



**Proceedings of the 1<sup>st</sup> International Seminar on  
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(ISQAE -2012):  
“Developing Qualified and Affordable Education System For All”**

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21 Mei 2012  
MARHENY

A handwritten signature in black ink, appearing to be "MARHENY", written over the printed name.

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**STATE UNIVERSITY  
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UNIVERSITI TEKNOLOGI MALAYSIA

# DEVELOPING QUALIFIED AND AFFORDABLE EDUCATION SYSTEM FOR ALL

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*Edited by  
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Proceedings

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Developing Qualified and Affordable Education System for All

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## **FOREWORD**

On behalf of the organizing committee please allow me to welcome you, guest speakers and participants to this seminar. We also render our gratitude and appreciation for your attendance. This seminar is truly internasional seminar, since it is hosted by three universities, namely: the State University of Jakarta, Universiti Malaya, Malaysia, and Universiti Teknologi Malaysia. The guest speakers also come from several countries such as Indonesia, Malaysia and other countries, and attended by participants from various countries, such as: Indonesia, Malaysia, Thailand, the United Arab Emirate, India, the United States of America, Iran, and the Philippines.

To improve social welfare and alleviate poverty, the government of Indonesia has established a policy in the field of eduactional system to fulfill the increasing demands of science and technology and labor market. The objective of the policy is to increase participation rate 100% for elementary education and 96% for secondary education. Even the target has been achieved 94,6% in 2009, it is far from the whole objective.

Based on the data of Education Development Index (EDI), several countries such as Indonesia, Malaysia, the Philippines, Vietnam, Myanmar and Cambodia are in the category of middle level in the EDI countries, while other countries such as Brunei Darussalam is in the higher level. In other words, quality education is still a problem in those countries.

The effort to expand the access to affordable education in terms of geographical and economic development, improving the quality and relevance of education, strengthening governance and accountability of educational services must be realized to accelerate the achievement of universal primary education by 2015. Such an effort should be implemented to include: (i) education and competence of tachers; (ii) tachers professionalism; (iii) financial education management and human resource management; (iv) politics of education; (v) the paradigm and politics of education; (vi) development of organizational education; (vii) quality assurance of education; (viii) education and gender equality; and (ix) education for all.

Regarding those above issues, the seminar is aimed to produce strategic formulas to solve such a problem, particularly to find a solution how to develop a qualified and affordable education

system. In line with that aim, the theme of this seminar is "Developing a Qualified and Affordable Education System for All".

This international seminar would not be possible without the contributions and support from our sponsors, partners, and supporters, for which we give our heartfelt thanks. We hope our collaboration would contribute a great merit to the development of education in our societies.

**Committee Chairman**



**Ir. Syaiful Anwar, M.Bus., MA**  
The State University of Jakarta

## CONTENS

<b>FOREWORD</b>	hlm
<b>CONTENS</b>	i
Message from State University of Jakarta, Indonesia	iii
Message from University of Malaya, Malaysia	xi
Message from Universiti Teknologi Malaysia, Malaysia	xiii
<b>KEYNOTE SPEAKERS:</b>	xiv
<i>Prof. Dr. Ir. Musliar Kasim, M.S.</i>	
<b>GUEST SPEAKER:</b>	xv
<i>Prof. Dr. Syawal Gultom, M.Pd</i> Head of Educational Resource Development and Education Quality Assurance, Ministry of Education and Culture, Indonesia	xvix
<i>Prof. Dr. Bedjo Sujanto., M.Pd</i> Rector of State University of Jakarta, Indonesia	xvii
<i>Prof. Dr. Djaali</i> Director of Graduate Program	xviii
<i>Prof. Dr. Fasli Jalal, Ph.D</i> Professor of and alas University, Indonesia	xix
Professor Dr Saedah Siraj Dean of Faculty of Education, University of Malaya, Malaysia	xx
<i>Prof. Dr. Noor Azlan Bin Ahmad Zanzali</i> Head of Department Science and Mathematics Education Department, Faculty of Education Universiti Teknologi Malaysia, Malaysia	xxi
<i>Ir. Isran Noor, M. Si.</i> General Chief of Indonesian Local Government Association of Regency All Over Indonesia (APKASI)	xxii
<i>Dr. Ir. Willy M. Yoseph., MM</i> The Regent of Murung Raya, Central Kalimantan, Indonesia	xxiii
The 1 <sup>st</sup> International Seminar On Quality and Affordable Education (ISQAE 2012): Developing Qualified and Afforadable Education System for All	xxiv
Peranan Pendidikan Untuk Meningkatkan Kualitas Sumberdaya Manusia Indonesia <i>Prof. Dr. Djaali</i>	xxvi
Sustainable Quality of Education Toward Human Wisdom <i>Professor Dr Saedah Siraj</i>	xxxiv

Improving The Quality of The Education: The Malaysian Experience <i>Prof Dr. Noor Azlan Ahmad Zanzali</i>	xlvi
Local Government Autonomy and Decentralization of Education <i>Ir. Isran Noor, M. Si.</i>	xlvii
Penyelenggaraan Pendidikan di Murung Raya dalam Rangka Mura Cerdas <i>Dr. Ir. Willy M. Yoseph., M.M.</i>	1
<b>SPEAKERS:</b>	
Multidimensional Reliability Instrument of Level Internal Customer Satisfaction A Student <i>Gaguk Margono</i>	1
Profesionalisme Guru <i>Nurmansyah</i>	10
Open Learning University as Complementary Education in Indonesia <i>Rhini Fatmasari</i>	22
Students' and Teachers' Perspectives on Biotechnology Education: A Review On Publications in Selected Journals <i>Rashidah Begum Gelamdin, Norlidah Alias</i>	28
Guru Sebagai Penyelidik: Analisis Kandungan Konvensye 1 Kajian Tindakan Sekolah Berprestasi Tinggi <i>Norlidah Alias, Rose Amnah Mohd Rauf, Dorothy Dewitt</i>	44
Pemimpin dan Komuniti Pembelajaran Profesional <i>Muhammad Faizal A. Ghani, Saedah Siraj, Zuraidah Abdullah, Norfariza Mohd Radzi, Husaina Banu Kenayathulla, Mohd Helmee Firdaus Salehudin</i>	52
Pengajaran dan Pembelajaran di Sekolah Pedalaman: Satu Kajian Kes <i>Dr. Rose Amnah Abd Rauf, Dr Mohamadsattar Rasul</i>	65
Examining The Areas of ICT Utilization Among School Teachers and Principals in Malaysia <i>Kazi Enamul Hoque, Mosa. Fatema Zohora, Rahmad Sukor Ab. Samad, Saedah Siraj, Ahmad Zabidi Abdul Razak</i>	72
Research and Trends In The Field of Technology-Enhanced Learning From 2006 To 2011: A Content Analysis of Quick Response Code (Qr-Code) and Its Application In Selected Studies <i>Goh Bak Hau, Saedah Siraj, Norlidah Alias, Rose Amnah</i>	84
Strategi Komunikasi Pendidikan Anak Usia Dini: Study Kasus Murid Paud Mutiara Tangerang <i>Sekar Arum M and alia, M.Si.</i>	110
Pattern of Supervisory Styles In The Teaching Practicum: An Explorative Case Study of Student Teachers' Development <i>Mohd Zolkifli Abd Hamid, Fauziah Ismail, Mohd. Safarin Bin Nordin</i>	116
Kemahiran Pembelajaran Abad Ke 21: Teknik Pembelajaran Berpenyertaan <i>Mohd. Nazri, Abdul Rahman, Norlidah Binti Alias, Saedah Binti Siraj</i>	124
Implementasi Scl (Student Centered Learning) pada Pembelajaran Kuliah Jaringan Komputer: Studi Kasus : Politeknik Telkom <i>Yahdi Siradj</i>	136



Pemanfaatan ICT dalam Meningkatkan Kinerja Sekolah, Pembelajaran, Efektif dan Kualitas Sekolah Unggul Masa Depan <i>Dr. M. Hosnan, M.Pd</i>	150
Tutoring Between Future Teachers Stakes and Perspective In A Potential Learning	165
Pelaksanaan Kurikulum Tersembunyi dalam Kalangan Pelajar Sekolah Menengah <i>Abdul Rahim Hamdan Pm. Dr., Mohamad Najib Ghaffar Prof. Dr., Ahmad Johari Sihes Dr, Hj Zainuddin Hassan, Nani Herlin Binti Jamin Pn.</i>	179
Pengembangan Pendidikan Karakter dalam Pendidikan Jasmani dan Olahraga pada Pendidikan Anak Usia Dini <i>Hariadi</i>	184
Performance Management To Build The Quality of Teaching At Sekolah Smart Ekselensia Indonesia <i>Hastanti</i>	206
Mutu Madrasah dan Mentalitas Umat Islam: Analisis Atas Novel Negeri 5 Menara <i>Muhammad Munadi</i>	212
Peningkatan Kompetensi Pedagogik Guru Melalui Pengembangan Digital Publihsing <i>Misbah Fikrianto,</i>	219
Continuous Profesional Development Model Solution to Increase The Teacher Professionalism: Frame of Mind: Implementative Program Design <i>Sutrisno Badri, H. Basuki, Sumargana</i>	228
Using An Authentic Aseessment and Effect to Student Metacognitive in Biology <i>Marheny Lukitasari, Akhmad Sukri, Nasrul Rofiah, Anik Dwi H. Ayani</i>	233
Upaya Peningkatan Profesionalisme Guru Melalui Tes Uji Kemahiran Berbahasa Indonesia <i>Exti Budiastuti</i>	238
Reconstruction Vietnam Education System forward to The International Standard (ISCED 2011) and for All <i>Prof. Dr Tran Khanh Duc</i>	245
Material Development for Early Childhood Education Through The Use of Technology <i>Gita Mutiara Hati</i>	256
Media Komunikasi dalam Pembelajaran: <i>Video Conferencesebagai</i> Media Komunikasi dan Informasi Mahasiswa <i>Reni Nuraeni</i>	264
Professional Teacher is A Dream, Hope Or Reality <i>Prof. Dr. Khairil Ansari, M.Pd., Dr. I WyDirgayasa, M.Hum</i>	270
The Problem Solving for Paragraph Writing for Academic Purposes Based On Cohesion and Coherence: Research At Jacarta State University <i>Widjono Hs.</i>	279



## USING AN AUTHENTIC ASSESSMENT AND EFFECT TO STUDENT METACOGNITIVE IN BIOLOGY

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### Abstract

*Authentic assessment is one alternative that is used to evaluate students' learning outcomes believed to explore students' ability. The Implementation of it has been applied at the senior high school level (SMA) since the KTSP began. However, the teachers still find difficulties to use it in the teaching-learning process. Some factors like times, the appropriate of authentic assessment in supporting the learning activities, and determining the essential components needed to accommodate and to explore the students' capabilities particularly in the biology class on biodiversity topic. This current research aims at knowing the effect of using authentic assessment to the students' metacognitive skills in biology class at SMA. The design of this research was a quasi-experimental with nonequivalent pretest-posttest control group design in factorial 2X1. The Experimental group was treated using authentic assessment however the control group was not treated using authentic assessment. The results showed that there was not significant effect of using authentic assessment for metacognitive skills in biology class at SMA. This result might be caused by the uncommunicative questionnaire, the time is too short for implementing authentic assessment, the teachers and the students were not accustomed to design and to use authentic assessment in the learning process.*

**Keywords:** *authentic assessment, metacognitive skills*

### A. Introduction

The development of education is shifted from teacher center paradigm to the student center, that aims to make the students active in the learning activities. In the whole learning activities through student center, the teachers act as the facilitator. The important thing that may not be forgotten is how to evaluate the learning process and result that was done and accomplished by the students. One alternative to do the evaluation of the student learning result and are believed to be able to explore students' awareness is to use the authentic assessment.

It was expressed by Hart (1994) in Corebima (2011) that an assessment is considered as authentic if it can involve the learning participants to the useful, important, and meaningful tasks. With the right form of authentic assessment, students will be able to do the authentic tasks, i.e. the tasks that demand the students to integrate the knowledge and awareness that has become one with their condition and may also be found in the daily life of the students.

The authentic assessment measuring target is the competence measurement that directly done and given into the real situation. The authentic assessment is the assessment form by giving opportunities to the students to show the tasks related to the daily life (real-world task) through some various meaningful application from their knowledge and skills (authentic assessment tool homepage). In the authentic assessment, the assessment is often based on the students' performance, where the students are asked to demonstrate their knowledge and skills, or awareness in any kind of appropriate situations they faced (Widhiarso, 2004). The other effects by applying authentic assessment according to Hammond and Snyder (2000) are that students will have their self-confidence of their work because they found some new facts to support it, and also have some reciprocal effects in learning so the teacher become more familiar to the learning condition that has been conducted.

The implementation of the learning evaluation by assessing the learning process with authentic assessment instruments has begun to be applied in the senior high school since the enactment of *kurikulum tingkat satuan pendidikan* (KTSP). However, in fact the teachers are often have difficulties in applying the authentic assessment in the learning. The limiting factor proved to cause trouble are the time factor, the authentic assessment form, and the important component of authentic assessment that can accommodate and explore the students' awareness. It is important to the teacher to pay attention, that despite the cognitive factor is the most noted, but it is more principal to make the students have the high thinking awareness and also to teach how to make that high thinking awareness. This awareness is metacognitive awareness, i.e. the awareness to recognize and realize the possessed learning process and progress. Thus, students will aware their thinking process and it will indirectly make them become independent learner.

The learning process will essentially generate 3 teaching thinking: teaching of thinking, teaching for thinking, and teaching about thinking. In teaching of thinking, the learning process is directed to the specific mental skills formation, such as critical skills, creative thinking, and metacognitive skills. In teaching for thinking, the learning process is directed to the efforts to create a learning environment empowering cognitive development, such as creating an atmosphere of democratic openness, creating a climate of fun learning so the students can optimally developed. For teaching about thinking, the learning process is directed to the efforts to help students to become more aware about their thinking process. The stage to help the students develop their metacognitive awareness is not something that easily done by teachers. Until now, in applying the learning of biology, teachers still insist on increasing the cognitive awareness by using Bloom taxonomy orientations from the C1-C6 awareness and still not teach about the thinking itself yet. This condition makes many students rely on the subject given by the teacher and they become less understand the advantages and disadvantages in their learning.

Along with the cognitive psychologic development, then also developed the way teacher evaluate the learning result achievement, especially for the cognitive domain. Currently, in evaluating, the teachers tend to emphasize only the cognitive purposes without observing the cognitive process dimension, especially the metacognitive awareness. As a result, the efforts to introduce the metacognition in solving biological problems to the students have not been much explored. The metacognitive awareness is the interaction between metacognitive knowledge and metacognitive skills. The metacognitive knowledge can be seen when the students aware with their own cognitive awareness and do the monitoring of the cognitives they have in the learning process (Anderson *et al.*, 2001). The metacognitive skills will help the students to become self-regulated learners who are responsible for their learning progress and adapt their learning strategy to achieve the purpose (Corebima, 2006). For example the students know that they have memory for the subject matter of biology. To assess their achievement, students make some notes about their achievements, and based on that achievement notes or monitoring they can do a self-reflection on their flaws and merits. With the controlling and monitoring that cognitive process, it will be easy to evaluate their cognitive achievements. Thus, the use of authentic assessment in learning biology will make the students aware the learning process so they can improve their learning result. Therefore, it is important to know how authentic assessment can affect the metacognitive awareness of the students.

The purpose of the research is to determine the influence of the use of Authentic Assessment to the Metacognitive Awareness in the Subject Matter of Biology of Senior High School Students.

## **B. Methods**

The research is conducted with quasi experiment to know the influence of the use of authentic assessment to the metacognitive awareness of senior high school students in the subject matter of biology. The authentic awareness treatment is given as the independent variable to determine the dependent variable, i.e. the metacognitive awareness. The research design used is the nonequivalent Pratest-Post Test Control Group Design with factorial 2x1. The research is conducted at SMAN 1 Madiun, with the population of 8 classes and samples of two classes, i.e. XF and XH taken randomly. The metacognitive awareness data is captured by Metacognitive Awareness Inventory (MAI) instrument with three options of answers; the answer *yes* got 3 points, the answer *undecided* got 2 points, and the answer *no* got 1 point. The data analysis used is Anacova with 5% significance level.

If the analysis result shows the value of F count significant then it will continued to a different test of Least Significance Difference (LSD). The whole analysis is helped with SPSS 16 for windows program, that begin with the covariant test, the homogeneity test, and the data normality.

### C. Discussion

Anakova test results show that there is no influence of the authentic assessment implication to the students' metacognitive awareness (score  $p > 0,05$  i.e. 0,315). It indicates that the class using authentic assessment and the class that are not using authentic assessment give the same influence towards the students' metacognitive awareness. The research results was reinforced with the average score of the students' metacognitive awareness that are not a far cry between the class treated with authentic assessment and the class that are not treated. The average score without assessment is 85,59, whereas the authentic assessment is 88,08). Some factors that estimated to affect the research result are the research instrument, the model of authentic assessment using, the teachers, the students' internal factors, and the authentic assessment implication that is too short.

The instruments to measure the metacognitive awareness is using the Metacognitive Awareness Inventory (MAI) scoring guidelines, which each choice that answered *yes* got 3 points, *undecided* got 2 points, and *no* got 1 point. Next, the obtained points from each category are being added based on the number of questions items i.e. 52 items. From the insignificant results it seems that MAI instrument is less appropriate with the culture of the senior high school students in Madiun. It is seen from the way the students answer and fill the instrument which tend to not mean it. Without reading the meaning of the sentences asked in the questionnaire carefully, the students straightly make some marks in the 'yes' column that impressed so hurried. Beside seen from the way the students answer, it can also seen from the suitability the students do with the given answer. In addition, some of the things that causes MAI less appropriate for students particularly in Madiun are the instrument characters that are not much enough, the instrument language that are not communicative enough, and the instrument answers that give students no opportunities to give some explanations. These results are confirmed by the research of Murni (2008) that explained that MAI questionnaire is not suitable for the condition of students in Indonesia generally.

The model of using authentic assessment type in experiment class is estimated to cause the authentic assessment has no effect on the metacognitive consciousness. This is because the authentic assessment used as practical activity report about biodiversity does not emphasize the students to review and reevaluate the results of their works. The application of such authentic assessment makes the students do not realize what is needed to complete the lack of material that has not been mastered yet. Whereas, the reviewing and reevaluating process is urgently needed in increasing the metacognitive awareness according to Hanten *et al.* (2004), that the consciousness to observe, evaluate, and use the control awareness are the mental processes belong to a person as a unique character of human as the metacognitive consciousness.

Although the use of authentic assessment emphasize on the students' active learning activities, in the preparing, the writing, and the reporting it still need the teacher guidance. The under optimum of the students' activity monitoring process makes the use of authentic assessment still only on the obligation stage for the students. This is appropriate with Sideridis *et al.* (2006) has expressed that the metacognition can be done with the strategy that applied to students by knowing the way of certain moments such as: a) training, by repeating the readings or looking back on the specific parts of the reading texts, b) planning, c) monitoring, and d) controlling themselves. The supports from teachers and the planned monitoring will optimize the use of authentic assessment and also as feedback for the learning process which is already done.

The other factors that cause the authentic assessment has no effects to the students' metacognitive consciousness are the psychological factors in the students themselves. Researcher expect that students are tend to less concentrate while filling the MAI, that most students fill the answers with no based on their metacognitive consciousness yet. The students assume that filling MAI is only as an obligation that should be done and not as a form of evaluation of the metacognitive awareness that will be able to help the development of their learning. This results that the answer given is not appropriate to the conditions and circumstances of the students themselves truly are. In fact, if the students get an understanding about their metacognitive consciousness and understanding it will really help them to develop their cognitive potentials. These conditions are also appropriate with



the opinion of Murni (2008), that letting the students learn with metacognitive strategies can encourage them to be independent, it can foster the honest attitudes, and they can be bold to admit mistakes that ultimately will lead the students into the obvious increasing of the learning results.

The next factor that cause the authentic assessment has no effects to the metacognitive consciousness are the time of authentic assessment implications that is too short, i.e. a KD of biodiversity with the face to face allocation of 3 times. The teachers' initial planning has already delivered the kind of authentic assessment as the temporary practical reports, and the learning summary as the plain learning journals for students. In doing so, the compiling of journals is delivered by less than 50% of students, and even the others are not even compile it. It is impressed that the students do not consider the learning journals as some significant parts to support the learning process. In addition, a learning journal does not the instrument that they usually use in their learning activities. Observing these conditions, the adjustments and habits for teachers and students to use the authentic assessment does seems requiring times and conditioning continuously. The teacher will accustomed to get feedback of learning process and the students will have the metacognitive awareness that help to raise their learning results.

#### D. Conclusions

The results showed that there is no effects between the use of Authentic Assessment to the Metacognitive Awareness in the Subject Matter of Biology of Senior High School Students. Some of the things causing it are the less communicative questionnaire, the students' psychological conditions, the time of authentic assessment implication that is too short, and the teachers and students who are not used to organize and use the authentic assessment in learning. Therefore, the use of the authentic assessment as a tool of developing the students' metacognitive awareness requires planning, monitoring, and conditioning continuously. Basically, the use of the authentic assessment needs to be always used as an instrument to help students evaluate themselves, to support assessment, and to feedback the learning process for teachers.

#### Suggestions

Any further researches about the form of the Metacognitive Awareness Inventory (MAI) appropriate with the learning, character, and psychologic conditions of the students in Indonesia are still needed. Researches concerning the use, the shape, and the selection of the right type of authentic assessment to support the learning also still needs to be done.

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# The 1<sup>st</sup> International Seminar on Quality and Affordable Education

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## CERTIFICATE

This is to certify that

**Marheny Lukitasari, S.P., S.Pd., M.Pd**

has attended as

**Presenter**

**Chairmen**

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