of affective assessment and cognitive assessment.
4. The facilities and infrastructure provided by the school are sufficient so that teachers can easily use the facilities and infrastructure to support learning activities. Facilities are an obstacle in the implementation of authentic assessments. Such as LCD facilities that are less than optimal and less stable network.

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