

Anti-Corruption as Value Learning in Senior High School

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Abstract

This study aims to analyze the learning of Pancasila and Civic Education about anti-corruption at senior high schools. The research method used was qualitative research whose informants include: teachers, school principals, and students. Data were collected by observation, interview and documentation study. Checking the validity of the data was carried out through triangulation and data analysis using the stages of data collection, data reduction, data presentation and conclusion drawing. The results showed that the implementation of anti-corruption learning in schools did not describe the implementation of learning about values which was not only a transfer of knowledge but also a transfer of values to students. Learning that is more focused on the cognitive dimension is found starting from the preparation of learning designs, implementing learning to the evaluation system used by the teacher.

Keywords: Learning, Values, Anti-corruption

1. Introduction

The rise of corruption cases in Indonesia and has put Indonesia in 85th position out of 180 countries by a Corruption Perception Index of 40. It shows that the problem of corruption is still a big problem that must be resolved. There are many factors that cause people to commit acts of corruption, including: corruption is rooted in human egoism, coupled by consumptive needs and behavior (Kamil et al., 2018), there are weaknesses in control and the possibility of getting caught is small (Dorminey et al., 2012; North et al., 2013; Putzel & DiJohn, 2012), financial hardship, family pressure, and organizational pressure (Rose-Ackerman & Søreide, 2012), low media freedom and the education levels is relatively low (Svensson, 2005), pursuing particularistic interests (Mungiu-Pippidi, 2011; Persson et al., 2013), and the political and economic environment, professional ethics and laws (Latupapua et al., 2019). Corruption must be prevented and stopped because of the massive impact it causes, such as: the public will lose their rights to public facilities, health, education (Prabowo, 2014); stifles economic growth and affects business operations, jobs and investment; reducing tax revenues and the effectiveness of various financial assistance programs (Andrews et al., 2019; Svensson, 2005; Tanzi & Davoodi, 1998).

Various efforts have been conducted by the government to eradicate corrupt practices, including by establishing a corruption eradication commission (KPK) by large powers. However, corruption crimes still often occur. Efforts to eradicate corruption can be carried out through three main frameworks, namely prevention, education and law enforcement. Preventive action includes activities that include increasing transparency or openness in government management, minimizing opportunities for corruption, increasing income and rewards for good performers and simplifying procedures for public services. Actions are related to the imposition of sanctions or punishments against perpetrators of corruption, whether based on court decisions or not. Meanwhile, education includes efforts to ensure that citizens have an understanding of the consequences of corruption on their lives and the role they can play in preventing the corruption. This education can be done formally, informally or non-formally (Subkhan, 2020). Simultaneously, the three strategies above are needed, however efforts through formal education in schools need to be implemented. Corruption has been entrenched in the life of the Indonesian nation, so the effort to eradicate

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it must be done as cultural transformation that involves various sectors in life. Cultural transformation clearly demands the implementation of education that will build a new culture that is different from the culture that considers corrupt behavior in society as a common thing. The need for a holistic effort in eradicating corruption, both from the perspective of law enforcement officials, policy formulation, state management to school education. Corruption behavior is behavior related to the mental attitude of the nation, therefore, eradicating corruption must include efforts to build mental attitudes. It is where schools as educational institutions play a role as one of the institutions that build the character of Indonesian people. In order to be "literate" about corruption, it is necessary to instill anti-corruption values for students, and the general public, (Dalimunthe, 2019).

The results obtained from implementation in schools cannot be seen directly in the short term but providing anti-corruption education to adolescents before they enter society will equip them by understanding and knowledge and attitudes that need to be taken in living their lives. Character education is important for every aspect of education because it will facilitate humans in overcoming moral and academic problems for a long period of time (Sofwan et al., 2018). With these various reasons, it can be understood that anti-corruption education implemented in schools is one of the strategies to overcome the corruption that has gripped the Indonesian nation for decades. The best action is to cut the chain of corruption in Indonesia by integrating it into the learning process at every level of education (Nuryanto & Fadlillah, 2018). Implementation of education that fosters anti-corruption attitudes and behavior is part of the curriculum for civic education subjects.

To develop student morality in anti-corruption education in schools, several approaches need to be considered, namely habit formation, learning, and modeling (social learning). All of these approaches are relevant enough to be examined and reformulated so that the target transfer of learning, transfer of values, and transfer of principles can interact by social problems and realities among students. Meanwhile, that anti-corruption education through habituation and civic education is effective in developing the character of students (Gandamana, 2014). Previous research found that anti-corruption education carried out in schools using local wisdom-based material was effective and attractive to students in the context of forming anti-corruption character (Swanda, 2018). It means that students are invited to support anti-corruption attitudes by relating them to positive habits that exist in the culture of society. Meanwhile, the findings regarding the implementation of anti-corruption education in schools through the application of honesty canteen and cash withdrawals in junior high schools show the commitment of students to familiarize themselves to the character of honesty and responsibility which is morality for the realization of anti-corruption characters (Harmanto, 2012). This is done by the teachers' support in always reminds students how dangerous dishonest and irresponsible behavior is to rampant corruption in this country. On the other hand, the use of appropriate learning materials in terms of language, pictures and presentation is important for its realization. anti-corruption character in students (Swanda & Nadiroh, 2018). Thus, the synergy between learning materials, direct student involvement in activities to strengthen honest character and understanding and the use of appropriate learning materials is essential for the success of anti-corruption education in schools.

The results of interviews with civic education teachers at a public high school in the Padang revealed that teachers realized the need for students to have a broad understanding and insight into corruption and have direct experience in learning it, but the time allocation available was little. The suitability of Civics material with an unbalanced allocation of time is one of the obstacles faced by Civics teachers (Sumardjoko & Musyiam, 2018). Meanwhile, value orientation and self-regulation are positively related to the time invested in learning (Chin A & Barber, 2010). In addition, the design of a learning program that includes learning tools and learning resources for anti-corruption learning in civic education subjects used by teachers is not suitable for anti-corruption learning which is actually value education, especially regarding to the development of the affective domain of students which is constrained by the limited time allocation available. Besides that, the teacher also stated that so far, implementing anti-corruption learning was limited when discussing the topic of

corruption based on the material in the textbook used. Although sometimes students are also asked to discuss it in class, the expository is the main approach used in learning. Civic education teachers only used conventional learning models, resulting in low student activity (Rachmawati et al., 2017). Besides that, the teacher also has difficulties in selecting and developing suitable learning materials and media to carry out anti-corruption learning, as well as how to properly implement it in the classroom. Meanwhile, the research findings show that the capacity of value education, which is implemented correctly has a positive impact on various educational, emotional, social, moral and academic goals (Lovat, 2017).

The main problem is related to the implementation of learning anti-corruption values for high school students who are not in accordance to the procedures for implementing value education, especially regarding neglect of the development of anti-corruption attitudes and character in students. This relates to the lesson planning prepared by the teacher that is suitable for value learning and includes the readiness of learning devices, preparation of learning scenarios and developing learning evaluation. Related to the implementation of learning, especially regarding to the strategies and methods applied by the teacher and student involvement in learning. In the assessment of learning outcomes, the related problem is the implementation of evaluation by the teacher, both formative and summative. Therefore, this study seeks to analyze and describe the overall implementation of learning designed and implemented by the teacher which will allow the formation of anti-corruption attitudes and behaviors in students.

2. Method

The research method used was a qualitative method and was carried out at public Senior High School Number 1, 2 dan 5 Padang. The determination of the research location was carried out purposively and was based on the school cluster. Senior high school number 1 Padang represents the best school, Number 2 represents a middle school category, and number 5 represents an ordinary school which have quite distance from the city center. In accordance to the curriculum, the material on anti-corruption is given to the Grade X (ten). So, this research was carried out in Grade X at the three public high schools in Padang City. The research informants used were 3 school principals, 3 curriculum vice principals, 6 teachers who taught Civics education, and 18 students from the three schools. The research instruments used include interview guidelines, observation sheets, and documentation. While the data analysis used was an interactive model consisting of three activities that occur simultaneously (Miles et al., 2014), namely: first, data reduction, in this case selecting the relevant data to the problem of anti-corruption as a learning value, second, presentation of data which includes a data description on the planning, process and assessment of anti-corruption learning, and third, drawing conclusions/verification which is an analysis of planning data, processes and anti-corruption assessments.

3. Result and Discussion

Results

This study was carried out in three public Senior High Schools in the Padang city on the implementation of anti-corruption learning is focused on three main aspects of learning, namely regarding to the lesson plan prepared by the teacher, the implementation of learning in class and the assessment of learning outcomes carried out by the teacher both when the learning process or after learning is complete. The following descriptions will be presented in sequence.

Lesson Plan

The preparation of planning is the first step taken by the teacher before implementing learning in class. By the good planning, it will be illustrated how the learning process and the results will be obtained. Therefore, the ability to prepare a good lesson plan is one of the pedagogical competencies that a professional teacher must have. The carried-out study

shows that teachers who teach civic education in Grade X already have a Lesson Plan that is approved by their respective school principals. The existence of this lesson plan for schools is an administrative obligation that must be fulfilled by teachers. The documentation study of teacher lesson plans in three schools shows that each teacher developed the lesson plan independently, therefore there was no uniform content among them. Basically, the lesson plans are arranged in the activities of the teacher working group, but in the end, the content and development are left to each teacher. Although the development of lesson plan content on the same basic competencies shows differences, in general each lesson plan includes the main components that must exist based on minister of education regulation No.41 of 2007 concerning to the Process Standards, namely containing basic competencies, achievement indicators, learning objectives, learning materials and methods, procedures implementation of learning, as well as media and learning evaluation. Thus, it can be concluded that the teacher compiles the lesson plan based on the Ministerial Regulation.

Discussions about the components contained in the lesson plans were carried out in the teachers group collaboratively activities in each school. Because now there are more additions to character education, teachers are also guided by the existing character education lesson plan model. So that, in terms of format, there is no big difference between one lesson plan and another. The lesson plan is made by the teacher for each semester, and it is hoped that it will be corrected or made changes if needed. However, according to the teacher, they only made changes from the previous lesson plan if there was a fundamental change demanded by the school supervisor or principal based on the officer policy. If this does not exist, the lesson plan will not be changed or updated. Based on the lesson plan document used by the teacher, it can be stated in Figure 1.

From Figure 1, it can be seen that administratively the lesson plan has met the requirements as desired by stakeholders, but substantively it has not fulfilled the criteria that can help students achieve the desired basic competencies. This can be seen from the formulation of achievement indicators, where 2 teachers have translated competences standard into indicators that are quite relevant, starting from a description of the concept of corruption, forms of corruption, the impact of corruption, to efforts to eradicate corruption. Meanwhile, the other teachers seem to be arranging indicators incompletely and less systematically so that the indicators in the lesson plans do not describe the achievement of abilities as required by standard. Judging from the thinking skills to be developed, it appears that in general the teacher has required students to develop varied thinking skills, from the ability to describe to the application and analysis stages. However, there are still teachers who ask students to name definitions, which indicates that the ability to think at a low stage is still a reference for teachers. In general, it can be concluded that the planning made by the teacher has provided space for students to develop critical thinking skills and build their own understanding of corruption. However, the higher order thinking skills that are required of students are not supported by suitable learning experiences. This is known from the indicators that do not explicitly state the existence of demands for it. Most of the formulas of indicators only want students to be able to describe forms of corruption, or to analyze efforts to eradicate corruption. There is no indicator formulation that requires students to solve a problem related to the topic of corruption.

Learning Implementation

Learning in the classroom is always started by the teacher taking student absences. Then the apperception stage is carried out by asking questions to students about the material that has been studied last week and the objectives or indicators to be achieved in the following topics. The questions asked by the teacher were not thoroughly explored because the teacher had already answered them completely. All classes were observed to have the same activities at the beginning of the lesson. Of the three schools observed, there were variations between teachers in implementing learning strategies in each class. This may be due to the situation and condition of the school, as well as the existing facilities and infrastructure, in addition to the capabilities of teachers and students from each school. In

general, the implementation of anti-corruption learning in the classroom can be described in Figure 2.

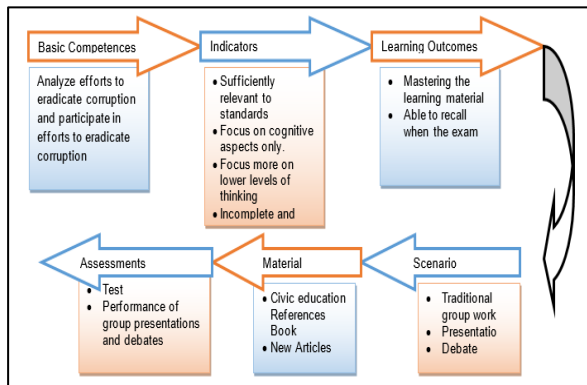


Figure 1. Description of lesson plans in anti-corruption learning

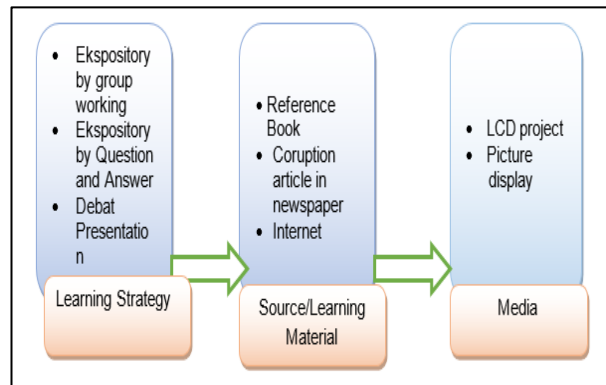


Figure 2. Anti-Corruption Learning Implementation

Learning using the expository method with group work carried out by the teacher by dividing students into several groups. Each student is given a topic that they must discuss, namely regarding the concept of corruption, examples of corruption cases, the impact of corruption and so on. Students are then asked to read various sources including the Civics textbook for Grade X, published by Erlangga and Grafindo, then students make a written report on the topic to be presented alternately in front of the class. The expository element is seen after each group completes its presentation, the teacher will provide an explanation of the questions and answers given by students during the presentation. The various concepts discussed by students are reviewed and explained by the teacher, while students only listen to the teacher's explanation while making notes. Meanwhile in other schools the teacher uses expository at the beginning of the lesson before students are assigned to work in groups. Starting by asking questions about what corruption is, the students answered in various languages. The teacher then explains at length how big is the danger of corruption for the State, while the students listen to the teacher's explanation without enthusiasm. After exploring several concepts of corruption, students were asked to work in their respective groups with the topics that had been divided. At the next meeting the students took turns presenting them while asking for responses from other groups. The teacher just allows the discussion between students to take place. When the presentation widened everywhere without direction, it was left alone by the teacher, so that students sometimes looked confused whether the answers and comments they gave were correct or not.

From several classes observed, students presented their work in turn. However, it was not monitored whether each student contributed to completing the task. When students asked this question, they answered that they were working on it, but when the presentation did not seem to have mastered the material, it had to be submitted to other friends. Thus, it can be concluded that the group work carried out has not involved all group members in completing the task. This is reinforced by the character of the task which does not have a mechanism for division of tasks between group members. The expository method by question and answer is carried out by the teacher by asking questions to students such as, what are the actions that can be said to be corruption? Students answer by reading the material in the textbook. The teacher then explains in front of the class the concepts of corruption in a less systematic way. Throughout the lesson, no students asked or submitted opinions about things that had been explained. Learning is more of a monologue by questions from the teacher that are not responded by students. The visible impression is that the teacher is busy by himself while the students are also busy doing other things.

Meanwhile, the Socratic Method in the pros and cons is used by teachers in the exel (superior) class in discussing the topic of corruption. This strategy shows intensive interaction between teachers and students in the classroom. Here the teacher immediately

asks students to read textbooks on the topic of corruption in the classroom for 10 minutes. Then the teacher distributed small pieces of paper and asked students to write down forms of corruption. Students look a little confused while looking for examples from textbooks. Students then volunteered to read the answers in front of the class and the other students responded. There was an intensive dialogue between pros and cons students toward the answers given. The teacher functions as a moderator as well as a guide. If there is no more response then the answer is posted on the writing board under the group yes, no or doubt. It happens repeatedly until time runs out. At the end of the lesson the answers in the doubtful column are discussed again by the teacher and students until they can enter the yes or no column.

Of the three categories of learning strategies used by the teacher, it can be seen that learning activities are task-centered that are descriptive and ask and answer questions. In other words, the students' exploration of material is limited to existing reading materials or textbooks, so they do not have the opportunity to interpret the information obtained from various perspectives. In addition, during the learning process in all classes and all schools studied, there was no activity related to affective aspects. Neither the teacher nor the students ever touched on the moral aspects of corruption. There was no discussion that led to the moral values underlying an act of corruption. All activities are focused on seeking factual information and standardized concepts as well as laws relating to corruption. Therefore, students' answers and questions do not come out of the existing reading material.

Learning Assessment

Assessment as an integral part of learning is an activity that teachers can do in various forms and methods. Therefore, the learning method used by teacher is assignment with group work, the assessment carried out is a work performance assessment through the presentation of student group work in front of the class. In brief, the implementation of the assessment can be illustrated in Figure 3.

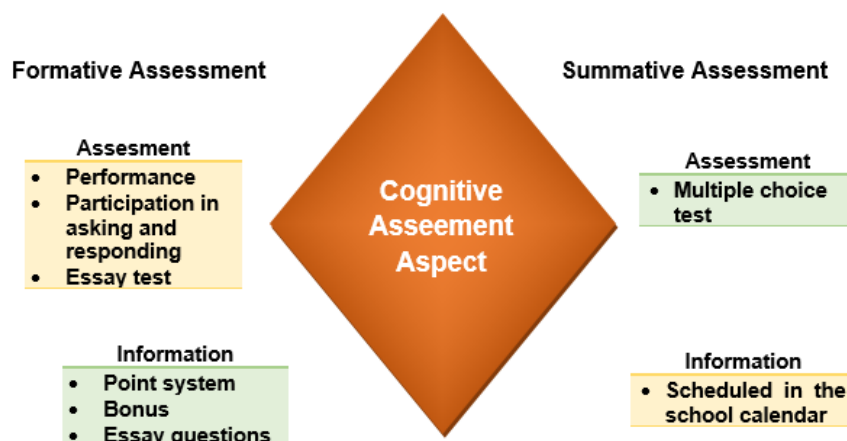


Figure 3. Assessment Implementation of anti-corruption learning

The teacher's assessment of student learning outcomes is formative and summative. During the learning process, especially after students make presentations on the results of their group work, the teacher assesses students' understanding by giving points to each student who participates either as questioners or provides answers and responses. It's just that the indicators of success still participate and do not involve students' understanding of the material being discussed. By using a list of student names, the teacher informs them that they are being assessed because it must show commitment if they want to get the bonus mark. Meanwhile, the teacher does not conduct an assessment of the success of the learning process and the reflection by the teacher only concludes the learning and does not ask for student opinions or assessments of the learning process.

Assessment of learning outcomes after the learning process is carried out by the teacher by giving tests in the description questions. All questions show that the assessment tools used are relevant to the material being discussed, it's just that these questions do not ask students to think critically and want more complex thought elaborations. Most of the questions only re-test the concepts in the textbook, and do not relate to the actual problem. From the existing questions, it can be predicted that students will answer these questions by leaning on the main reference, namely the package. During the learning process, there was no visible feedback given by the teacher regarding student achievements. The teacher only provides complete explanations and answers to the questions given. The format for discussion assessment and affective assessment that has been included in the lesson plan is not filled in by the teacher at all. Therefore, the learning objectives that focus on the cognitive aspects, the assessment carried out only revolves around the cognitive aspects. Meanwhile, the affective dimension which is the core of anti-corruption learning tends to be neglected in its implementation and assessment.

Discussion

Anti-corruption learning carried out in schools is generally still conventional where teachers have not been able to place students as active parties in building their own knowledge as stated by Vygotsky (Chaiklin, 2007). In terms of preparing lesson plans, the nuance that anti-corruption education is education about values and attitudes, are not fully reflected in the indicators. The indicators compiled by the teacher have not paid enough attention to the affective aspects as education on corruption should be. Two teachers describe standards of competences into 9 indicators, all of which contain cognitive while the other teacher formulates indicators ambiguously between attitudes and knowledge about attitudes. There are also teachers who only give one indicator for affective while 7 indicators for cognitive. Thus, the planning made by the teacher has not yet given a proportional portion for each aspect that is the target of learning, especially the affective aspect.

By neglecting affective learning goals, it means that students are still not given the opportunity to develop and practice anti-corruption-oriented attitudes such as discipline, hard work and so on. Moral reasoning about corruption as a bad act is not well developed. With the many learning objectives to increase students' understanding of knowledge about corruption, this indirectly shows that the competences standard goals to foster anti-corruption attitudes have not been achieved. According to the teacher, they understand that the basic competency goals contain moral attitudes, and it should be explored in learning. However, the lack of time and difficulty in implementing value education causes teachers to prioritize cognitive aspects that can be directly monitored and assessed. This indicates that teachers do not understand that the main purpose of the topic of corruption being taught is not to know the ins and outs of corruption only, but to lead to growing awareness of the corruption dangers.

As a learning planner, the teacher still places learning plan as an administrative requirement that must be met. While substantively it still does not meet the criteria desired by the curriculum. The importance of learning plan for the success of the learning process, achieving goals, and improving learning (Dolong, 2016; Uno, 2016). Meanwhile, Waterson argued that planning was carried out to choose the best alternative from a number of alternative actions to achieve goals. Therefore, the teacher's systematic and measured planning will have guidelines in determining what steps and activities should be carried out so that students' cognition, affection and conation about corruption can lead to the formation of anti-corruption attitudes. Previous research found teaching materials on anti-corruption education is very important in learning activities (Swanda & Nadiroh, 2018). Thus, the teacher needs to prepare learning tools including teaching materials as well as possible. In terms of implementing learning, in general the role played by the teacher is still as a provider of information and correcting incorrect answers by students. Meanwhile, the role as a facilitator in learning has not been seen because students do their work at home without guidance and direction from the teacher. This is possible because the assignment given is only descriptive and does not contain problems that need critical thinking from students.

Viewed from the aspect of the learning strategy carried out by the teacher, it can be seen that there are several differences between what is planned in the lesson plan and what is implemented in the classroom. In general, teachers stated in the lesson plans that they used innovative and active learning strategies. However, not everything is visible in classroom learning, there is even a total difference between the strategies listed and those implemented. Other research also found that the material presented by the teacher in the classroom was not in accordance to the plan (Mhlauli & Muchado, 2013). Therefore, so that learning can take place well, of course, as planned. Regarding the learning material, the teacher is very attached to the material already in the textbook. There are no handouts or other material developed by the teacher. Therefore, the actual problem of corruption is not well explored because the teacher proposes the concept of corruption only based on standard definitions and examples contained in books, including when discussing existing forms of corruption. So, basically learning material is not developed contextually by the teacher. Even though talking about the problem of corruption basically concerns existing moral and ethical values, this is not explored by teachers and students either. That way the learning material is very descriptive about the concepts related to corruption.

Understanding learning material as a whole and comprehensively does require a variety of learning resources that can be accessed by students easily. Civics textbooks for high schools are available learning resources, and it will be useful if students are guided to explore them by reading, discussing or answering existing questions using critical thinking skills. However, allowing students to use textbooks without direction and guidance as found in schools will not provide much benefit as a learning resource. The learning materials used by students and teachers in discussing the topic of corruption do not cover the three main components that must be in place, namely citizenship knowledge, citizenship skills and citizenship characteristics. Because the material discussed is still limited to the concepts in the textbook, this only includes citizenship knowledge, such as what is meant by corruption and so on. The results of previous research explained that there was no significant difference between the group of students who were given the civic education textbook and the module of Corruption Eradication Commission (Fajar & Muriman, 2018). Therefore, teachers can use teaching materials modules on anti-corruption as an alternative.

Meanwhile, the skills of citizens which include the ability to seek, discuss, and critically analyze existing corruption issues have not been achieved. Likewise, the component of citizenship character which is related to private character that public or private for the realization of the expected citizen, not yet elaborated. by such learning the objectives of anti-corruption education as expected are difficult to achieve. On the other hand, anti-corruption education carried out in high schools related to student attitudes carried out in Civic education subjects, the results are better when compared to anti-corruption education through modules developed by the CEC (Fajar & Muriman, 2018). It means that if anti-corruption learning is implemented by meeting the criteria for good value education in the Civic education subject, the expected results will also be better. Value education is not only related to thoughts but also feelings and actions (Nielsen, 2005). Therefore, opportunities for students to be involved in thinking critically, feeling deeply, and being involved in real action about anti-corruption values need to be done so that the anti-corruption character is embedded in students.

Realizing the desired character, indeed it cannot be done in the short term, but by providing a learning experience that is oriented towards character building, the teacher has taken one step towards realizing an anti-corruption character in students. Without providing information directly to students about corruption, the teacher is actually can help students understand it by using teaching aids or media, either print media or electronic media. The topic of corruption provides a lot of media that teachers can use and access, and if used properly it can increase students' generally low interest in learning to understand the abstract concepts such as corruption. To meet the learning needs related to the values of corruption in accordance to the curriculum, you can also use folklore texts (Lapatua, et al, 2019). Thus, the folklore text can become a medium in instilling values that are considered noble and good for students, including anti-corruption values. If associated to the research findings who

argue that good learning activities will make students recognize, realize/care, internalize values and make them behavior, then the findings of this study further confirm that the implementation of learning that is not in accordance to the criteria of value learning will be difficult to make values including anti-corruption values internalized in students (Ghufron, 2010; Julaiha, 2014; Sulistyowati, 2012).

By the regard to learning outcomes, Government regulation. No. 19 of 2005 Article 64 states that according to his request, Civics learning outcomes are focused on cognitive and affective aspects. In other words, the expected learning outcomes must reflect the learning process in both aspects. Because the teacher only learns in writing by using tests, the orders are only made on the cognitive aspect. This is not in accordance to the objectives of anti-corruption learning. Because in reality the importance of knowledge about students about corruption, but as a tool to foster anti-corruption attitudes. The teacher does not charge fees associated with his staff; the teacher develops an evaluation tool. The affective domain is a domain that is often ignored by teachers because it is more difficult to compare with cognitive domain data (Pierre, E. & Oughton, 2007). On the other side the civic learning outcomes include: self-understanding and others, citizenship awareness, political involvement, and knowledge of different cultures (Torney - Purta et al., 2015). Therefore, if the learning evaluation is merely a test of the concepts of citizenship, the purpose of citizenship education as character and character education will not be realized.

4. Conclusions and Suggestions

The implementation of Civics learning about anti-corruption carried out in Senior High Schools in the city of Padang has not yet been implemented as an education about values with the aim of shaping the character and character of anti-corruption in students. The lesson planning prepared by the teacher fulfills more administrative functions while substantively it does not describe efforts to achieve curriculum. The implementation of learning is still conventional with the main emphasis on cognitive aspects, starting from the delivery of material to the implementation of evaluation. In addition, teachers tend to interpret student activeness in learning limited to activities where students ask questions and students answer, even though the questions and answers are repetitions of things in the textbook. Therefore, the learning experience that students receive does not help them to build meaningful understanding. Student involvement in learning is still forced in other words, it still uses punishment as a tool in achieving goals and not by attracting students' interest through challenging activities. This also shows that the concept of active student learning is still interpreted as physical involvement such as speaking and taking part in activities, even though basically students are not mentally involved. Meanwhile, learning evaluation is still focused on written assessments in the form of tests. Therefore, the concept of memorizing is still the main concept that students must master. Authentic assessment with multi methods is not yet a part of teacher performance.

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