THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Thesis Submitted to Fulfill one of the Requirements for Obtaining
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at the Postgraduate of IAIN Parepare

A THESIS

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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\a	s\	es (dengan titik di atas)
ج	Jim	J	Je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	z\al	z\	zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	’	Apostrof
ى	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (’)**2. Vokal**

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

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Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
ا َ	*fath}ah*	a	a
ا ِ	*kasrah*	i	i
ا ُ	*d}ammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ى َ	*fath}ah dan ya>'*	ai	a dan i
و َ	*fath}ah* dan *wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْ لَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
ى َ...| ا َ...	*fath}ah* dan *alif* atau	a>	a dan garis di atas
ِ ـى	*kasrah* dan *ya>'*	i>	i dan garis di atas
ُ ـو	*d}ammah* dan *wau*	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيْلَ : *qi>la*

يَمُوْتُ : *yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah*

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yang hidup atau mendapat harakat *fath}ah, kasrah,* dan *d}ammah,* transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الأَطْفَالِ : *raud}ah al-at}fa>l*
اَلْمَدِيْنَةُ اَلْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*
اَلْحِكْمَةُ : *al-h}ikmah*

5. *Syaddah* (*Tasydi>d*)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ـّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*
نَجَّيْنَا : *najjaina>*
اَلْحَقُّ : *al-h}aqq*
نُعِّمَ : *nu"ima*
عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِـيّ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَلِيٌّ : 'Ali> (bukan *'Aliyy* atau *'Aly*)
عَرَبِيٌّ : 'Arabi> (bukan *'Arabiyy* atau '*Araby*)

1. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)
اَلزَّلْزَلَةُ : *al-zalzalah* (*az-zalzalah*)
اَلْفَلْسَفَةُ : *al-falsafah*

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اَلْبِلاَدُ : *al-bila>du*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (’) hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُوْنَ : *ta’muru>na*
اَلنَّوْعُ : *al-nau‘*
شَيْءٌ : *syai’un*
أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur’an (dari *al-Qur’a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur’a>n
Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِيْنُ اللهِ *di>nulla>h* بِاللهِ *billa>h*

Adapun *ta>’ marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْمَةِ اللهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat,

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bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)
Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

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Beberapa singkatan yang dibakukan adalah:

swt.	=	*subh}a>nahu> wa ta'a>la>*
saw.	=	*s}allalla>hu 'alaihi wa sallam*
a.s.	=	*'alaihi al-sala>m*
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwaya

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ABSTRACT

Name : Jelli Anggriana
NIM : 2220203879102019
Title : The Impact of Authentic Assessment on the Teaching and Learning Process at Sebatik High School, North Kalimantan

Authentic assessment is an evaluation method that assesses students' abilities through tasks or projects that reflect real-world situations and relevant skills. This study aims to explore the impact of authentic assessment on the teaching and learning process at high schools in Sebatik, North Kalimantan.

The research employs a qualitative descriptive design to investigate phenomena related to the effects of authentic assessment on teaching and learning. Data collection techniques include in-depth interviews and observations. The study was conducted in two schools in Sebatik: MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik, involving four English teachers. A purposive sampling method was used to select participants who could provide rich insights into the research topic. Instruments included interview guidelines and observation checklists. Data were analyzed using the interactive analysis model by Miles and Huberman, consisting of data collection, reduction, display, and conclusion.

The findings reveal that authentic assessment significantly enhances teaching effectiveness by integrating diverse and contextual tasks aligned with real-world applications. It also positively impacts the learning process by fostering greater student engagement, collaborative problem-solving, and critical thinking skills. This study underscores the importance of supporting teachers in implementing authentic assessments effectively and encourages future research to explore its application across different contexts and disciplines to broaden its impact on education.

Keywords: Authentic Assessment, Teaching and Learning Process

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ABSTRAK

Nama : Jelli Anggriana
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Judul Tesis : Dampak Penilaian Autentik terhadap Proses Pembelajaran di SMA Sebatik, Kalimantan Utara

Penilaian autentik adalah metode penilaian yang menilai kemampuan siswa melalui tugas atau proyek yang mencerminkan situasi dunia nyata dan keterampilan yang relevan. Penelitian ini bertujuan untuk mengeksplorasi dampak penilaian autentik terhadap proses belajar mengajar, di Sekolah Menengah Atas Sebatik, Kalimantan Utara.

Penelitian ini menggunakan desain deskriptif kualitatif untuk mengeksplorasi fenomena yang terkait dengan dampak authentic assessment pada proses pengajaran dan pembelajaran. Teknik pengumpulan data meliputi wawancara mendalam serta observasi. Penelitian dilakukan pada 2 sekolah yang ada di Sebatik yaitu MA As'adiyah Sungai Nyamuk dan SMAN 1 Sebatik dengan melibatkan 4 guru bahasa Inggris. Metode purposive sampling digunakan untuk memilih partisipan yang dapat memberikan informasi yang kaya tentang topik penelitian. Instrumen yang digunakan termasuk pedoman wawancara dan daftar periksa observasi. Data dianalisis dengan menggunakan model analisis interaktif Miles dan Huberman, yang meliputi pengumpulan data, reduksi, penyajian, dan kesimpulan.

Hasil penelitian menunjukkan bahwa penilaian autentik secara signifikan meningkatkan efektivitas pengajaran dengan memasukkan tugas-tugas yang beragam dan kontekstual yang selaras dengan aplikasi dunia nyata. Penilaian ini juga berdampak positif pada proses pembelajaran dengan mendorong keterlibatan siswa yang lebih besar, pemecahan masalah secara kolaboratif, dan keterampilan berpikir kritis. Studi ini menyoroti pentingnya mendukung guru untuk menerapkan penilaian autentik secara efektif dan mendorong penelitian di masa depan untuk mengeksplorasi penerapannya dalam konteks dan bidang studi yang berbeda untuk memperluas dampaknya terhadap pendidikan.

Kata kunci: Penilaian Autentik, Proses Belajar Mengajar

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تجريد البحث

الإسم : جيلي أنغريان

رقم التسجيل : ٢٢٢٠٢٠٣٨٧٩١٠٢٠١٩

موضوع الرسالة : أثر التقييم الأصيل على عملية التعليم والتعلم في مدرسة سيباتيك الثانوية، شمال كاليمانتان

التقييم الأصيل يُعَدُّ أسلوبًا لتقييم قدرات الطلاب من خلال مهام أو مشاريع تعكس مواقف العالم الحقيقي والمهارات ذات الصلة. تهدف هذه الدراسة إلى استكشاف تأثير التقييم الأصيل على عملية التعليم والتعلم في المدرسة الثانوية سيباتيك، شمال كاليمانتان.

اعتمد البحث على تصميم وصفي نوعي لاستكشاف الظواهر المتعلقة بتأثير التقييم الأصيل على عملية التعليم والتعلم. شملت تقنيات جمع البيانات المقابلات المعمقة والملاحظة. أُجري البحث في مدرستين في منطقة سيباتيك، وهما المدرسة الثانوية الإسلامية أسعدية في سوغاي نياموك، والمدرسة الثانوية الحكومية ١ في سيباتيك، بمشاركة أربعة معلمي لغة إنجليزية. استخدمت الدراسة أسلوب العينة الهادفة لاختيار المشاركين الذين يمكنهم تقديم معلومات غنية حول موضوع البحث. تضمنت أدوات البحث أدلة للمقابلات وقوائم مراجعة للملاحظات. تم تحليل البيانات باستخدام نموذج التحليل التفاعلي لمايلز وهوبيرمان، الذي يشمل جمع البيانات، تصفيتها، عرضها، واستخلاص النتائج.

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الكلمات الرائسية: التقييم الأصيل، عملية التعليم والتعلم

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CHAPTER I

INTRODUCTION

A. *Background of The Research*

Assessment is a fundamental element of the educational process, providing a means of evaluating students' knowledge, abilities, and proficiency.[1] It provides essential feedback for both students and teachers, guiding the instructional process and ensuring educational objectives are met. As explained by Ratnawulan and Rusdiana, assessment process is a systematic action that measures and evaluates students' ability to learn from aspects of knowledge, skills, and attitudes. This enables the determination of the results of learning achievements.[2] Besides, Permendikbud No. 104 of 2014 explained that the assessment of learning outcomes is defined as a process of gathering information regarding specific aspects of the learning experience. These aspects include the achievement of students in the competency of spiritual and social attitudes, the acquisition of knowledge and skills, and other outcomes of the learning process that occur in a structured and systematic manner.[3]

Traditionally, assessments have been standardized and limited in capturing the full breadth of student abilities, particularly in areas requiring higher-order thinking and practical application.[4] They often focus on memorization and theoretical

[1] Chand, P.S., Understanding the Fundamental Differences between Formative and Summative Assessment. *Global Scientific and Academic Research Journal of Education and Literature*, 2024.

[2] E Ratnawulan dan H. A. Rusdiana, *Evaluasi Pembelajaran* (Bandung: CV. Pustaka Setia. 2015), p. 24

[3] Permendikbud. Penilaian Hasil Belajar oleh Pendidik Pada Pendidikan Dasar dan Pendidikan Menengah *(Jakarta:2014)*, p.2

[4] Kusmawan, U. Shaping the Future Assessment: The Evolution of Assessment and its Impact on Student Learning and Success. *Teaching and Learning Symposium*, 2023. DOI:

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understanding, which can leave gaps in evaluating students' practical skills and real-world problem-solving abilities. This limitation requires the investigation of more comprehensive assessment methods that more accurately reflect the diverse capabilities of students. Effective assessment strategies are crucial for nurturing an environment that promotes continuous learning and improvement.

In recent years, there has been a growing interest in authentic assessment, an approach that aims to evaluate students' real-world skills and knowledge through tasks that mirror real-life challenges. Authentic assessment represents a shift away from rote memorization and standardized testing, with an emphasis on meaningful learning activities for students.[5] This type of assessment is believed to enhance critical thinking, problem-solving, and the capacity to apply knowledge in practical contexts, making it a highly valuable tool in modern educational settings. The application of authentic assessment at the high school level has been widely applied, but the number of studies at the Islamic senior high school (MA) level is still limited.

Islamic senior high schools in Indonesia, represent a distinctive educational context in which religious and general education are integrated.[6] Madrasah Aliyah, a type of Islamic secondary school, exhibits distinctive characteristics and presents its own challenges within the Indonesian education system. It provides students with a dual curriculum, comprising both the national curriculum and a separate curriculum

http://dx.doi.org/10.13140/RG.2.2.14448.02562

[5] Nilimaa, J., New Examination Approach for Real-World Creativity and Problem-Solving Skills in Mathematics. *Trends in Higher Education, 2(3), 477-495*. 2023. https://doi.org/10.3390/higheredu2030028

[6]Huda, M. Q., Sulaeman, M., & Marpuah, S., Inclusivity in Islamic Conservatism: The Moderate Salafi Movement in Kediri, Indonesia. Religious: *Jurnal Studi Agama-Agama dan Lintas Budaya, 7(1), 77-92*. 2023.

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from the Ministry of Religious Affairs. These institutions are of significant importance in the development of students, particularly in areas with large Muslim populations. The curriculum at Madrasah Aliyah is designed to achieve a balance between religious instruction and general academic subjects, in order to create a holistic educational environment.

A comparison of the curriculum, pedagogy, and student outcomes of Madrasah Aliyah with those of regular senior high schools (SMA) reveals significant differences. While SMA places a strong emphasis on academic subjects, Madrasah Aliyah integrates religious studies, which can influence the teaching and learning process. Teaching and learning are the core of any educational system. Effective teaching engages students in meaningful learning experiences, fostering critical thinking, problem-solving, and other essential skills. Learning, on the other hand, is a dynamic and continuous process in which students acquire and internalize knowledge, skills, and attitudes. It is influenced by a various factor including teaching methods, learning environments, and the assessment techniques employed.[7]

According to previous research conducted by Zaqiah et.al., Madrasah Aliyah continues to perform below the level of the SMA/SMK, indicating a lack of proficiency in general science among Madrasah Aliyah students when compared to other public institutions.[8] This difference underscores the importance of examining

[7] Munna, A. S., & Kalam, M. A., Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4. 2021.

[8] Zaqiah, Q. Y., Suhendar, D., & Maryani, N., Evaluation of Teacher Performance to Quality Learning in Madrasah Aliyah (A Comparative Study between Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java). *In International Conference on Islamic Education (ICIE 2018) (pp. 178-183)*, 2018. Atlantis Press.

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assessment practices within Madrasah Aliyah, which have a dual focus on religious and general education, possibly necessitating distinct evaluation methodologies. Emphasizing the significance of assessments in Madrasah Aliyah is crucial. Given the specific educational objectives of these institutions, it is essential to develop and implement evaluation systems that accurately reflect students' learning in both religious and academic domains. Authentic assessment, with its emphasis on real-world application and critical thinking, offers a promising approach to achieving this goal.

The discussion with teachers at MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik has indicated a commitment to utilizing authentic assessment methods over the past years. Despite the implementation of authentic assessment, there is still a need to critically evaluate its effectiveness and impact on both teaching and learning processes. Understanding the true extent of authentic assessment's impact is essential to ensure that it meets the intended educational goals and continues to support students' academic and personal development. The challenges observed, such as different learning styles among students, not enough feedback from students, and the need for more chances for students to learn and improve, highlight the importance of assessing the practical application of authentic assessment. While authentic assessment is theoretically sound and widely advocated, its effectiveness in diverse educational contexts, such as Madrasah Aliyah, requires further investigation.

Several relevant studies have provided valuable insights related to authentic assessment, as highlighted by Zahra et al. Authentic assessment can play a significant positive role in enhancing the engagement of students in higher education by

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providing a more meaningful learning experience, improving satisfaction, and positively influencing their efforts to achieve educational goals.[9] According to Thuong, the use of authentic assessment is an impactful strategy for improving students' engagement in the writing process and fulfilling writing tasks.[10] Additionally, another study demonstrated that Authentic assessment has the potential to enhance several key outcomes for students. These include increased engagement, enhanced understanding, and the encouragement of creativity. It may also contribute to a reduction in plagiarism.[11] Laura also emphasized that authentic assessment represents a positive approach to guiding students in the reflection of theoretical and practical knowledge, helping them acquire skills essential for their future professions.[12] These findings collectively underscore the multifaceted benefits of authentic assessment, providing a holistic approach to student learning and development.

In light of these insights, investigating the impact of authentic assessment on the teaching and learning process at Madrasah Aliyah As'adiyah Sebatik and State Senior High School 1 Sebatik, North Kalimantan, offers valuable perspectives on adapting these methods to meet the diverse needs of both Islamic and general education contexts, which have been less explored in previous research. The researcher focuses on two main aspects of using authentic assessment. The first

[9] Zahra, Et.al, Advantages of Authentic Assessment for Improving the Learning Experience and Employability Skills of Higher Education Students: A Systematic Literature Review, (*Studies in Educational Evaluation*, 2021) p.8

[10] Thuong, Authentic Assessment: A Real-Life Approach to Writing Skill Development (*International Journal of Applied Research in Social Sciences*, 2020) p.28

[11] Ryan, A Case Study of a Technology Enhanced Learning Initiative that Supports Authentic Assessment (*Teaching in Higher Education*, 2019) p.1

[12] Laura, Authentic Assessment as a Support for Student Teachers' Reflection (*European Journal of Teacher Education*, 2023) p.1

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aspect explores the effect of authentic assessment on the teaching process and the second aspect explores the effect of authentic assessment on the learning process. This research aims to uncover the key roles of these two aspects in the context of authentic assessment usage at Sebatik High School. Therefore, this study is entitled "The Impact of Authentic Assessment on the Teaching and Learning Process at Sebatik High School, North Kalimantan."

B. *Research Questions*

In light of the issues outlined in the background of the study, the researcher formulated two research questions as follows:

1. What is the effect of authentic assessment on the teaching process at Sebatik High School, North Kalimantan?
2. What is the effect of authentic assessment on the learning process at Sebatik High School, North Kalimantan?

C. *Research Objectives*

Based on the research questions, the writer considers the main purpose of this research that consists of two objectives as follows:

1. To investigate the effect of authentic assessment on the teaching process at Sebatik High School, North Kalimantan.
2. To investigate the effect of authentic assessment on the learning process at Sebatik High School, North Kalimantan.

D. *Significances of Research*

The results of the study are expected to be beneficial to all parties, with particular relevance to those engaged in the field of education, as follows:

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1. Theoretical Benefits

The findings of this study are expected to serve as a theoretical foundation for the integration of authentic assessment in teaching and learning. By exploring the strategies, impact, and achievement in using authentic assessment, it will contribute to the knowledge of educational assessment practices, especially in the context of teaching and learning various subjects.

2. Practical Benefits

a. For Teacher

This research provides valuable insights into how teachers can effectively incorporate authentic assessment into their teaching practices. By understanding the nuances of authentic assessment, teachers can better adjust their instructional approaches to improve student learning and engagement.

b. For Student

This research aims to enhance students' learning experiences by making the learning process more relevant and engaging in using authentic assessment.

c. For Government

The results of this study may educate educational institutions and policy makers about the benefits of integrating authentic assessment into the curriculum. This insight may lead to the development of more effective and holistic educational practices.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

Previous study in this research discusses components that are relate and relevant to the topic of discussion about Authentic assessment. The first study was conducted by Amanda in 2022 under the title "A Review of the Impact of Authentic Assessment on the Student Learning Experience and Engagement in an Online Regulatory Environment Module". This study employed qualitative research to examine the Sports Management Regulatory Environment module. Participants were selected through purposive sampling, with 66 students being chosen for the study. The finding indicated that authentic assessment's implementation in theoretical courses that require regulation has a wide range of positive impacts for both the student and the teacher. It enables understanding, knowledge retention, encourages student engagement, and helps with the challenges faced in the online learning environment. It creates a supportive and enjoyable learning experience for students.[13]

Furthermore, the second study conducted by Chikezie I.J., et al. in 2023 under the title "Transition from Conventional Assessment to Authentic Assessment Methods in Tertiary Education 21st Century Classroom in South-East Geo-Political Zone". The objective of this research is to explore students' preferences for conventional and authentic assessment methods and examine the benefits and challenges associated with transitioning to authentic assessment methods, which

[13] Amanda, A Review of the Impact of Authentic Assessment on the Student Learning Experience and Engagement in an Online Regulatory Environment Module, (*Irish Journal of Academic Practice: Vol. 10*, 2022), p.1

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emphasize real-world problem-solving and the application of knowledge and skills. The type of this study was quantitative study. The sample size for the study on the transition to authentic assessment methods in tertiary education was 1838 students. The selection process involved using both simple random sampling and accidental sampling techniques. Five tertiary institutions in the South-East geo-political zones of Nigeria were randomly chosen, and students from various programs within these institutions were chosen to take part in the study using accidental sampling. The findings indicated that students prefer both assessment methods and authentic assessment foster development of the 21st century skills. Further, no statistically significant difference was found on students' perception on challenges of authentic assessment methods and the implementation strategies based on gender and program. [14]

The third study was conducted by Syafira Alfiani in 2022 under the title "Authentic Assessment: Is It Good to Be Implemented in My Classroom?". This study employed a descriptive quantitative method, which involved twelve junior high school English teachers in two different junior high schools in Sumenep. The aim was to gain insight into their understanding of authentic assessment and how they implemented it in their classrooms. The results of the study indicate that, on the whole, teachers have a good knowledge of authentic assessment. However, there are some obstacles to the implementation level, which can be attributed to a number of factors, namely students' critical thinking, the problem with the rubric, and the fact

[14] Chikezie I.J.,et al., Transition from Conventional Assessment to Authentic Assessment Methods in Tertiary Education 21st Century Classroom in South-East Geo-Political Zone, (*British Journal of Education: Vol.11*, 2023) p.46

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that this type of assessment can be time consuming.[15]

Thus, the fourth study found by Abatihun, et al., in 2020 under the title "Authentic Assessment as a Tool to Enhance Student Learning in a Higher Education Institution: Implication for Student Competency". This study used a phenomenological qualitative research design. The sample used in this qualitative study consisted of three lecturers and three heads of department from three different departments and colleges of the university. The researcher employed convenience sampling, a non-probability sampling technique that aims to select participants who are freely available and willing to participate. The results indicate that instructors heavily rely on conventional assessment methods that do not significantly contribute to students' competency. The use of authentic assessment methods to improve student learning is limited. Therefore, the authors concluded that it is not possible to enhance student learning through authentic assessment in their respective fields if the lecturers persist in utilizing their existing assessment methodologies.[16]

The fifth study was conducted by Aziz, et al in 2020 under the title "Challenges in Using Authentic Assessment in 21st Century ESL Classrooms". This qualitative case study, which involved six excellent teachers, was based on purposive sampling. The findings indicated that teachers encountered a number of challenges prior to preparing for authentic assessment. In addition, they have been employing various forms of authentic assessment to assist students in their learning.

[15] Syafira, A. & Primardiana, H.W., Authentic Assessment: Is It Good to Be Implemented in My Classroom?. (*KnE Social Sciences, 261-267*, 2022). doi 10.18502/kss.v7i7.10668

[16] Abatihun, et al., Authentic Assessment as a Tool to Enhance Student Learning in a Higher Education Institution: Implication for Student Competency, (*Assessment, Testing, and Measurement Strategies in Global Higher Education, edited by Elena Aurel Railean, IGI Global*, 2020) p.256

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Furthermore, they have engaged in accurate documentation and extensive reading from a range of sources to equip themselves with the most current knowledge.[17]

The sixth study found by Bella Pradnya Sari & Komang in 2023 under the title "The English Lecturers' Perception and Practice of Authentic Assessment on Students' Productive Skills in Merdeka Curriculum". This study employed a qualitative approach and a case study as its research design. The subjects of this study were taught by four lecturers. The result showed that lecturers valued authentic assessment. They believed it significantly influenced both their planning and execution of assessments. Ultimately, it aided in the development of students' productive skills. The lecturers strategically planned and implemented various stages and techniques within their teaching plans. They employed authentic materials and strategies from the Merdeka Curriculum to actively assess students' productive skills through authentic assessment techniques and rubrics.[18]

Hereinafter, the seventh study was found by Jingbo, et al. in 2023 under the title "Challenges of Applying Authentic Assessment in EFL Courses. A Descriptive Qualitative Analysis". This study used qualitative approach. The sample for this research was composed of 32 English as a Foreign Language (EFL) teachers who were randomly assigned to teach English language classes at a university in north Hebei. The researchers used a purposive sampling technique to select three EFL teachers who were implementing authentic assessment in their teaching. The

[17] Aziz, et al., Challenges in Using Authentic Assessment in 21st Century ESL Classrooms. (*International Journal of Evaluation and Research in Education*, *9*(3), 759-768, 2020) p. 759

[18] Bela Pradnya Sari & Komang., The English Lecturers' Perception and Practice of Authentic Assessment on Students' productive Skills in Merdeka Curriculum. (*Doctoral dissertation, Universitas Pendidikan Ganesha*, 2023), p.1

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findings showed that EFL teachers are often faced with a various of challenges in the implementation of authentic assessment, which make authentic assessment difficult and challenging. The challenges were being limited by social perceptions, being limited by cultural traditions, being limited by educational background, being closely related to individual abilities.[19]

Previous research has provided valuable insights into the perceptions, challenges, and practices related to authentic assessment in various educational contexts, several gaps remain unexplored, particularly in the specific context of both teaching and learning processes. Previous research has primarily focused on learning and has not been fully concerned with teaching practices. However, this study aims to fill these gaps by investigating the impact of authentic assessment on both teaching and learning processes at MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik. By focusing on this particular educational setting, the research seeks to understand how authentic assessment strategies impact both students' learning experiences and teachers' teaching practices.

This research shares similarities with previous studies that primarily focused on the importance of authentic assessment in enhancing student learning experiences and engagement, the effects of authentic assessment on both students and teachers, and the obstacles and challenges associated with its implementation. However, this particular study emphasizes the impact of authentic assessment specifically on both the teaching and learning process. Therefore, this research aims to provide a

[19] Jingbo, et al., Challenges of Applying Authentic Assessment in EFL Courses----A Descriptive Qualitative Analysis. *(In 2023 7th International Seminar on Education, Management and Social Sciences: Atlantis Press,* 2023), p.1105

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comprehensive exploration of the effects of authentic assessment in teaching and learning process, to fill this crucial gap in the existing literature.

B. *Some Pertinent Ideas*

1. Language Assessment

a. Definition of Language Assessment

Language assessment is the process of analyzing student information and proficiency in language abilities and achievement. The method involves acquiring comprehensive data from student learning outcomes to determine the extent of student comprehension and accomplishment through assessment. The overall outcomes can be demonstrated in qualitative and quantitative forms. The obtained information will act as a foundation for decision-making and subsequent action to enhance knowledge.[20]

Assessment is defined as a process of making decision based on the information gathered from measuring the outcomes of learning. This information can be obtained through the use of either test or non-test instruments.[21] It requires an instrument that can properly measure the learning outcomes of students. In addition, Assessment is crucial in determining competence, motivating students, and identifying mastered aspects of learning.[22] Furthermore, Effective assessment practices help educators tailor instruction to address specific areas for improvement,

[20]Arifian, F. D. Penilaian Autentik Sebagai Pemandu Pembelajaran. (*Jurnal Pendidikan dan Kebudayaan Missio, 7(1), 133-141*, 2015). https://doi.org/10.36928/jpkm.v7i1.28

[21] Afzal, Z.M., Assessment and Verification: A higher Education Perspective. (*Journal of Education and Learning (EduLearn), 15(3), 425-431*, 2021), p.426

[22] Geraldine, T., et al., Exploring a Sociocultural Approach to Understanding Academic Self-Concept in Twice-Exceptional Students. *(International Journal of Educational Research, 80, 15-24, 2016)*, p.18

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which in turn fosters a more personalized and impactful learning experience for students.

Meanwhile, Language assessment involves using language tests to achieve specific goals in language classrooms and programs. The process begins with systematically gathering information using language testing tools.[23] Language assessment helps teachers evaluate and measure students' language abilities. It identifies the consequences of the learning process, which are then displayed to provide feedback on learning results, to evaluate the efficacy of various learning methods, to assess the progress of individual learners, and to facilitate the acquisition of more continuous forms of knowledge. This acquired knowledge can then be used as evaluation material.

According to H. Douglas Brown's book, "Language Assessment: Principles and Classroom Practices," there are four stages in the use of English language assessment[24]:

1. Information Gathering: This stage involves collecting data about students' language proficiency, both formally and informally. Methods used may include tests, observations, interviews, or portfolios.
2. Provide Feedback: Once the data is collected, teachers provide feedback to students about their progress in learning English. This feedback is crucial for helping students understand their strengths and weaknesses so they can improve their skills.

[23] John, M.N., Purposeful Language Assessment: Selecting the Right Alternative Test. (In *English Teaching Forum*, Vol. 50, No. 3, pp. 41-45, 2012), p.42

[24] H. Douglas, B., Language assessment. Principles and Classroom Practices. (*White Plains, NY: Pearson Education, 20*, 2004). p.10

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3. Decision Making: This stage involves using the collected data to make decisions related to teaching and learning. Decisions may include student placement, curriculum development, or determining remedial programs for students who need additional assistance.
4. Formative Use: Formative refers to the use of assessment to directly support the teaching and learning process. This includes using tests and other evaluation activities during instruction to identify students' learning needs and provide appropriate assistance.

These four stages are essential for providing quality information about students' language abilities and supporting effective and sustainable learning processes.

b. Principle of Language Assessment

Brown formulated five principles of language assessment that teachers can use to plan and evaluate students. These principles help teachers to assess students' language skills more effectively. The five principles consist of practicality, reliability, validity, authenticity and washback. First principle is practicality. It requires that the test is simple to design, administer, and score. A good test is practical and should be administered in a reasonable amount of time. It should be affordable, its administration and scoring should be simple, and its results should be easy to interpret. Bachman and Palmer defined practicality as the relationship between the resources required for the design, development, and implementation of the test and the resources available for these activities.[25]

[25] Bachman & Palmer, Language Testing in Practice: Designing and Developing Useful Language Tests. (*Oxford University Press*, 1996), p.35-36

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The second principle is reliability. A good test should be reliable, which means that the results of the test should be consistent and reliable. If the same group of students takes the test on two different occasions, the results should be similar. If the results are very different, then the test is not reliable. Reliability is essential because it ensures that the assessment accurately measures what it is intended to measure and provides reliable information for decision making and evaluation. Without reliability, the trustworthiness of test results is compromised and the usefulness of the assessment is diminished.

The third principle is validity. Validity means how well a test measures what should be measured. It is important to ensure that the test is consistent with the content and methods being taught. It is a critical aspect of language testing because it ensures that the test results are reliable and accurate, and that the decisions made based on the test results are valid.[26] Types of validity include content validity, criterion-oriented validity and construct validity. For those teaching in the classroom, content validity is defined as a test that evaluates the content and outcomes of a course in a format that students can readily comprehend. Construct validity is defined as the degree to which the underlying theories and methodology of language learning align with the type of assessment employed. Criterion-oriented validity refers to the degree to which test scores correlate with an external criterion relevant to the construct being measured.

The fourth principle is authenticity. Tests must be authentic. It is important for teachers to prioritize authenticity when administering tests. Bachman and Palmer

[26] Frank Giraldo, Validity and Classroom Language Testing: A Practical Approach. (*Colombian Applied Linguistics Journal, 22(2), 194-206*, 2020), 195

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define authenticity as the degree to which the characteristics of a language test task correspond to the features of a target language.[27] When creating an authentic test, it is important to consider several factors. Firstly, the language used should reflect natural communication. Secondly, it is crucial to ensure contextual relevance, making sure that test items align with real-world scenarios. Lastly, a test's authenticity can be enhanced by organizing it thematically around meaningful topics and grounding it in the real world. This approach can engage learners in a more relevant and compelling assessment experience.

The last principle is washback. The term "washback effect" is used to describe the influence of a test on the teaching and learning process.[28] Tests can have either a positive or negative effect, known as beneficial washback and harmful washback, respectively. Teachers face the challenge of developing tests for their classrooms that serve as effective learning tools, with the goal of achieving washback. The impact of washback on students can be beneficial in terms of enhancing intrinsic motivation and autonomy, fostering self-confidence, developing language ego, promoting interlanguage development, and encouraging strategic investment.

c. Types of Language Assessment

There are various types of assessments that teachers use in the classroom from year to year. These assessments are based on the curriculum and learning objectives. Liz Twist stated that educators should consider the alignment of assessments with educational goals and their impact on learning, as well as highlights the need for

[27] Bachman & Palmer, Language Testing in Practice: Designing and Developing Useful Language Tests. *(Oxford University Press*, 1996), p.23

[28] Green, A., Washback in Language Assessment. (*International Journal of English Studies, 13(2), 39-51,* 2013), p.40

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ongoing transformation and reflection in the field of assessment.[29] Each curriculum has its own assessment characteristics. KBK prioritizes continuous assessment that quantifies student performance in authentic situations, while KTSP allows educational institutions to choose multiple types of assessment that are integrated with daily learning. On the other hand, K-13 emphasizes continuous assessment that is integrated into the learning experience known as authentic assessment and Merdeka curriculum affords educators greater flexibility in selecting assessment methods that align with the needs of their students and the academic environment.

A variety of assessment techniques are employed in educational settings to assess student learning, identify strengths and weaknesses, and inform the design of instructional plans. They are as follows:

a) Diagnostic Assessment

Diagnostic assessments in education facilitate an understanding of students' strengths, weaknesses, knowledge levels, and skill sets prior to the instructional process.[30] They serve as a proactive measure, conducted at the beginning of a learning unit, to assess students' prior knowledge and skills. Unlike summative assessments, which evaluate learning outcomes at the end of a period, diagnostic assessments are personalized and focused on specific areas of need for each student. Educators receive valuable insights into students' misconceptions, knowledge gaps, and areas requiring additional support through assessments.

[29]Liz Twist, Changing Times, Changing Assessments: International Perspectives (*Educational Research, Routledge*, 2021), p.5

[30] Tingting, F., et.al., *Integrating Diagnostic Assessment into Curriculum: A Theoretical Framework and Teaching Practices*. (*Language Testing in Asia, 11(1), 1-23*, 2021) https://doi.org/10.1186/s40468-020-00117-y

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These assessments come in various forms, such as standardized tests, interviews, observations, and performance assessments. They are part of a continuous process that informs instructional decision-making throughout the learning cycle.

b) Formative Assessment

Formative assessment is the process of evaluating a student's comprehension, learning needs, and overall academic progress during a lesson, unit, or course. It involves a variety of methods employed by teachers to assess these aspects of student learning. It takes place throughout instruction to inform teaching and learning in real-time. These assessments are ongoing and provide teachers with valuable insights into students' understanding of the material as it is being taught and It has the potential to facilitate teaching and learning in the classroom.[31] Teachers can gather real-time feedback on students' grasp of concepts and skills by using formative assessment techniques such as quizzes, questioning, observations, and group discussions. This allows them to identify areas where students may need additional support to understand concepts, acquire skills, or meet learning standards. Teachers can use this information to make timely adjustments to lessons, instructional techniques, and academic support to better meet the needs of their students. By continuously monitoring student progress through formative assessment, teachers can ensure that instruction is targeted and effective. This ultimately leads to improved learning outcomes for all students.

c) Summative Assessment

[31] Kim Schildkamp, et.al., Formative Assessment: A Systematic Review of Critical Teacher Prerequisites for Classroom Practice. (*International Journal of Educational Research, 103, 101602*, 2020), p.1 https://doi.org/10.1016/j.ijer.2020.101602

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Summative assessment is defined as the method of evaluation conducted at the end of a unit to measure a student's understanding against standardized criteria. Summative assessments are evaluations that provide a final measure of a student's overall understanding and mastery of the material covered in a particular unit or course. They are conducted after instruction is completed to determine the extent to which students have achieved the intended learning outcomes.[32] These assessments are often more formal and structured, with outcomes measured using grades, percentages, or standardized tests. Summative assessments assist teachers and educators in evaluating students' academic performance, informing decisions about student progress, and providing accountability for learning outcomes. They also serve as valuable tools for students to reflect on their own learning and set goals for future improvement.

2. Authentic Assessment

a. Definition of Authentic Assessment

Authentic assessment is an essential component in evaluating the effectiveness of teaching and learning processes. It examines various aspects, such as teaching methodologies, learning outcomes, student motivation, and attitudes. By reflecting on these elements, educators gain valuable insights into the dynamics of the classroom and the progress of the students. This assessment type is based on real-world challenges, providing students with the opportunity to apply their formal classroom learning in practical scenarios.[33] This approach supports the development

[32]Seyed, M, I., et.al., Formative Vs. Summative Assessment: Impacts on Academic Motivation, Attitude Toward Learning, Test Anxiety, and Self-Regulation Skill, *(Language Testing in Asia, 12(1), 40*, 2022), p.4-5 https://doi.org/10.1186/s40468-022-00191-4

[33] Clara, N., et.al., Authentic Assessment Design in Accounting Courses: A Literature

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of skills that are not only relevant to academics but also applicable in everyday life.

Authentic assessment involves more than just testing knowledge, it requires demonstrating skills and understanding in meaningful contexts.[34] Through activities, problems, and important questions, students are encouraged to show their skills effectively and creatively.[35] In line with that, Thuong argues that authentic assessment supports innovative teaching and learning strategies, as well as equitable evaluation.[36]

Authentic assessment represents an important aspect of the learning process. It evaluates students' progress and contributes to the improvement of teaching and learning strategies. Educators can monitor students' growth in specific content areas by providing a systematic and organized collection of evidence. This collaborative effort between teachers and students underscores the importance of cooperation in creating successful teaching and learning environments.

Furthermore, authentic assessment supports equitable evaluation by recognizing the diverse strengths and weaknesses of students. It enables educators to identify effective teaching strategies and interventions that address individual needs. By implementing authentic assessment practices, educators can improve the quality of learning outcomes.[37] Overall, authentic assessment is a valuable tool for promoting

Review. (*Issues in Informing Science and Information Technology, 15(1), 157-190*, 2018), P.157

[34] Sue Swaffield, Getting to the Heart of Authentic Assessment for Learning. (*Assessment in Education: Principles, Policy & Practice, 18:4, 433-449*, DOI: 10.1080/0969594X.2011.582838, 2011), p.434

[35] Teresa, L. L., The Student Conference: A Model of Authentic Assessment. (*International Journal of Engineering Pedagogy (iJEP), 4(2), pp. 36–46*, 2014), p.42

[36] Thuong, Authentic Assessment: A Real-Life Approach to Writing Skill Development (*International Journal of Applied Research in Social Sciences*, 2020) p.24

[37] Widodo, W., Authentic Assessment for Academic Performance; Study on the Attitudes, Skills, and Knowledge of Grade 8 Mathematics Students. (*Malikussaleh Journal of Mathematics Learning (MJML), 1*, 2018), p.2

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student engagement, skill development, and meaningful learning experiences.

b. The types of authentic assessment in English lesson

The ministry of Education and Culture in 2013 states that the authentic assessment including performance appraisal, product appraisal, project appraisal, portfolio appraisal. It is in line with Arifin in Ukashatu, there are 4 popular kinds of authentic assessment. The four types are:[38]

1) Performance assessment, also known as performance appraisal, is a method of evaluating an individual's performance or appearance, or a student's performance on assignments given by a teacher. For instance, students may be assigned a role-play based on a short drama scenario that has been developed in a group under the guidance of the teacher. The purpose of this assessment is to demonstrate achievement in learning. Once the group has completed the task, they are asked to perform in front of the class.[39]

2) Product Assessment is a method of evaluating student work. It measures how well students have learned the material. For instance, in an English writing lesson, students evaluate their own writing. The product rating is presented in the form of a simple rubric that guides students to appraise their work. This allows them to directly understand the weaknesses or shortcomings in their writing and make immediate improvements.[40]

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[38] Abubakar Ukashatu, et.al. Emerging Issues in Educational Measurement: Authentic Assessment, *JISAE (Journal of Indonesian Student Assessment and Evaluation), Vol. 7 (2)*, 2021, https://doi.org/10.21009/JISAE

[39] Stiggins, R. J; Bridgeford, N. J, *Performance Assessment for Teacher Development. Educational Evaluation and Policy Analysis, 7(1), 85–97 (1985).* doi:10.3102/01623737007001085

[40] Alhareth, Y. A & Dighrir, I. A. The Assessment Process of Pupils' Learning in Saudi Education System: A Literature Review. *American Journal of Educational Research*, *2*(10), 2014. 883-891.

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3) Project Appraisal according to Chan in Filiayuk stated that it is an assessment of project-based learning where students apply the concepts, they have learned to create a work of learning. Technical terms should be used consistently and explained when first used. The text should be free from grammatical errors, spelling mistakes, and punctuation errors. The content of the improved text must be as close as possible to the source text, and any additional aspects should be avoided. Projects are the result of work with a theme wider than a product study in class and include multiple topics/themes. They can be created individually or in groups and are based on references. The language used should be clear, concise, and objective, avoiding biased or emotional language. For instance, after the lesson on descriptive essays, students were assigned a project to plan a beautiful and pollution-free new city. They worked in groups to discuss the city's unique features and available facilities, and then created a chart on paper cardboard to present their project to the class.[41]

4) Portfolio assessment is a type of evaluation where students compile and organize their school work so that both teachers and students can assess a collection of assignments objectively using an assessment rubric. The use of portfolios for student assessment in L2 programs is valuable and practical.[42] For example, in an English class, each student can create a portfolio by collecting all their work related to learning the English language in a folder. Each theme's material is accompanied by

[41] Riska Putri Filiayuk, Wardono, Isti Hidayah, Evaluating the Implementations of STEAM-Approach PjBL Assisted with Google Classroom to Improve the Numerical Literacy of Primary School Learners, *International Journal of Education and Research Vol. 11 No. 1*. 2023, https://www.ijern.com/journal/2023/January-2023/01.pdf

[42] Marwan, S. S. M. & Abdu, M. T. A., Foreign Language Learning Assessment in The Age of Chatgpt: A Theoretical Account. (*Journal of English Studies in Arabia Felix,2(1), 71–84*. 10.56540/jesaf.v2i1.62, 2023). p.80

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the results of a self-assessment or peer assessment. From this folder either teacher as well as students can assess the quality of work, level of achievement at the same time development of learning achievement by honest and objective.[43]

The four types of authentic assessments mentioned above have been widely used in education, from basic to tertiary levels.

c. Procedure in doing an authentic assessment

Appropriate procedures should be followed by teachers when conducting assessments. McCarthy stated that authentic assessment not only fostered the development of analytical and evaluative skills in students but also cultivated self-assessment and self-reflection abilities. The real-life examples of schools that had implemented authentic assessment systems.[44]

1) *Performance assessment.* According to Baska, the procedures of performance appraisal are following:[45]
   a) Assessment tasks in this field require students to write and conduct experiments, rather than simply recalling science facts or taking spelling tests.
   b) Carefully designed standards guide instruction and self-evaluation, with students sharing in the evaluation of their own work.
   c) Real-world contexts require individuals to self-assess and self-motivate to achieve success. Authentic assessment aims to develop these skills.

[43] Osman Birgin and Adnan Baki, The Use of Portfolio to Assess Student's Performance, *Journal of Turkish Science Education V.4 (2)*, September 2007, pp.75-90), https://files.eric.ed.gov/fulltext/ED504219.pdf

[44] McCarthy, G. *Authentic assessment - key to learning*. In E. Doyle, P. Buckley & C. Carroll (Eds.), Innovative Business School Teaching - Engaging the Millennial Generation. (United Kingdom: Routledge, 2013). p. 81-92

[45] Van Tassel-Baska, J, Performance-Based Assessment: The Road to Authentic Learning for the Gifted. *Gifted Child Today, 37(1),* (2014). *41–47.* doi:10.1177/1076217513509618

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d) Students often present their work publicly, which necessitates reflection on their work and knowledge and sharing it in an understandable manner.

2) Product assessment

The following are the procedures in product appraisal: [46]

a) The task involves identifying and mapping basic competency materials to be assessed using product or result assessment techniques.
b) Additionally, signs or orders for the product to be worked on by students, such as the name of the product, completion time, aspects that are assessed, and matters relevant to the assessment of the product, should be created.
c) Finally, an assessment sheet or rubric should be compiled, containing the aspects that will be assessed from the product.
d) Conduct an assessment of the student products by referring to the rubric and enter the corresponding
e) Values into the grade book.

3) Project appraisal

The following are the procedures in project appraisal:[47]

a) The teacher will determine one or more basic competencies to be assessed through the project, derived from the appropriate core competencies.
b) The project assessment, which includes planning, implementation, and reporting, will be carried out by the teacher.

[46] Sari Yustiana1 and Rida Fironika Kusumadewi, Development of Product Assessment Instrument Based on Contextual Learning, *Advances in Social Science, Education and Humanities Research, volume 436*, (Atlantis Press SARL, 2019). p. 346-350

[47] Putu Kerti Nitiasih, et.al, The Implementation of Project-Based Assessment Rubric in Elementary School Students English Teaching at Buleleng Regency, (*Atlantis Press*, 2023), p. 180–189, 2023. https://doi.org/10.2991/978-2-494069-29-9_20

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c) Process indicators and learning outcomes that will be achieved by students according to competence will be compiled by the teacher.

d) The criteria that show the achievement of indicators at each stage of the project work will also be determined by the teacher.

e) Plan whether the task should be completed

f) Individually or as a group and arrange assignments according to the assessment rubric.

1) Portfolio assessment

Portfolio assessment is carried out using the following steps:[48]

a) The process of portfolio assessment involves several steps. First, the teacher provides a brief explanation of the concept.

b) Next, the teacher, either alone or with the students, determines the type of portfolio to be created.

c) Then, students work independently or with guidance from the teacher to develop their learning portfolios.

d) Once completed, the teacher collects and stores the portfolios in an appropriate location, along with a record of the date of collection.

e) Finally, the teacher assesses the portfolios using specific criteria.

f) If possible, the resulting portfolio documents should be discussed by the teacher and students together.

g) The teacher should provide feedback to the students on the results of the portfolio assessment.

[48] Asrul, Rusydi Ananda, Rosnita, *Evaluasi Pembelajaran*, (Medan: Citapustaka Media, 2015), p.39

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d. Advantages of authentic assessment

According to Williams, the use of authentic assessment offers several advantages for students. It allows them to demonstrate their ability to apply knowledge in real-life situations, deepen their understanding, and construct new meaning from existing knowledge. Additionally, it enables them to apply their knowledge in a substantial manner to new situations.[49] In the application of authentic assessment, students can better understand the learning materials because they are based on real-life situations. Learning through authentic assessment is meaningful for students. It is important to note Mueller's concept of traditional assessment versus authentic assessment in the teaching and learning process.

Muller states that traditional assessment primarily checks for cognitive learning, including remembering, understanding, and applying concepts. In contrast, authentic assessment emphasizes analyzing, creating, and evaluating. In this context, authentic assessment involves students analyzing teaching materials, demonstrating the results of their analysis, and evaluating their own learning.[50]

Furthermore, authentic assessment helps students to engage with the learning system and acquire knowledge that they enjoy.[51] This means that students are no longer forced into a learning system that they dislike, and they are more likely to apply the knowledge they acquire. It is important to avoid learning for the sake of

[49] Judith Ojung'a & Daniel Allida. A Survey Authentic Assessment Used to Evaluate English Language Learning in Nandi Central Sub-Country Secondary School, *Interdisciplinary Research Journal, Vol. 1,* 2017, p.3. https://birj.ueab.ac.ke/wp-content/uploads/2023/10/19.-Judith-Ojunga.pdf

[50] Jon Mueller, The Authentic Assessment Toolbox: Enhancing Student Learning through Online Faculty Development, Vol.1 (1), 2005, *MERLOT of Journal of Online Learning and Teaching.*

[51] Judith Ojung'a & Daniel Allida. A Survey Authentic Assessment Used to Evaluate English Languagae Learning in Nandi Central Sub-Country Secondary School, *Interdisciplinary Research Journal,* Vol. 1, 2017, p.4. https://birj.ueab.ac.ke/wp-content/uploads/2023/10/19.-Judith-Ojunga.pdf

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formality and instead focus on the teaching and learning process. By utilizing authentic assessment, students are able to showcase their knowledge rather than their lack of knowledge. This method requires them to develop their own responses instead of selecting from predetermined options. Authentic assessment is closely related to classroom learning and teaches students to evaluate their own work. It also takes into account differences in learning styles, language proficiencies, cultural and educational backgrounds, and grade levels.

Williams argues that authentic assessment has the advantage of discouraging cheating among students. This is because the assessment activities are specific to a given context, focusing on real-world problems in a local context. Authentic assessment is useful in the learning process and assessment because it trains students to be honest and confident in their own abilities. Then, it strives to provide the optimal version for each learning activity. At the end of each learning process, the effort is not in vain because students are always honest during assessments. Based on the explanation above, it is clear that authentic assessment has numerous benefits for both students and teachers. The assessment of teaching becomes more meaningful for students, helping them better understand what they have learned and apply it in real-life situations.[52] Additionally, it can minimize cheating habits among students, as they will perform activities based on their own abilities.

e. Disadvantage of authentic assessment

O'Malley states that students may be suspicious of authentic assessments, which are a new concept to many. Additionally, some authentic assessments can be

[52] Jeremy B. Williams, Creating Authentic Assessments: A Method for the Authoring of Open Book Open Web Examinations, (2004), p. 3 http://www.jeremybwilliams.net/authentic/

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time-consuming. The authentic scoring system is highly detailed in assessing students' abilities in a particular skill. Students are expected to perform well in each step of the process to achieve satisfactory results, even if it takes a significant amount of time. Authentic assessment takes more time than reciting and restating because it involves applying, analyzing, evaluating, and creating. This is because the process follows correct rules and procedures, ensuring that the final results are in accordance with the long process that has been undertaken. [53]

According to O'Malley, authentic assessment may not be fair or equal to all students, especially those who have been mainstreamed into the Laboratory Evaluation Program and do not have adequate English skills to use the same instructional strategies as native English speakers.[54] Criticism of authentic assessment often involves concerns about the informal development of assessments, difficulties in ensuring test validity and reliability, and minimizing evaluator bias due to the subjective nature of human scoring rubrics compared to computer scoring of multiple-choice test items.[55] To address these concerns, authentic assessment rubrics must be thorough. Teachers are expected to assess students manually and accurately based on their demonstrated abilities. When a teacher decides to use authentic assessment, they must be aware that it may require more resources than traditional tests that only require paper and pencil. Authentic assessment involves the use of materials that can be expensive at times.

[53] O'Malley, J, *Authentic Assessment for English Language Learners.* (Longman, 1996). p.4
[54] O'Malley, *Authentic Assessment for English Language Learners.* (Longman, 1996). p.20
[55] Nguyen, Thi Thu Huyen, *Authentic assessment in pedagogy-related modules in teacher education: Vietnamese student teachers' perspective,* Unpublished Dissertation, (University of East Anglia, 2017), p. 26

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Based on the description above, it can be concluded that authentic assessment, although more time-consuming and costly than traditional assessments, is advantageous due to its ability to assess students more comprehensively and accurately.

3. Teaching and Learning English Process

a. Teaching English

English is now widely used for international communication in the context of globalization. The growth of this trend has been facilitated by technology and the internet.[56] English is the language used to write and publish a lot of scientific, commercial, economic, and technological knowledge. In today's globalized world, many people need to learn English. This helps them learn and grow. This enables communication with individuals from other countries. In other words, English is a medium for communication.[57] The Indonesian government has selected English as the primary foreign language taught in schools. There are three functions of teaching foreign languages in Indonesia. The functions are as follow:

1. It is intended for international communication.

The main goal of teaching English in Indonesia is to provide Indonesian students with the ability to communicate effectively in English.[58] Proficiency in languages such as English, Mandarin, or Arabic enables Indonesians to effectively

[56] Mohammed, A., English Language and Globalization (An Analysis of Johnson Against the Backdrop of ESL/EFL Learners). *(International Journal of Innovations in TESOL and Applied Linguistics*, 2022), p.10

[57] Shrishthy, Importance English Language for Global Understanding and for Global Education. (*International Journal for Research Trends and Innovation*, 2022), p.116

[58] Mochammad, I. M., Task-Based Language Teaching; Potential Benefits and Possible Criticisms in Indonesian Contexts. (*Journal of English Teaching and Learning Issues, 4(2), 69-98*, 2021), p.69

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communicate with people from different countries and cultures. This function recognizes the importance of language as a medium for cross-cultural understanding, trade, tourism, and various other forms of international interaction.

2. It aims to aid in the development of the Indonesian into a modern one.

The second purpose of teaching foreign languages in Indonesia is to assist in the modernization of the Indonesian language. Educators aim to enrich the language with new vocabulary, concepts, and linguistic structures by exposing Indonesians to other languages and cultures. This process of language enrichment helps the Indonesian language adapt to contemporary needs, including advancements in technology, science, and various fields of knowledge.

3. As a tool for utilizing modern science and technology for development.

Teaching foreign languages helps students access and utilize the application of modern science and technology to the field of development. Scientific and technological advancements are often published, communicated, and documented in languages other than Indonesian. By mastering foreign languages, students can access a vast array of knowledge, research, and innovations in fields such as medicine, engineering, and IT. This function recognizes the importance of language proficiency in promoting technological and scientific advancement within the country.

The terms 'second language' and 'foreign language' are often used interchangeably, but they are not synonymous. There is a distinction between them.[59] As a result, the teaching of English in these models differs, which is why the terms

[59] C Paul, V., *Teaching English as a Second Language*. (Sterling Publishers Pvt. Ltd, 1989), p.6

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ESL and EFL exist. Teaching English as a foreign language involves teaching students English but, in many societies, English is not commonly spoken. The use of English is primarily for specific purposes and is not generally in use in government or institutional settings. A language is considered to be foreign if it is primarily learned in a classroom setting and is not commonly spoken in the society where the instruction takes place.[60]

English is a widely used tool for communication worldwide, serving as the international language or lingua franca. It is also utilized to acquire knowledge that may not be available in first language. As a foreign language, English is often pursued to meet the demands of a globalized world, enhance skills to compete with others, and achieve specific goals such as passing exams or studying abroad.

The distinction between a foreign language and a second language lies in their usage. A language that is used for communication within a particular society or in daily activities is referred to as a second language. In contrast, a language is considered to be a foreign language when it lacks a specific function in the society's daily communication.

b. Learning English

Language learning is the process of acquiring the ability to understand, communicate in, and use a particular language effectively. The language learning process requires the acquisition of multiple skills, including listening, speaking, reading, and writing, as well as an understanding of grammar and vocabulary. In addition, Language learning involves acquiring the ability to make statements, ask

[60] Aleidine, J. M. & Theresa, C., Foreign Language Teaching and Learning. (*International Encyclopedia of the Social & Behavioral Sciences, Second Edition*, 2015, pp. 327–33, 2015), p. 327

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and answer questions, and use authentic forms commonly employed by native English speakers. The goal of learning a language is to enhance communication and comprehension between individuals from diverse cultural and linguistic backgrounds.[61]

Due to the importance of oral communication in language instruction, There has been a renewed of interest in the importance of second or foreign language education in both English-speaking and non-English-speaking countries. Many developing countries have implemented policies aimed at reforming English education to improve citizens' proficiency in English communication, as English remains the dominant world language.[62] The characteristic of foreign language learning is influenced by the extent and type of exposure to the language. Children typically have limited exposure to the language outside of the classroom. Their primary exposure to the language occurs through several hours of learning in school. It is the responsibility of the teacher to provide students with opportunities to learn the language through various classroom activities.

Immersion programs are one of an effective method for language acquisition, especially for young learners. Formal classroom instruction is not the only way to learn a language.[63] These programs immerse students in an environment where the target language is the primary medium of communication. They can take place within

[61]Patuan, R., et.al., English As an International Language: Perceptions of EFL Preservice Teachers in Higher Education Institutions in Indonesia. (*Education Research International, 1-8*, 2022), p.6

[62] Minqi, W., et.al., The Role of English as a Foreign Language Learners' Grit and Foreign Language Anxiety in Their Willingness to Communicate: Theoretical Perspectives. (*Frontiers in Psychology, 13, 1002562*, 2022), p.2

[63] Whiting SB and Marshall CR, Foreign Language Provision in English Primary Schools: Making Evidence-Based Pedagogical Choices. *Front. Educ. 8:1063863*. doi: 10.3389/feduc.2023.1063863. 2023.

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schools or in community settings and often involve cultural activities and interactions with native speakers. Immersion programs expose students to authentic language use in everyday contexts, accelerating their language learning process and enhancing their fluency and comprehension skills.

In addition, technology has played a role in revolutionizing language learning by providing learners with innovative tools and resources to supplement traditional instruction. Online platforms, mobile applications, and educational software offer interactive exercises, multimedia content, and virtual classrooms that cater to diverse learning styles and preferences. These technological advancements facilitate self-paced learning, allowing students to practice and reinforce language skills independently.[64] Furthermore, technology allows for immediate communication with native speakers of the target language worldwide via video conferencing and social media platforms, providing learners with authentic language practice and cultural exchange opportunities. The incorporation of technology into language education not only enrich engagement and motivation but also prepares students for the digital communication demands of the modern world.

c. Learning Evaluation

Evaluation or assessment of students is important in the field of education, as it plays a crucial role in the overall learning process.[65] The objective of learning

[64] Soliman, N. A. Using E-Learning to Develop EFL Students' Language Skills and Activate Their Independent Learning. (*Creative Education, 5, 752-757,* 2014). http://dx.doi.org/10.4236/ce.2014.510088

[65] Asrial, A., et.al., Implementation of Web-Based Character Assessment on Students' Character Outcomes: A Review on Perception and Gender. (*JOTSE: Journal of Technology and Science Education, 13(1), 301-328,* 2023), p.302

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evaluation is to help students understand the subject matter that has been taught.[66] In addition, the purpose of evaluation is to collect empirical data regarding student performance and learning outcomes with the objective of meeting the learning objectives and mastering the competencies previously defined by the teacher. Evaluation is a continuous and systematic process used to measure the quality of student learning outcomes against specific criteria. This process informs decision-making for future steps.

In general, Evaluation is an inquiry method that aims to answer critical questions about the effectiveness of a program, process, product, system, or organization. It is usually conducted for decision-making purposes and should result in the use of findings by various stakeholders.[67] Effective evaluation should not only identify areas of success but also highlight challenges and obstacles. It should provide actionable recommendations for addressing deficiencies and maximizing impact. The ultimate goal of evaluation is to inform decision-making processes, guide future actions, allocate resources, and plan strategically to optimize the overall effectiveness and efficiency of the subject under evaluation.

4. Piaget's Perspective on Authentic Assessment

Jean Piaget's constructivist learning theory provides a strong theoretical foundation for understanding the role of authentic assessment in the teaching and learning process. According to Piaget, learning is an active, constructive process in which students build their knowledge based on their experiences and interactions

[66] W.L.Yuhanna., et.al., Self-Reflection Assessment Invertebrate Zoology (Sravz) Using Rasch Analysis. (*Jurnal Pendidikan IPA Indonesia, 10(1), 35-47*, 2021), p.36

[67] Darlene, R. & Hallie, P., *Evaluation in Organizations: A Systematic Approach to Enhancing Learning, Performance, and Change*. (Basic Books; 2nd ed. Edition. September 1, 2009), p.6

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with the environment. The students have freedom in learning, so that learning is more meaningful.[68] This aligns closely with the principles of authentic assessment, which emphasizes real-world tasks and meaningful learning experiences.

Piaget's concept of assimilation and accommodation is particularly relevant to authentic assessment. In authentic assessment, students are asked to solve problems, create projects, or perform tasks that reflect real-life contexts. These activities challenge their current knowledge patterns (assimilate) and stimulate them to adapt and expand their knowledge patterns (accommodate). For example, a performance assessment in English, such as giving a speech or creating a story, requires students to actively construct knowledge rather than simply recall facts.

In addition, Piaget's emphasis on experiential learning emphasizes the importance of engaging students in activities that foster deeper understanding. Authentic assessment is consistent with this view because it encourages students to explore, analyze, and apply what they have learned in a meaningful way. For example, project-based assessments, such as designing a collaborative presentation or creating a portfolio, allow students to actively engage in constructing their knowledge while demonstrating their skills in a context that mimics real-life scenarios.

Piaget also argued that effective learning occurs when tasks are aligned with a student's developmental stage as cognitive development progresses from concrete thinking processes to higher levels, such as abstract and logical concepts.[69] Authentic

[68] Ulya, Z. Application of Constructivism Theory According to Jean Piaget and Neuroscience Theory in Education. (*Al-Mudarris: Journal of Education*, *7*(1), 12-23, 2024). DOI: https://doi.org/10.32478/m1778y41

[69] Anggraeni, N. D., dkk. (2024). Analisis Perkembangan Peserta Didik Menurut Teori Jean

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assessment supports this principle by providing tasks that are both challenging and appropriate to the developmental stage. For example, younger students can benefit from hands-on, concrete tasks (aligned with Piaget's concrete operational stage), while older students can handle more abstract and hypothetical tasks (aligned with the formal operational stage). This ensures that students are neither underchallenged nor overwhelmed, which promotes optimal learning outcomes.

Furthermore, Piaget's focus on active engagement and collaboration underscores the value of authentic assessment in promoting interaction among students. Authentic assessments often involve group work, peer evaluation, and collaborative problem-solving tasks, which are consistent with Piaget's view that social interaction plays a critical role in cognitive development. These activities not only deepen students' understanding, but also improve their communication, critical thinking, and teamwork skills.

5. Kolb's Perspective on Authentic Assessment

David A. Kolb's experiential learning theory emphasizes the importance of experience as the foundation for learning and development. According to Kolb, learning is a continuous process that involves transforming experiences into knowledge. Experiential learning is an approach that prioritizes student engagement and active participation, emphasizing the process of learning rather than its outcomes. It fosters an environment where learners can reflect on their experiences and integrate them into real-life contexts.[70]

Piaget dan Pengimplementasianya pada Pembelajaran IPA SMP. (*EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi*, *11*(3), 1503-1519, 2024). DOI: https://doi.org/10.47668/edusaintek.v11i3.1252

[70]Singh, M. T. P., & Rao, T. K. Experiential Learning: A Systematic Review of Approach and Learning Models. (*Library Progress International*, *44*(3), 1403-1411, 2024).

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This theory is often visualized through the Experiential Learning Cycle**,** which consists of four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Kolb argued that effective learning occurs when individuals progress through all four stages, actively engaging in and reflecting on their experiences.[71]

1) Concrete Experience

This stage involves direct participation in a specific activity or task. Learners gain hands-on experience that serves as a starting point for the learning process. For example, a student might participate in a group project or role-play activity as part of their English class.

2) Reflective Observation

After completing the experience, learners reflect on what happened during the activity. They analyze their actions, outcomes, and emotional responses to better understand the experience. At this stage, students might discuss what went well during the group project and what challenges they encountered.

3) Abstract Conceptualization

At this stage, learners use their reflections to develop theories or generalizations. They relate their experiences to broader concepts or frameworks and gain insights into how to approach similar situations in the future. For example, a student might learn about teamwork strategies after reflecting on his or her group project.

DOI: https://doi.org/10.48165/bapas.2024.44.2.1

[71] Pherson-Geyser, M., de Villiers, R., & Kavai, P. The Use of Experiential Learning as a Teaching Strategy in Life Sciences. (*International Journal of Instruction*, *13*(3), 877-894, 2020). 4. https://doi.org/10.29333/iji.2020.13358a

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4) Active Experimentation

Learners apply their newly acquired knowledge to new circumstances. They test their ideas, strategies, or solutions in a practical setting, which leads to new experiences and restarts the learning cycle. In the classroom, this might involve students applying teamwork strategies to a new collaborative task.

In the context of authentic assessment, Kolb's theory supports the idea that learning is most effective when students actively participate in real-world tasks. For example, performance-based tasks such as debates, project-based learning, or role-playing align with the experiential learning cycle by engaging students in hands-on activities, encouraging reflection, and applying concepts to real-world situations. This approach not only enhances understanding, but also helps students develop critical thinking, problem-solving, and interpersonal skills.

In conclusion, Kolb's experiential learning theory emphasizes the transformative power of experience in learning. By engaging students in a cycle of experience, reflection, conceptualization, and experimentation, this theory aligns closely with the principles of authentic assessment, making it a valuable framework for fostering meaningful and impactful learning experiences.

C. *Conceptual Framework*

This research explores the impact of authentic assessment in high schools, including a comprehensive examination of how this approach influences students' educational experiences. Authentic assessment methods, which emphasize real-world applications of knowledge and skills, are used to measure student understanding beyond traditional testing formats. Authentic assessment in English

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subjects, which is divided into four key stages: planning assessment, implementation assessment, follow-up assessment, and reporting assessment. These stages ensure the comprehensive application of authentic assessment to improve the quality of teaching and learning. Authentic assessment is further divided into four main types: performance assessment, product assessment, project assessment, and portfolio assessment, which are in line with different teaching objectives and students' needs.

The assessment planning stage involves designing assessment activities and tools according to the learning objectives. In this stage, teachers identify what needs to be assessed, such as specific skills or knowledge, and choose the appropriate type of authentic assessment to meet the objectives. This stage provides the foundation for effective and meaningful assessment by ensuring alignment between curriculum goals and assessment activities. Then, the implementation assessment phase focuses on carrying out planned assessments during the teaching-learning process. Teachers use different types of assessments, such as performance tasks or projects, to evaluate students' real-world application of knowledge. This phase involves observing and guiding students as they complete tasks to ensure that assessments are authentic and reflect actual skills or competencies.

The follow up assessment stage involves analyzing and interpreting the results of the assessments to provide feedback to students. This step is critical to identifying student strengths and weaknesses, as well as areas for improvement. Teachers use this data to adjust their instructional strategies and provide targeted support to ensure that students achieve the desired learning outcomes. Moreover, the reporting assessment stage focuses on documenting and communicating student

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progress and achievement to various stakeholders, such as students, parents, and administrators. This stage emphasizes transparency and accountability by providing a comprehensive view of student performance and growth over time.

The framework emphasizes the ultimate goal of authentic assessment, which is to improve the quality of both teaching and learning. By using performance, product, project, and portfolio assessments, teachers can foster more engaging, collaborative, and meaningful learning experiences. These assessment strategies allow teachers to tailor instruction to different learning styles and create a classroom environment that encourages active participation and critical thinking. The Framework shown as follow:[72]

[72] Purwanti, E. Evaluasi Pelaksanaan dalam Pembelajaran Ekonomi Sesuai dengang Kurikulum 2013 di SMA Negerii 2 Ngaglik Sleman. (UNY, 2014). p.46

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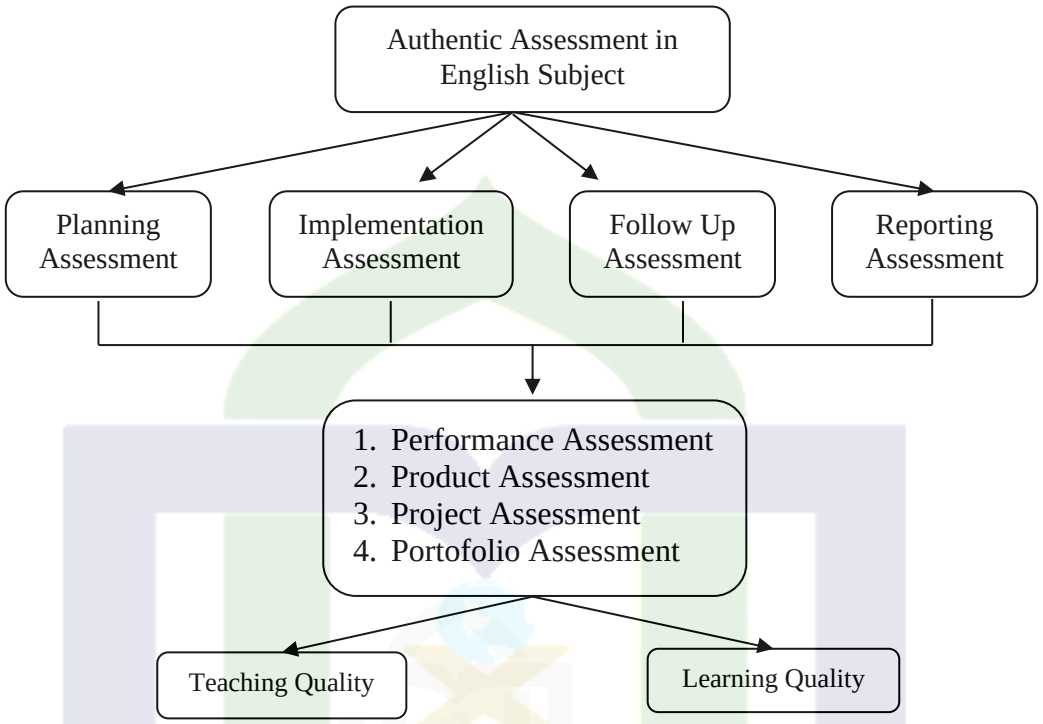

Picture 2.1 Frame of authentic assessment by modification (Ela Purwanti, 2014)

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CHAPTER III

RESEARCH METHOD

A. *Research Design and Method*

In this research, the researcher used a qualitative method with descriptive data in accordance with the core and flow of the study. The researcher continually revisited and refined the research questions, data collection methods, and analytical frameworks based on emerging findings. This study was intended to understand and explore the phenomena experienced by teachers and students related to authentic assessment in the teaching and learning process at MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik, North Kalimantan.

B. *Location and Time of The Research*

This research was conducted at MA As'adiyah Sungai Nyamuk, which is located at Bakti Husada street, Sungai Nyamuk village, Sebatik District, Nunukan Regency, North Kalimantan Province. In addition, the researcher also conducted research at SMAN 1 Sebatik, which is located at Diponegoro street, Padaidi village, Sebatik District, Nunukan Regency, North Kalimantan province. The duration of the study is 44 days start from August 26th until October 9th.

C. *Subject of Research*

The participants in this study include two English teachers from MA As'adiyah Sungai Nyamuk as well as two English teachers from SMAN 1 Sebatik. This research employed purposive sampling. Purposive sampling strategies are strategies to ensure that certain types of cases are included in the final sample of the

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research study, as opposed to any random form of sampling.[73] By using purposive sampling, researcher can target individuals or groups with characteristics, experiences, or perspectives that are relevant to the objectives of the study, which increases the relevance and depth of the findings.

D. *Data Collection Technique*

The researcher employed interview and observation as techniques for collecting research data. There were two stages that the researcher carried out to collect data in this study. In the first stage, data were collected through interviews. The teachers were interviewed by the researcher with several questions related to the effect of authentic assessment. The second step was the creation of an observation checklist for the authentic assessment process conducted by the English teacher. This checklist served as a systematic tool for recording observations and relevant information during the research study.

E. *Instruments of Research*

The researcher used interview guide and observation checklist to collect the data for this study. The interview indicators were taken from H. Douglas Brown's book, 'Language Assessment: Principles and Classroom Practices.' to analyze the use of authentic assessment (four stages in the use of English language assessment) at MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik. The questions were carefully selected by the researcher.

The researcher used various tools to facilitate the process of research analysis, such as interview guide, recording devices (in this case, the researcher

[73]Steve Campbell, et.al., Purposive Sampling: Complex or Simple? Research Case Examples. (*Journal of research in Nursing, 25(8), 652-661*, 2020), p.654

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used a smartphone to record and take pictures), stationery, and notebooks to support the research. The interview sheet specifications for this research were presented in the table below:

Table 3.1 The specification of Interview

No.	Aspect for Interview
1.	The use of authentic assessment
2.	The effect of authentic assessment in teaching and learning process

F. *Data Analysis Technique*

The researcher conducted methodological triangulation and member checking. In checking credibility, the researcher used methodological triangulation such as collecting data by interviewing English teachers of MA As'adiyah Sungai Nyamuk and one of Senior High School in Sebatik namely SMAN 1 Sebatik, as well as requesting documents related to the English language assessment. In addition, the researcher also conducted member checking by asking and reconfirming the result data that the researcher has compiled to the research participants to review the credibility of the research. The purpose of member checking is to equate interpretation of researcher with the participant of research which aims to re-examine the intent and purpose of the English teachers' answers from the interviews previously conducted.

The researcher used Miles and Hubberman's interactive analytical model[74], which consists of four steps for interpreting and concluding data obtained from participants: data collection, data reduction (including coding), data display, and

[74] M.B Miles & M.A Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods*. (Baverly Hills, CA: SAGE Publication, 1994). p.10

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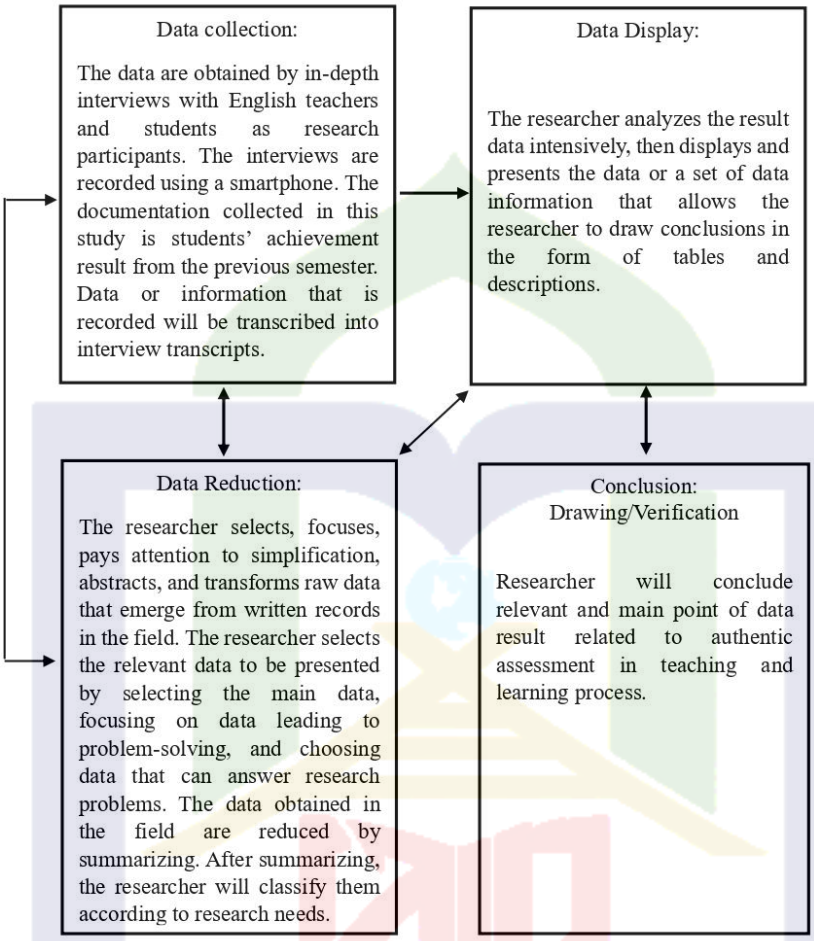
conclusion (as presented in below):



Miles and Huberman's Interactive Model

The first step conducted by the researcher was collecting data from English teachers and students. In this case, the researcher conducted interviews to gather additional supporting data. The interview process was recorded by smartphone. The researcher collected data results and analyzed the responses of teachers and students related to authentic assessment. Then, the researcher transcribed the recordings from the interviews with English teachers and students.

The next step is data reduction. In this step, the researcher reduced the data obtained from the results of transcripts. Then, the researcher checked the entire data

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to find and selected the necessary data related to authentic assessment. At this stage, the researcher also reduced the necessary data to get the main point data. Next, the researcher carried out the data display stage. The researcher described and discussed the findings systematically. In this stage, the researcher grouped the themes and findings into a table so that the data can be more easily understood. Furthermore, the researcher carried out the conclusion process from the data obtained. The data are analyzed, patterned, focused, and arranged systematically in form of conclusion.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

A. *Findings*

The present study was conducted at Sebatik High School namely MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik. This comparison allows the researcher to explore and compare the impact of authentic assessment across different school levels, specifically at the Madrasah Aliyah (MA) level and the senior high school (SMAN) level. Several research findings related to the impact of authentic assessment on the teaching and learning process, as well as how teachers utilize this assessment in classrooms, were identified through interviews and observations at both schools. This study used descriptive qualitative methods to detail the findings and address the research questions. Therefore, several themes are discussed in this study, as follows:

1. The Impact of Authentic Assessment on Teaching Process

The implementation of authentic assessment has a considerable impact on various aspects of the teaching process. The following section will present a detailed overview of the specific effects that authentic assessment has on teaching:

1) Improving Teaching effectiveness

All the teachers in this study agreed that authentic assessment had greatly increased their teaching effectiveness. They emphasized how this approach promotes active student participation, transforming previously passive students into engaged learners. Authentic assessment also improves students' comprehension of material by allowing them to apply concepts in real-world settings rather than

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simply memorizing theory. The statement above is evidenced by the statement of Mr. TM (SMAN 1 Sebatik) in the interview below:

> Mr. TM: *"I feel that authentic assessment has greatly improved my teaching effectiveness. In terms of material mastery, students are better able to apply the concepts they learn in a real context, rather than just memorizing theories. By using authentic assessment, my teaching methods are more varied, so students don't feel bored. For example, if this week I used group work, then the next meeting I can use individual projects or presentations to maintain their motivation and enthusiasm."*

Another perspective highlights how authentic assessment makes the learning environment more interactive and student-centered. Teachers have found that using a variety of assignments, such as projects and presentations, encourages students to actively engage with the material. This approach not only deepens their understanding, but also makes learning a more enjoyable and meaningful experience. As Mrs. LLK (MA As'adiyah Sungai Nyamuk) explained:

> Mrs. LLK: *"I feel that authentic assessment greatly improves my teaching effectiveness, especially in helping students better understand the material. By using different types of assignments and assessments, such as projects and presentations, students can practice the concepts they learn directly. In addition, authentic assessment also makes the learning process more interactive and encourages students to be more actively involved in learning."*

Additionally, authentic assessment encourages teachers to be more creative and enthusiastic, allowing them to create evaluations that are relevant and successful. As one of the teachers, Mrs. JM (MA As'adiyah Sungai Nyamuk), explained:

> Mrs. JM: "*I feel that authentic assessment has improved my teaching effectiveness, especially helping me to make students who were passive become active. So, in what aspects? All aspects actually. Especially in terms of student understanding of the material, as well as student engagement. This also makes us as teachers more enthusiastic and creative to provide good and appropriate assessments for them."*

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Similar views were also found by researcher regarding authentic assessment, highlighting its role in helping teachers enhance their teaching effectiveness. Teachers noted that it fosters a lively, interactive classroom environment, with more collaboration and meaningful exchanges between teachers and students, as well as among students themselves. This dynamic approach promotes deeper learning and a stronger understanding of subject material. As Mrs. YL (SMAN I), explained as follows:

> Mrs. YL: *"I feel that authentic assessment has greatly improved my teaching effectiveness, especially in the aspect of student interaction. With the implementation of authentic assessment, the teaching process becomes more dynamic and less monotonous. The interaction between students and me as a teacher is more active, and the interaction between students is stronger. This creates a more collaborative and meaningful learning environment, as students are more involved in discussions and group work, so their understanding of the material is deeper".*

Overall, all of the teachers in this study agreed that authentic assessment has significantly improved their teaching effectiveness. While the perspectives of Mrs. JM and Mrs. YL are highlighted, their views align with those of the other teachers. Authentic assessment transforms the classroom into a dynamic and interactive environment that encourages active student participation and promotes deeper understanding of the material. It also motivates teachers to be more creative and enthusiastic about designing relevant and effective assessments.

2) Student engagement

The results of this study underscore the significant impact of authentic assessment in helping teachers increase student engagement during the teaching process. Teachers consistently emphasized that authentic assessment serves as a

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powerful tool for actively engaging students. It shifts students' roles from passive listeners to engaged learners. By providing tasks that are relevant to students' real-life experiences, authentic assessment allows teachers to create a more interactive and dynamic learning environment. This approach not only motivates students, but also enables teachers to effectively address diverse learning needs, fostering excitement and participation throughout the classroom.

Mrs. JM (MA As'adiyah Sungai Nyamuk) described how authentic assessment helps her to engage students by providing tasks that are relevant to their daily lives. She explained that this approach allows her to address the challenge of disengaged students by encouraging active participation:

> Mrs. JM: *"Authentic assessment really helps me to improve student engagement during the teaching process because students become more active and motivated when the tasks given are relevant to their lives. So authentic assessment is one of the solutions to increase their engagement in the classroom."*

Similarly, Mrs. LLK (MA As'adiyah Sungai Nyamuk) emphasized that authentic assessment serves as an effective strategy to increase student engagement because it connects learning to students' real-world experiences, making tasks more meaningful and relevant:

> **Mrs. LLK:** *"Authentic assessment is very helpful. As a teacher, I really have to look for effective ways or methods to get students more involved in learning. One of the methods I found is authentic assessment, because with this method students are given tasks that are more meaningful and in accordance with real life, so they are more interested and enthusiastic in participating."*

In addition, Mr. TM (SMAN 1 Sebatik) noted that authentic assessment has changed the learning environment by allowing him to make students more active participants. He observed a clear shift in student behavior from passivity to active

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engagement through the use of projects and other interactive tasks:

> **Mr. TM:** *"Yes, authentic assessment really helps me to increase student engagement because they are more active in the learning process. What is usually passive changes a little to become more active because they are not just sitting, silent, listening and then doing questions but they are active in doing the tasks or projects that we give them."*

In addition, Ms. YL (SMAN 1) shared her experience and highlighted how authentic assessment helps her to encourage active participation through a variety of activities. She explained that incorporating different tasks, such as group projects, presentations, and collaborative work, helps students stay motivated and actively involved in the learning process:

> Mrs. YL: *"Yes, I find it very helpful. By using authentic assessment, students become more active in learning because they are given varied tasks, such as projects, presentations, and group work. Such tasks make them more directly involved in the learning process and motivated to contribute more."*

Overall, the study shows that authentic assessment can help teachers increase student engagement. By using this approach, teachers can create a more vibrant and interactive classroom atmosphere, ensuring that students actively participate in their learning. This ultimately improves the teaching process, as teachers are better equipped to foster enthusiasm and sustained engagement among their students.

3) Identifying students' need

Authentic assessment has proven to be an essential approach to identifying and addressing student needs. By emphasizing real-world tasks, this method provides teachers with a comprehensive understanding of students' strengths and areas for improvement. By closely observing how students apply their knowledge and skills in authentic contexts, such as projects, presentations, or role-playing

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activities, teachers can gain valuable insight into their abilities. This detailed observation allows teachers to tailor their teaching strategies to ensure that each student's individual needs are effectively met.

Mrs. LLK (MA As'adiyah Sungai Nyamuk) described how authentic assessment has helped her to identify both the strengths and weaknesses of her students. She noted that this deeper insight allows her to design appropriate interventions, such as providing additional guidance or adjusting teaching methods to meet students' individual needs and address their specific challenges:

> Mrs. LLK: *"Authentic assessment really helps me identify students' weaknesses and strengths. Through various tasks such as projects or presentations, I can see their abilities in more depth. After that, I can find appropriate solutions, such as providing additional guidance or adjusting teaching methods to meet their individual needs".*

In addition, authentic assessment is particularly valuable for addressing different learning styles, as Mrs. YL (SMAN 1 Sebatik) pointed out. She emphasized how this approach enables her to identify and address the unique preferences of her students, whether they are kinesthetic, auditory or visual learners. By designing targeted activities, such as role-playing for kinesthetic learners or listening exercises for auditory learners, she is able to create a learning environment that fosters student engagement and meets their diverse needs:

> Mrs. YL: *"Authentic assessment covers a variety of student learning styles, including kinesthetic, auditory, and visual. This helps us as teachers to better identify students' learning needs. For example, for students with kinesthetic learning styles, we can provide activities such as games or role plays. While for students who prefer to learn through hearing, we provide listening exercises or watch learning videos. This way, we can see students' strengths and weaknesses in various aspects of learning, so that we can customize teaching strategies that are more appropriate for them".*

The insights gained from authentic assessment allow teachers to observe

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how students respond to realistic scenarios, as noted by Mrs. Jum (MA As'adiyah Sungai Nyamuk). She emphasized how this process helps her not only to identify students' difficulties, but also to develop effective instructional adjustments that support their learning journey:

> Mrs. JM: *"This authentic assessment really helps me in identifying students' needs because through tasks or projects that are relevant to real situations, I can see firsthand how students apply their knowledge and skills. This allows me to observe their abilities in more depth, identify areas that still need improvement, as well as understand where they face difficulties."*

One example of an authentic assessment that Mrs. Jum implemented was a project in which students were asked to create a video demonstrating procedure text. The assignment required students to directly perform the procedure such as preparing a recipe, assembling a simple craft, or following a step by step instruction and document it in a video format. In the video, students explained each step-in detail, demonstrating their ability to use the language features of a procedural text in a practical context. This assignment not only allowed the teacher to assess their understanding of text structure and language use, but also provided insight into their creativity, communication skills, and ability to follow instructions accurately.

Moreover, Mr. TM (SMAN 1 Sebatik) shared that authentic assessment provides a detailed overview of students' skills, especially through tasks that reflect real-life situations. By analyzing the results of these assessments, he can refine his teaching strategies to address specific skill gaps or conceptual misunderstandings among his students:

> Mr. TM: *"Because this authentic assessment provides a more in-depth picture of students' abilities and weaknesses through tasks that reflect real-world situations. So, through the results of this assessment, I can adjust my teaching strategies according to their needs, both in skills and subject*

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matter."

From these perspectives, it is clear that authentic assessment plays a critical role in enabling teachers to identify and meet the diverse needs of their students. By providing opportunities for in-depth assessment of students' abilities and accommodating different learning styles, this method ensures that instruction is both personalized and effective. Teachers can target interventions and adjust their approaches to create a more inclusive and engaging learning environment, ultimately improving the overall learning experience for their students.

4) Comprehensive student evaluation

From the teachers' point of view, authentic assessment greatly enhances their ability to comprehensively assess students' development. This approach allows them to observe students' skills in real-life contexts, rather than just through written tests, providing insights into skills such as speaking, pronunciation, communication and problem solving. Teachers appreciate how authentic assessment allows them to see how well students apply the concepts they have learned in practice, giving a more accurate picture of each student's understanding and skill level. It also allows for individualised monitoring of critical areas such as critical thinking, creativity and collaboration through a variety of activities such as projects, presentations and group work. This approach gives teachers a deeper, more realistic view of student progress and development. As one of the teachers, Mrs. JM (MA As'adiyah Sebatik), explained:

> Mrs. JM: *"I feel that authentic assessment helps me to evaluate students' development more thoroughly, for example, what their speaking ability, pronunciation, and other skills are like because it allows me to see students' abilities in a real context and not just through written tests. It gives me a*

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more complete picture of their understanding and skills".

The perspectives shared by teachers underscore the significant benefits of authentic assessment in comprehensively evaluating student development. By allowing teachers to observe students' skills in real-life contexts, authentic assessment goes beyond the limitations of traditional written tests. This approach not only increases the accuracy of student assessments, but also aligns with the broader goals of promoting meaningful learning and practical application of knowledge, as highlighted by Mrs. JM's insightful point of views.

5) Integration with existing Curriculum

Teachers generally find that authentic assessment aligns well with existing curriculum and enhances learning by naturally supporting established objectives. However, they face challenges with time management, as authentic assessments often require more time to plan and implement than traditional methods. However, teachers believe that good planning and flexibility in scheduling can reduce these problems. Mrs. JM (MA As'adiyah Sungai Nyamuk), stated:

> Mrs. JM: "*So far, I have not experienced significant challenges in integrating authentic assessment with the existing curriculum, as this method naturally complements the learning objectives that have been set. The challenges I have encountered are more on the technical aspects, such as time adjustments. For example, in certain situations, I need to adjust tasks or projects to fit the time available. However, these challenges can be relatively overcome with good planning and flexibility in organizing learning activities".*

Some teachers also initially struggled with the unfamiliar format of authentic assessments, but overcame this through continuous training such as participated in workshops focused on designing authentic tasks and engaged in peer coaching to refine their practices. and collaborative discussions with colleagues,

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which helped them develop effective integration strategies. As explained by Mrs. YL (SMAN 1 Sebatik):

> Mrs. YL: *"Initially I had difficulties in integrating authentic assessment with the curriculum because I was not familiar with the assessment format and methods. However, over time, I was able to overcome these difficulties by attending frequent trainings. In addition, we also often communicate and discuss with fellow teachers, we share experiences and effective strategies, so the implementation becomes easier"*.

Integrating authentic assessment into the existing curriculum generally proves to be a smooth process as it naturally aligns with previously specified learning objectives. Teachers acknowledge that while technical challenges such as time management may arise, these can be overcome through careful planning and flexible scheduling, as Mrs. JM points out. In addition, initial unfamiliarity with the format of authentic assessments, as shared by Mrs. YL, can be effectively addressed through continuous professional development and collaborative discussions with colleagues. These efforts not only ease the integration process, but also improve the overall implementation of authentic assessment in the classroom.

2. The Impact of Authentic Assessment on Learning Process

1) Enhancing Students' Understanding of Material

The findings of this study indicate that teachers recognize the effectiveness of authentic assessment as a tool for enhancing students' understanding of the material. In contrast to traditional assessment methods, which frequently prioritize rote memorization, authentic assessment prioritizes the application of knowledge through real-world tasks and projects. This approach not only enhances students' comprehension of theoretical concepts but also cultivates critical thinking, creativity, and problem-solving abilities. Through projects, presentations, and other

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practical assignments, students actively engage with the learning material, facilitating the retention and application of knowledge. This perspective was shared by all teachers interviewed, who provided examples of how authentic assessment has transformed students' understanding of the material.

Mrs. JUM (MA As'adiyah Sungai Nyamuk) explained how authentic assessment allows students to connect learning with practice through meaningful projects:

> *Mrs. JM: "Yes, there is definitely a significant increase in understanding due to the assignments or projects given. For example, they make a product or project such as making a video about certain material and understand the process until the formation of the video. This is what makes them understand the material more deeply because authentic assessment allows them to directly practice the material they have learned."*

Similarly, Ms. LLK (MA As'adiyah Sungai Nyamuk) emphasized the active role authentic assessment plays in ensuring that students retain and apply the material:

> Ms. LLK: *"Yes, with authentic assessment, students not only understand the concepts in theory, but they also practice directly what they have learned. In addition, students remember the material more easily because they are actively involved in the learning process, such as through projects, presentations, or group work."*

The importance of preparation and engagement was further elaborated by Mr. TM (SMAN 1 Sebatik), who described how authentic assessment encourages students to approach learning tasks with greater dedication and focus:

> Mr. TM: *"Yes, students show a deeper understanding because, as we know, authentic assessment is task and project based. This encourages them to really prepare well before doing the task or project. With careful preparation and engagement in the activity, their understanding of the material becomes deeper."*

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Meanwhile, Mrs. YL (SMAN 1 Sebatik) acknowledged the overall positive impact of authentic assessment on students' comprehension but also pointed out some challenges faced by certain students due to vocabulary limitations:

> Mrs. YL: *"Yes, most students showed a deeper understanding of the material after using authentic assessment. However, there are also some students who have not achieved the expected understanding. If I observe, the obstacle is due to the lack of vocabulary they know. But, overall, more students have improved their understanding because authentic assessment encourages them to think critically and connect the material to real situations."*

The use of authentic assessment provides students with a practical and interactive approach to engaging with learning material, which has been shown to result in a deeper understanding and improved retention. While some obstacles, such as language barriers, remain for a few students, the majority of students have been found to benefit significantly from the hands-on and contextually relevant nature of authentic assessment.

This approach has been demonstrated to enhance comprehension and prepare students to apply their knowledge in real-world contexts, which has been shown to make learning more meaningful and impactful. Meaningful learning in this context refers to students' ability to connect theoretical concepts with practical applications, such as demonstrating creativity in project-based assignments, or collaborating effectively in group work. These activities not only deepen students' understanding, but also equip them with skills that are directly transferable to everyday situations.

2) Enhancing student skills

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The implementation of authentic assessment has been identified as an effective method for developing students' speaking abilities, vocabulary, pronunciation, and confidence. Educators have shared their experiences with authentic tasks in real-world contexts, emphasizing the ways in which authentic assessment facilitates skill enhancement. Each perspective highlights the numerous benefits of this approach while acknowledging certain challenges.

Mrs. JM (MA As'adiyah Sungai Nyamuk) emphasized how authentic assessment sharpens students' speaking skills and builds their confidence, making them more courageous in speaking, expressing their ideas, completing assigned projects, and actively engaging in discussions through tasks that involve real-world applications. She explained that using video projects, such as a news item activity, encouraged students to assume roles like reporters and journalists. This process required them to focus on accurate pronunciation, meaningful vocabulary use, and conveying ideas confidently.

> Mrs. JM: *"In my opinion, the skills that are more developed in students when using authentic assessment are their speaking ability, pronunciation, increased vocabulary, as well as their confidence. For example, when I asked them to make a video project about a news item. Some acted as reporters and journalists. This sharpens their skills related to speaking skills, must pronounce words well, must be confident, and of course must understand the meaning conveyed so indirectly their vocabulary increases."*

Similarly, Mrs. LLK (MA As'adiyah Sungai Nyamuk) emphasized the beneficial impact of authentic assessment on both individual and group dynamics. She observed that while not all students demonstrated notable advancement, the majority exhibited enhanced proficiency in communication such as improved fluency in expressing their ideas, better pronunciation, and the ability to articulate

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their thoughts during presentations. Moreover, the collaborative nature of authentic assessment tasks facilitated the development of teamwork among students, as they collaborated to complete projects or assignments.

> Mrs. LLK: *"In my opinion, the skill that has developed is their speaking ability. Although not all students showed significant improvement, most students became more confident in speaking. In addition, their vocabulary has also increased, and group cooperation is also more visible, as authentic assessment often requires them to collaborate in completing tasks or projects."*

For Mr. TM (SMAN 1 Sebatik), the emphasis was on the diverse range of competencies cultivated through authentic assessment. He noted that students demonstrated notable advancement in pronunciation, vocabulary, and speaking abilities, along with enhanced capacity for effective collaboration. Mr. TM stated that authentic assessment provides students with the opportunity to engage in meaningful and practical language use, which directly supports their skill growth.

> Mr. TM: *"In my opinion, the skills that are more developed in students when using authentic assessment are related to pronunciation, the ability to collaborate, vocabulary, and speaking skills."*

Mrs. YL (SMAN 1 Sebatik) offered a nuanced perspective, emphasizing that while many students showed improvement in speaking and vocabulary, the progress was not evenly distributed across all students. She observed that authentic assessment helped some students to make notable progress in their speaking skills and confidence, but acknowledged the challenge of addressing different skill levels within a single class.

> Mrs. YL: *"In my opinion, the skills that are more developed in students when using authentic assessment are speaking skills. In addition, their vocabulary also increased. However, this improvement is uneven because the ability of students in one class varies. Some students show good progress, but there are still some who are not as expected."*

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Authentic assessment has been demonstrated to be an effective approach for developing a range of student competencies, particularly in the areas of speaking, vocabulary, pronunciation, and confidence. Each teacher emphasized distinct aspects of its implementation, including the promotion of creativity and teamwork, as well as the tracking of individual progress. While challenges such as varying levels of improvement remain, the majority of teachers agreed that authentic assessment provides a practical and engaging framework that significantly benefits students' skill development.

3) Enhancing student motivation to learn

The positive impact of authentic assessment on student motivation was agreed upon by all teachers in this study. They emphasized how this method promotes enthusiasm for learning by providing tasks that are real-life, varied, and engaging. Authentic assessment shifts the learning process from passive listening to active participation, which resonates well with students' diverse learning styles and interests. One of the key factors contributing to increased motivation is the relevance of tasks to real-life scenarios such as creating a video on a procedure text, acting as a presenter or journalist for a news item project, participating in role plays, or delivering presentations on various topics.

Teachers noted that students find authentic assessment more meaningful because they can connect what they learn in class to practical applications. For instance, Mrs. JM (MA As'adiyah Sungai Nyamuk) shared:

> Mrs. JM: *"Students are more motivated to learn with the authentic assessment method because they feel that the tasks given are more relevant to real life and more varied. So as teachers, especially at MA As'adiyah, we have to be really creative teachers, not be monotonous, and see the*

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> *condition of the students. We have to create an atmosphere that makes them more enthusiastic and motivated to learn."*

This relevance is further enhanced by the variety of activities offered, such as group work, presentations, and projects. Such assignments encourage active participation and cater to students with different preferences and learning styles. For example, kinesthetic learners, who prefer hands-on activities, respond positively to authentic assessments. As Mr. TM noted:

> Mr. TM: *"Yes, students' motivation is very enthusiastic to learn with the authentic assessment method because many students have a learning style that prefers to do hands-on practice rather than just sitting listening to theory. So, when they practice, they are happy."*

In addition to motivating students with a strong interest in the material, authentic assessment also addresses the challenges faced by students with low confidence or interest. Teachers often use personalized approaches to understand and meet the needs of these students and ensure that they remain engaged. For example, providing varied tasks not only maintains interest, but also helps build confidence by allowing students to experience success in different contexts. Overall, teachers agreed that authentic assessment increases student motivation by making learning more engaging, practical, and interactive. Its ability to accommodate different learning styles while encouraging active participation makes the classroom a dynamic environment. This not only motivates students, but also supports their deeper understanding of the material.

4) Enhancing Student Engagement in the Learning Process

Authentic assessment, as emphasized by the teachers interviewed, has emerged as a powerful approach to fostering greater student engagement. One of

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its key strengths lies in transforming passive learners into active participants. Group assignments and projects, for example, encourage students to take on specific roles and responsibilities, which naturally increases their involvement in classroom activities. **Mrs. JM** (MA As'adiyah Sungai Nyamuk) explained:

> **Mrs. JM:** *"This authentic assessment increases students' involvement in the learning process from passive to active. Like when I give them group tasks or projects, I see a significant difference in their involvement because of the roles or responsibilities so that their participation and involvement increase."*

Furthermore, authentic assessment encourages collaboration among students**.** Mrs. LLK **(**MA As'adiyah Sungai Nyamuk) shared her observation that students become more engaged when working on interesting and collaborative tasks, such as group projects where they divide responsibilities, brainstorm ideas, and work together to create presentations or complete assignments.

> Mrs. LLK: *"Authentic assessment significantly increases the level of student engagement. Students become more active in class because they are given interesting tasks, such as group projects, which make them more responsible and collaborate with their peers."*

In addition to fostering collaboration, authentic assessment motivates students by giving them the opportunity to apply their knowledge directly. This practical application of learning fuels their enthusiasm and participation. The statement above is evidenced by the statement of Mr. TM (SMAN 1 Sebatik) in the interview below:

> Mr. TM: *"This authentic assessment allows students to directly practice the material they have learned so that they are more enthusiastic and motivated to participate. When teachers provide various models of assignments or projects, it is one way to motivate students to be actively involved in learning. With varied tasks, learning becomes less monotonous and students become more involved in the learning process."*

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Incorporating varied and relevant tasks plays a significant role in keeping students engaged. Authentic assessment challenges students with activities that connect learning to real-life situations. Mrs. YL highlighted the impact of these approaches:

> Mrs. YL: *"Authentic assessment affects the level of student engagement by providing varied tasks, such as projects, presentations, or group work. This makes them more enthusiastic as each task has different challenges and is relevant to real life. In addition, the support from us as teachers, such as continuous guidance and feedback, also helps students feel more confident and motivated to be actively involved in learning."*

The data show that authentic assessment can effectively boost student engagement through a variety of ways such as incorporating hands-on projects, role-playing activities, group discussions, and real-world problem-solving tasks. It changes the classroom into a place where students actively participate, apply real-world skills, and receive constructive feedback from their teachers. This approach not only increases their engagement, but it also fosters a stronger connection to the information being taught, as students are able to relate the material to their own experiences.

5) Improving Student Interaction and Collaboration

The implementation of authentic assessment has brought about significant positive changes in the way students interact and work together in groups. Teachers in this study unanimously agreed that authentic assessment fosters better collaboration, communication, and responsibility among students. By participating in group assignments designed with authentic assessment principles, students learn to value teamwork and develop skills that are essential for both academic success and real-life problem solving.

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One of the teachers, Mrs. JM (MA As'adiyah Sungai Nyamuk), explained that authentic assessment promotes active participation and equal contribution within group assignments:

> **Mrs. JM:** *"I noticed a positive change in the way students interacted and worked together in groups after the implementation of authentic assessment. They become more active, support each other, and are more involved in completing group tasks. Because what I apply when giving group assignments is that all members must have a role so that not only students who understand better or are smarter are relied on in the group but all have the same role and responsibility."*

Similarly, Mrs. LLK (MA As'adiyah Sungai Nyamuk) highlighted how students became more open to considering others' opinions and working collaboratively. She remarked:

> Mrs. LLK: *"There are certainly significant changes. After the implementation of authentic assessment, students became more open in working together and not only focusing on their personal opinions. They learn to consider the opinions of friends in the group, so their collaboration and communication skills improve."*

Moreover, Mr. TM (SMAN 1 Sebatik) observed that authentic assessment enhances students' ability to share ideas and take responsibility within group settings:

> Mr. TM: *"I see an improvement in the way students interact and cooperate in groups after implementing authentic assessment. In particular, the way they respond, share their opinions, and take responsibility for completing group tasks."*

Finally, Mrs. YL (SMAN 1 Sebatik) noted how authentic assessment encouraged students to be more confident and appreciative of one another's contributions:

> Mrs. YL: *"There are significant changes. Students became more active in collaborating and helping each other to solve problems. They are more confident in sharing ideas and more open to their friends' opinions. With group tasks based on authentic assessment, they learn to work together*

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more effectively and appreciate the contribution of each member in the team."

All teachers in this study acknowledged the profound impact of authentic assessment on student interaction and teamwork. In addition to building collaboration and communication skills, authentic assessment fosters a sense of responsibility and respect for diverse opinions. Through this approach, students learn to navigate group dynamics more effectively and become more attuned to the strengths and perspectives of their peers. This collaborative process not only enhances their interpersonal skills, but also promotes the development of critical thinking and problem-solving skills as students work together to address challenges and complete assignments.

Students who are less motivated or show little desire to learn are one of the main challenges in implementing authentic assessment. Teachers acknowledged that although such students represent a small portion of the class, they require special attention to ensure active involvement in the learning process. Another challenge lies in the variation in students' abilities, with some able to understand the material quickly and others taking longer. This requires teachers to adapt tasks and assessments to meet the needs of all students.

Teachers use a variety of strategies to meet this challenge. For less motivated students, an individualized approach is often used, where teachers try to understand the needs and interests of these students while providing more intensive encouragement and guidance. The use of group work is an effective way of dealing with students of different abilities. This allows students who understand the material better to help their peers, creating a collaborative and supportive learning

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environment. Teachers also use technology such as YouTube videos, audio for listening, printed worksheets, projectors, incorporate creative and interactive tools like Canva, Wordwall, Quizizz, and Kahoot to simplify the assessment process and ensure that all students are able to follow along.

In addition to the challenges posed by students, teachers are also faced with constraints in terms of time and preparation. Authentic assessment requires sufficient time to design relevant tasks and ensure that they are effective for all students. Some teachers overcome this barrier by sharing ideas and experiences with peers, continuing to learn, and innovating in the development of assessments. In this way, they are not only able to overcome the obstacles, but also improve the quality of authentic assessment implementation in their classrooms.

To gain further insight into the impact and implementation of authentic assessment, it is essential to examine how these differences manifest in the teaching and learning processes at MA and SMAN. While both institutions acknowledged the positive impact of authentic assessment, common challenges and goals of enhancing student engagement and understanding were identified. However, their outcomes may differ due to the distinct characteristics of their student and institutional priorities. The following analysis highlights the effects of authentic assessment on teaching and learning outcomes at both levels.

Authentic Assessment (AA) greatly enhances the effectiveness of teaching in MA As'adiyah Sungai Nyamuk by creating a more dynamic and engaging classroom environment. Through assignments such as group work, projects, and presentations, the classroom becomes interactive and enjoyable, encouraging active

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student participation. In addition, AA promotes student engagement by incorporating varied, hands-on activities that make learning more meaningful. It also helps teachers identify individual student strengths and weaknesses through real-world assignments, allowing them to tailor their teaching strategies accordingly. By using a variety of assessment methods, such as projects, peer reviews, and presentations, AA provides a comprehensive evaluation of students' skills. However, efforts are ongoing to address these challenges effectively.

At SMAN 1 Sebatik, AA improves teaching effectiveness by increasing student interaction and involvement, making classrooms more engaging and less monotonous. The inclusion of varied and relevant tasks promotes student engagement and encourages active participation in the learning process. AA also helps teachers better identify and meet the diverse needs of students by recognizing their unique learning styles and adapting strategies accordingly. In addition, it assesses critical skills such as creativity, collaboration, and critical thinking, providing a more thorough evaluation of student performance. While integrating AA into the existing curriculum was initially challenging, collaborative efforts and teacher training helped to overcome these obstacles and ensure its successful implementation.

After discussing the impact of authentic assessment (AA) on the teaching process, it is essential to explore how this approach also influences students' learning. Authentic Assessment (AA) fosters a deeper understanding of the material for MA students by engaging them in projects and real-world tasks that make the classroom more relevant and meaningful. It also improves essential skills such as

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speaking, collaboration, and problem solving through hands-on assignments and presentations. In addition, AA motivates students by providing interactive, real-world tasks that make the learning process more enjoyable and relatable. In addition, AA increases student engagement by actively involving them in assignments and projects, while promoting teamwork by assigning roles within group activities that encourage mutual support and cooperation.

In SMAN, AA promotes deeper understanding by linking classroom material to practical, real-world applications and encourages critical thinking. It also improves students' skills, particularly in speaking, collaboration, and critical thinking, through project-based assignments and peer evaluations. In addition, AA motivates students by giving them greater control over their learning through varied, engaging assignments such as projects and presentations. The use of collaborative assignments not only increases engagement, but also fosters teamwork and cooperative interaction as students work together to solve problems, share ideas, and learn from each other.

The main difference between the impact of authentic assessment (AA) on the teaching process in MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik lies in the level of commitment and challenges faced by teachers. In MA, AA increased teaching effectiveness through the use of more varied methods, such as projects and presentations, despite the time constraints of integrating AA into the existing curriculum. In SMAN, despite initial challenges in integrating AA, AA was shown to improve student interaction and make the classroom more dynamic and less monotonous. In terms of learning, AA in MA helped students develop deeper

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understanding and speaking and collaboration skills through practical tasks, while in SMAN, AA also improved deeper understanding of the material, increased motivation, and encouraged more effective teamwork.

B. *Discussion*

The discussion of this research focuses on the findings related to the two formulated research questions. It explores the effect of authentic assessment on the teaching and learning process at MA As'adiyah Sungai Nyamuk and SMAN 1 Sebatik, North Kalimantan, providing a comparative analysis of how such assessments are implemented and their impact on student engagement, teaching effectiveness, and overall educational outcomes.

In this research, it was found that authentic assessment significantly enhances teaching effectiveness by providing diverse tasks that are aligned with real-world contexts and encourage active student engagement. This is aligned with constructivist learning theory by Piaget, which emphasizes the importance of meaningful and context-based learning experiences.[75] According to this theory, learning is most effective when students actively construct their own understanding and knowledge through experiences that are relevant to their existing cognitive frameworks. Experiences that are engaging, authentic, and connected to real-world contexts can foster meaningful learning. Similarly, research by Zahra Sokhanvar, et al., highlights that authentic assessment promotes active learning and facilitates deep engagement among students.[76]

[75] Piaget, J.(1983). "Piaget Theory of Cognitive Development".In P. Mussen (ed). Handbook of Child Psychology.4th edition. Vol.1. New York: Wiley.

[76] Sokhanvar, Z., Salehi, K., & Sokhanvar, F. (2021). Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A

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Meaningful learning is about connecting new information to prior knowledge in a way that resonates with the personal experiences and interests of the student. This deepens understanding, promotes retention, and fosters a sense of purpose in the learning process. Context-based learning, on the other hand, emphasizes situating learning in authentic and relevant contexts. It embraces the idea that knowledge is not acquired in isolation, but is constructed within a framework of cultural, social, and environmental influences. By embedding learning activities in real-life contexts, students are better equipped to transfer knowledge and skills to similar situations outside the classroom.

It also resonates with Kolb's experiential learning theory, which emphasizes that learning is most effective when students actively participate in tasks that reflect real-world scenarios and allow them to transform abstract concepts into practical knowledge.[77] By engaging in such experiential tasks, students not only gain a deeper understanding of the subject matter, but also develop critical thinking and adaptive skills that are essential for problem solving in diverse contexts. This approach bridges the gap between theoretical learning and practical application, equipping students with the tools necessary to effectively address real-world challenges and fostering a sense of ownership over their learning process.

In addition, authentic assessment greatly helps teachers to comprehensively assess students' development, not only through written tests but also by evaluating

systematic literature review. *Studies in Educational Evaluation, 70,* 101030. https://doi.org/10.1016/j.stueduc.2021.101030

[77] Kolb, D.A. (1984). Experiential Learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall

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students' practical skills. This supports Wiggins' view that authentic assessment allows teachers to assess students in a real context, providing insight into students' ability to apply their knowledge practically.[78] Moreover, by focusing on real-world tasks, authentic assessment enables students to connect classroom learning to practical applications, fostering deeper understanding and retention. It also encourages critical thinking and problem-solving skills that are essential for success in both academic and professional settings.

Authentic assessment accommodates different learning styles and helps teachers identify student needs. By emphasizing real-world tasks, this method provides teachers with a comprehensive understanding of students' strengths and areas for improvement. By closely observing how students apply their knowledge and skills in authentic contexts, such as projects, presentations, or role-playing activities, teachers can gain valuable insight into their abilities. This detailed observation allows teachers to tailor their teaching strategies to ensure that each student's individual needs are effectively met. This aligns with the research conducted by Syafrizal, et.al., which states that authentic assessment helps teachers analyze students' strengths and weaknesses and determine effective strategies to apply in the classroom.[79]

Authentic assessment also aligns well with the existing curriculum, allowing teachers to demonstrate innovation while maintaining standard guidelines.

[78] Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. Jossey-Bass: San Francisco.

[79] Syafrizal, S., Paharnzah, J., & Nuraeni, F. W. (2020). An Analysis of Authentic Assessment Implementation in English Speaking Skill of Second Grade Students. *Journal of Research and Educational Research Evaluation*, *9*(2), 94-99.

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Teachers acknowledge that while technical challenges such as time management may arise, these can be overcome through careful planning and flexible scheduling. This contradicts the findings of Cristiana's research, which states that in implementing authentic assessment, teachers face numerous obstacles, particularly as adapting to the curriculum requires time.[80] In addition, the integration of authentic assessment fosters collaboration among teachers to share strategies for effectively addressing challenges. This approach not only improves the teaching process, but also ensures that students receive meaningful and engaging learning experiences tailored to their needs.

Furthermore, authentic assessment has a significant impact on the learning process, especially in encouraging collaborative interactions and teamwork among students, such as solving problems together and sharing ideas. By participating in group assignments designed with authentic assessment principles, students learn to value teamwork and develop skills that are essential for both academic success and real-life problem solving.

This approach significantly increases student motivation, as students are more enthusiastic when they see the relevance of their tasks to real-life scenarios. In addition, authentic assessment shifts the learning process from passive listening to active participation, which resonates well with students' diverse learning styles and interests. One of the key factors contributing to increased motivation is the relevance of tasks to real-life scenarios such as creating a video on a procedure text,

[80] Cristiana, O. (2023). *Developing an Authentic Assessment Rubric in Kurikulum Merdeka with 21st Century Learning Methods for 10th Grade Students* (Doctoral dissertation, Universitas Pendidikan Ganesha). DOI: 10.36663/tatefl.v4i1.490

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acting as a presenter or journalist for a news item project, participating in role plays, or delivering presentations on various topics.

Student engagement has been observed to increase due to the variety of hands-on activities that make the learning process interactive. Authentic assessment, has emerged as a powerful approach to fostering greater student engagement. One of its key strengths lies in transforming passive learners into active participants. Group assignments and projects, for example, encourage students to take on specific roles and responsibilities, which naturally increases their involvement in classroom activities.

Moreover, authentic assessment enhances students' understanding of the material and enables them to grasp concepts more deeply. Tasks such as role-playing and project-based activities play an important role in improving not only cognitive skills, but also practical, ensuring that learning is applicable beyond the classroom. Despite the advantages, teachers face challenges in implementing authentic assessment, mainly due to time constraints and meeting the needs of less motivated students. This aligns with the research by Aziz, et.al., which states that addressing the varied abilities, learning styles, and motivation levels of students adds complexity to designing assessments that are equitable and effective for all students.[81] However, through training and collaboration, they have found solutions such as using personalized approaches, incorporating technology such as YouTube, and digital worksheets to engage all students and overcome these barriers.

In addition, the use of authentic assessment has been identified as an

[81]Aziz, et al., Challenges in Using Authentic Assessment in 21st Century ESL Classrooms. (*International Journal of Evaluation and Research in Education*, *9*(3), 759-768, 2020)

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effective method for developing students' speaking skills, vocabulary, pronunciation, and confidence. Teachers have shared their experiences with authentic tasks in real-world contexts, emphasizing how authentic assessment facilitates skill development. By engaging in authentic tasks, students are exposed to contextualized vocabulary that reflects real-life situations, allowing them to expand their vocabulary and use words appropriately. Moreover, consistent practice with speaking tasks helps students refine their pronunciation, making their speech clearer and more understandable. Authentic assessment also builds students' confidence by creating a supportive environment where they feel encouraged to express their ideas, complete assigned projects, and actively participate in discussions. This process makes students more confident in communicating effectively and tackling real-world challenges.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, the researcher can formulate several conclusions related to the two main points of the research questions, as follows:

1. The findings indicate that authentic assessment significantly improves teaching effectiveness by encouraging the creation of engaging, interactive, and student-centered activities. Authentic assessment also provides teachers with a more holistic view of student progress by accommodating different learning styles and assessing both theoretical and practical skills. It also aligns well with curriculum goals, allowing teachers to maintain standard guidelines while introducing real-world tasks that enrich the instructional process.
2. Authentic assessment greatly enhances the learning process by encouraging collaborative interactions and teamwork among students. Activities such as group work, problem solving, and idea sharing allow students to develop skills essential for both academic success and real-world problem solving. These collaborative activities not only build interpersonal and critical thinking skills, but also encourage students to reflect on their learning processes, leading to a deeper and more meaningful understanding of the material.

B. Suggestion

1. For English Teacher

Teachers are highly recommended to implement and maximize the use of

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authentic assessment to make the learning process more engaging and effective. Teachers should explore creative ways to incorporate real-world applications into their assessment tasks, such as role-playing, collaborative projects, or portfolio assessments. Teachers are also encouraged to provide personalized feedback and foster a collaborative classroom environment to help students overcome learning barriers and achieve optimal results.

2. For Future Writers

Future writers are encouraged to explore authentic assessment using a variety of methods, such as experimental designs, to analyze its effects on specific skills, such as critical thinking or speaking. Expanding the sample size or focus area could provide broader insights, while examining the role of technology in assessment could provide practical recommendations for improving its implementation.

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APPENDICES

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE
JURUSAN TARBIYAH
Jl. Amal Bakti NO. 8 Soreang 911331,Telepon (0421)21307, PakIsmail(0421)2404

RESEARCH ALLOWANCE

APPENDIX 01: RESEARCH ALLOWANCE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.lainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-0312/In.39/PP.00.09/PPS.05/07/2024 25 Juli 2024
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. **Bapak Bupati Nunukan**
Cq. **Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu**

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama	:	JELLI ANGGRIANA
NIM	:	2220203879102019
Program Studi	:	Tadris Bahasa Inggris
Judul Tesis	:	**The Impact of Authentic Assessment on The Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Juli s/d September** Tahun **2024**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

Dr. H. Islamul Haq, Lc.,M.A
NIP.198403 201503 1 004

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PEMERINTAH KABUPATEN NUNUKAN

DINAS PENANAMAN MODAL

DAN PELAYANAN TERPADU SATU PINTU

Komplek Kantor Bupati Nunukan, Jl. Sei Jeppun-Mansapa, Kabupaten Nunukan Kalimantan Utara (77480)
e-Mail : dpmptspnunukan@gmail.com, Laman : www.dpmptsp.nunukankab.go.id

SURAT KETERANGAN PENELITIAN

Nomor : 015/DPMPTSP/PNB-C/SEMPADAN/VIII/2024

Memperhatikan surat :

Dari	:	INSTITUT AGAMA ISLAM NEGERI PAREPARE
Nomor	:	B.912/In.39/PP.00.09/PPS.05/07/2004
Tanggal	:	25 Juli 2024
Perihal	:	Permohonan Izin Penelitian

Setelah mempelajari proposal yang diajukan, maka dapat diberikan Surat Keterangan Penelitian Kepada :

Nama	:	JELLI ANGGRIANA
Nama Lembaga	:	INSTITUT AGAMA ISLAM NEGERI PAREPARE
Judul Penelitian	:	The Impact of Authentic Assessment on the Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan.
Tempat Penelitian	:	1. MA As'adiyah Sungai Nyamuk 2. SMAN 1 Sebatik
Waktu Penelitan	:	15 Agustus 2024 s/d 30 September 2024

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan. Kepada peneliti diwajibkan :

1. Mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian serta menghormati adat istiadat setempat;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian 1 (satu) exampler kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Nunukan;

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4. Surat Keterangan Penelitian ini tidak berlaku apabila pemegang Surat Keterangan Penelitian melakukan penyimpangan terhadap ketentuan peraturan perundang-undangan yang berlaku.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Nunukan, 15 Agustus 2024
KEPALA,

JUNI MARDIANSYAH, AP
Pembina Utama Muda IV/c
NIP.197506011994121001

Tembusan di sampaikan kepada Yth :
1. Badan Kesatuan Bangsa dan Politik Kabupaten Nunukan.
2. Pimpinan MA As'adiyah Sungai Nyamuk.
3. Kepala Sekolah SMAN 1 Sebatik.
4. Arsip.

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KEPUTUSAN
DIREKTUR PASCASARJANA INSTITUT AGAMA ISLAM NEGERI PAREPARE
NOMOR : 153 TAHUN 2023

TENTANG

PENUNJUKAN PEMBIMBING UTAMA DAN PENDAMPING TESIS
PASCASARJANA IAIN PAREPARE

DENGAN RAHMAT TUHAN YANG MAHA ESA
DIREKTUR PASCASARJANA INSTITUT AGAMA ISLAM NEGERI PAREPARE

Menimbang :
a. Bahwa penulisan tesis merupakan salah satu syarat dalam penyelesaian studi pada jenjang S2 Pascasarjana IAIN Parepare, untuk itu dipandang perlu membuat keputusan tentang penunjukan pembimbing utama dan pendamping Tesis.
b. Bahwa saudara yang tertera namanya dalam surat keputusan ini dipandang cakap/mampu melaksanakan tugas tersebut.

Mengingat :
1. Undang-Undang Nomor : 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi
4. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi
5. Peraturan Pemerintah Nomor 4 Tahun 2022 tentang Perubahan atas Peraturan Pemerintah Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden Republik Indonesia Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;
8. Peraturan Pemerintah Nomor 46 Tahun 2019 tentang Pendidikan Tinggi Keagamaan
9. Peraturan Menteri Agama Nomor 24 Tahun 2022 tentang Perubahan Atas Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Parepare;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam
11. Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor B-582/In.39/KP.07.6/05/2022 Tahun 2022 tentang Pengangkatan Jabatan Direktur Pascasarjana Institut Agama Islam Negeri Parepare.

Memperhatikan : Keputusan Rektor Nomor 656 Tahun 2023 Tentang Penunjukan Pembimbing Tesis Pascasarjana Institut Agama Islam Negeri Parepare

MEMUTUSKAN

Menetapkan :

KESATU : Penunjukan Pembimbing Utama dan Pendamping Tesis Pascasarjana Institut Agama Islam Negeri Parepare;

KEDUA : Menunjuk Saudara: 1. Dr. Magdahalena Tjalla, M.Hum
2. Dr. Arqam, M.Pd
masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa	:	JELLI ANGGRIANA
NIM	:	2220203879102019
Program Studi	:	Tadris Bahasa Inggris
Judul Penelitian	:	The Impact Of Authentic Assessment In Teaching And Learning At MA As'adiyah Sebatik

KETIGA : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk tesis

KEEMPAT : Segala biaya akibat diterbitkannya Surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare.

KELIMA : Surat Keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 22 November 2023
Direktur,

Dr. Hj. Darmawati,S.Ag.,M.Pd
NIP. 19720703 199803 2 001

Tembusan:
1. Ka.Prodi Magister TBI
2. Arsip

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PENGURUS BESAR AS'ADIYAH
AS'ADIYAH CABANG SEBATIK
MA AS'ADIYAH SUNGAI NYAMUK

Jln. Bhakti Husada, RT.03, Desa Sungai Nyamuk, Kabupaten Nunukan, Provinsi Kalimantan Utara, 77435

SURAT KETERANGAN
Nomor : 025/MAAS/SN/KST/X/2024

Yang bertanda tangan di bawah ini :

Nama	: Kamal, S.Hi., MM., M.Pd
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama	: Jelli Anggriana
NIM/Jurusan	: 2220203879102019/ Tadris Bahasa Inggris
Perguruan Tinggi	: Institut Agama Islam Negeri Pare-Pare

Telah melaksankan Penelitian di MA As'adiyah Sungai Nyamuk berdasarkan Surat dari Dinas Penananamn Modal dan PTSP, Nomor : 015/DPMPTSP/PNB-C/SEMPADAN/VIII/202 tanggal 15 Agustus 2024, dalam rangka Penelitian Tesis dengan judul :

"THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT MA AS'ADIYAH SUNGAI NYAMUK, NORTH KALIMANTAN"

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Sebatik Timur, 09 Oktober 2024
Kepala Madrasah

Kamal, S.Hi.,MM., M.Pd
NIP.

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PEMERINTAH PROVINSI KALIMANTAN UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEBATIK
Alamat Jl. Diponegoro –Sebatik Kab.Nunukan Kalimantan Utara
Kode Pos : 77483 Email : smansasbtk@gmail.com

NSS: 30.1.16.08.05.001 NPSN: 30402811

SURAT KETERANGAN PENELITIAN

Nomor : 422//SMAN 1-SBTK/X/2024

Yang bertandatangan dibawah ini :

Nama	: SUDIRMAN, S.Pd.
NIP	: 19711231 200502 1002
Pangkat / Gol. Ruang	: Pembina Tk.I / IV.b
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri 1 Sebatik

Menerangkan bahwa :

Nama	: Jelli Anggriana
NIM	: 2220203879102019
Program Studi	: Tadris Bahasa Inggris

Benar telah melakukan penelitian di SMA Negeri 1 Sebatik mulai bulan September sampai dengan Oktober, dengan judul **"The Impact of Authentic Assessment on The Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan".**

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Sebatik, 09 Oktober 2024

Kepala Sekolah

SUDIRMAN, S.Pd.
NIP. 19711231 200502 1002

Unggul dan Profesional
Dalam Layanan Pendidikan dan Kebudayaan
Demi Terwujudnya Masyarakat Kalimantan Utara yang Kompetitif dan Bermanfaat

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IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Jumiati, S.Pd

Alamat : Jl. Ahmad Yani S. Nyamuk

Jenis Kelamin : ☐ Laki-laki ☑ Perempuan

Status : Guru Bahasa Inggris, Kelas .XII..

Tempat Tugas : MA As'adiyah Sungai Nyamuk

Menerangkan bahwa,

Nama : JELLI ANGGRIANA

Program Studi : Tadris Bahasa Inggris

Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Impact of Authentic Assessment on the Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan".

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Sebatik, 05 September 2024

Jumiati, S.Pd

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : LILIK INDRAYANI, S.Pd

Alamat : JL. H. BAKRI SUNGAI NYAMUK

Jenis Kelamin : ☐ Laki-laki ☑ Perempuan

Status : Guru Bahasa Inggris, Kelas ... XI

Tempat Tugas : MA As'adiyah Sungai Nyamuk

Menerangkan bahwa,

Nama : JELLI ANGGRIANA

Program Studi : Tadris Bahasa Inggris

Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Impact of Authentic Assessment on the Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan".

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Sebatik, 5 September 2024

LILIK INDRAYANI, S.Pd

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Tamrin

Alamat : Jl Ahmad Yani

Jenis Kelamin : ☑ Laki-laki ☐ Perempuan

Status : Guru Bahasa Inggris, Kelas ...XII PSP 1-5

Tempat Tugas : SMAN 1 Sebatik

Menerangkan bahwa,

Nama : JELLI ANGGRIANA

Program Studi : Tadris Bahasa Inggris

Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Impact of Authentic Assessment on the Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan". Wawancara tersebut dilaksanakan di SMAN 1 Sebatik sebagai data pendukung yang melengkapi data utama yang diambil dari MA As'adiyah Sungai Nyamuk.

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Sebatik, 06 September 2024

Tamrin

.....

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IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Yuliani, S.Pd.

Alamat : Tanjung Am

Jenis Kelamin : ☐ Laki-laki ☐ Perempuan

Status : Guru Bahasa Inggris, Kelas XI....

Tempat Tugas : SMAN 1 Sebatik

Menerangkan bahwa,

Nama : JELLI ANGGRIANA

Program Studi : Tadris Bahasa Inggris

Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan pertemuan dan wawancara dengan saya dalam rangka menyusun Tesis yang berjudul "The Impact of Authentic Assessment on the Teaching and Learning Process at MA As'adiyah Sungai Nyamuk, North Kalimantan". Wawancara tersebut dilaksanakan di SMAN 1 Sebatik sebagai data pendukung yang melengkapi data utama yang diambil dari MA As'adiyah Sungai Nyamuk.

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Sebatik,

....Yuliani, S.Pd.....

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Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA
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SURAT KETERANGAN

Nomor: B-183/In.39/UPB.10/PP.00.9/12/2024

Yang bertanda tangan dibawah ini,

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Jabatan	: Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama	: Jelli Anggriana
Nim	: 2220203879102019
Berkas	: Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 23 Desember 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 23 Desember 2024
Kepala,

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Linguistics and Literature Journal
Sastra Inggris, Fakultas Sastra dan Ilmu Pendidikan
Universitas Teknokrat Indonesia

Dear Jelly Anggriana,

Thank you for submitting your valuable manuscript entitled *The Impact of Authentic Assessment on The Teaching and Learning Process at Sebatik High School, North Kalimantan* to Linguistics and Literature Journal. Review has been completed and your article will be published in Linguistics and Literature Journal Vol. 5, No. 2, 2024.

Bandar Lampung, Desember 30, 2024

Dina Amelia
Chief Editor

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SURAT PERNYATAAN

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Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul	: The impact of authentic assessment on the teaching and learning process at Sebatik High School, North Kalimantan
Penulis	: Jelli Anggriana
Afiliasi	: IAIN Parepare
Email	: jellyanggriana058@gmail.com

Benar telah diterima pada Jurnal Linguistics And Literature Journal **Volume 5 Nomor 2 Tahun 2024** yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih.

An. Ketua LP2M
Kepala Pusat Penerbitan & Publikasi

Muhammad Majdy Amiruddin, M.MA.
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Nomor dan tanggal permohonan	:	EC00202506686, 15 Januari 2025
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Nama	:	**1. Jelli Anggriana, S.Pd.I., 2. Dr. Magdahalena Tjalla, M.Hum., 3. Dr. Arqam, M.Pd., 4. Dr. Abdul Haris Sunubi, S.S., M.Pd., 5. Dr. H. Ambo Dalle, S.Ag., M.Pd.**
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Kewarganegaraan	:	Indonesia
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Alamat	:	Enrekeng, RT/RW 003/002, Desa Barakkae, Lamuru, Bone, Sulawesi Selatan, 92764
Kewarganegaraan	:	Indonesia
Jenis Ciptaan	:	**Karya Tulis (Artikel)**
Judul Ciptaan	:	**The Impact Of Authentic Assessment On The Teaching And Learning Process At Sebatik High School, North Kalimantan**
Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia	:	14 Agustus 2024, di Parepare
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RESEARCH INSTRUMENT

APPENDIX 02: RESEARCH INSTRUMENT

INTERVIEW GUIDELINE FOR ENGLISH TEACHER

1. What is your view on authentic assessment?
2. What are the main reasons you choose to use authentic assessment in teaching?
3. Are there any challenges faced in implementing authentic assessment? What kind of challenges? How to overcome them?
4. Do students show a deeper understanding of the material after using authentic assessment?
5. What skills do you think are more enhanced in students when using authentic assessment?
6. Are students more motivated to learn with the authentic assessment method? Why?
7. How does authentic assessment affect the level of student engagement in the learning process?
8. Are there any changes in the way students interact and work together in groups after the implementation of authentic assessment?
9. Do you feel that authentic assessment improves your teaching effectiveness? In what aspects?
10. Does authentic assessment help you to increase student engagement during the teaching process?
11. How does authentic assessment help you to identify students' needs?
12. Do you feel that authentic assessment helps you to evaluate student development more thoroughly? Why?
13. Do you find it difficult to integrate authentic assessment with the existing curriculum?

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OBSERVATION CHECKLIST FOR AUTHENTIC ASSESSMENT

No	Observation Criteria	Observed (Yes/No)	Notes/Comments
1	Teacher explains the use of authentic assessment to students.	Yes / No	
2	Teacher uses **performance assessment** during the class.	Yes / No	
3	Teacher uses **project-based assessment** to evaluate students' work.	Yes / No	
4	Teacher incorporates **product assessment** (students create a tangible product as part of the assessment).	Yes / No	
5	Teacher uses **portfolio assessment** to track students' progress over time.	Yes / No	
6	Teacher provides clear instructions and rubrics for authentic tasks.	Yes / No	
7	Teacher encourages student collaboration during assessments (e.g., group work).	Yes / No	
8	Teacher integrates real-world tasks that require critical thinking.	Yes / No	
9	Teacher allows students to reflect on their own work and learning.	Yes / No	
10	Teacher gives feedback based on students' performance in authentic tasks.	Yes / No	
11	Teacher uses a variety of materials and media (e.g., audio, video, hands-on materials) to support assessments.	Yes / No	
12	Assessment is differentiated based on students' learning styles (kinesthetic, auditory, visual).	Yes / No	
13	Students appear engaged and motivated during the assessment.	Yes / No	
14	Teacher monitors and guides students throughout the assessment process.	Yes / No	
15	Authentic assessment enhances student collaboration and interaction.	Yes / No	

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RESULT OF INTERVIEW

APPENDIX 03: RESULT OF INTERVIEW

TEACHERS' INTERVIEW QUESTIONS
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Responden : Guru 1
Hari / Tanggal : 5 September 2024
Waktu : 11.10 AM
Lokasi : MA As'adiyah Sungai Nyamuk

Peneliti : Bagaimana pandangan anda terkait authentic assessment?

Guru : Saya melihat otentik asesmen ini sebagai metode yang sangat bagus dan efektif untuk perkembangan kemampuan anak-anak kita di bidang bahasa Inggris karena authentic assessment ini sangat membantu kami untuk menilai kemampuan mereka setelah kami menjelaskan materi. Banyak jenis authentic assessmen yang saya terapkan, bisa dalam bentuk performance, bisa dalam bentuk project dan juga product. Authentic assessment ini sangat bagus diterapkan agar ke depannya anak-anak kami mampu memahami bahasa Inggris dengan lebih baik.

Peneliti : Apa alasan utama Anda memilih untuk menggunakan autentik assessment dalam pengajaran?

Guru : Alasan utama saya memilih untuk menggunakan autentik assessment seperti yang sudah saya sebutkan sebelumnya bahwa authentic assessment ini sangat membantu kami untuk menilai kemampuan siswa dalam konteks yang lebih relevan dan praktis, sehingga saya bisa melihat sejauh mana mereka benar-benar

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memahami dan dapat menerapkan materi yang dipelajari.

Peneliti : Apakah ada tantangan yang dihadapi dalam menerapkan authentic assessment? Tantangan seperti apa? Bagaimana mengatasinya?

Guru : Ya, tantangannya itu sebenarnya lebih mengarah pada siswa yang kurang termotivasi atau memiliki keinginan belajar yang rendah. Karena kadang-kadang siswa kami ada yang semacam kurang motivasi, dorongan atau keinginan untuk belajar. Namun tidak semua siswa demikian, hanya sebagian kecil saja. Untuk mengatasi hal ini, saya melakukan pendekatan personal kepada siswa tersebut, berusaha memahami kebutuhan dan minat mereka, serta memberikan dorongan dan bimbingan lebih intensif untuk membantu mereka terlibat lebih aktif dalam proses pembelajaran.

Peneliti : Apakah siswa menunjukkan pemahaman yang lebih mendalam terhadap materi setelah menggunakan autentik assessment?

Guru : Ya, jelas ada peningkatan yang signifikan dalam pemahaman karena adanya tugas atau proyek yang diberikan. Contohnya mereka membuat produk atau proyek seperti membuat video tentang materi tertentu dan memahami prosesnya hingga terbentuknya video tersebut. Hal inilah yang membuat mereka memahami materi lebih mendalam karena autentik assessment memungkinkan mereka untuk langsung mempraktikkan materi yang telah dipelajari.

Peneliti : Keterampilan apa saja yang menurut Anda lebih berkembang pada siswa ketika menggunakan autentik assessment?

Guru : Menurut saya, keterampilan yang lebih berkembang pada siswa ketika menggunakan autentik assessment adalah kemampuan berbicara mereka, pengucapan, peningkatan perbendaharaan kata juga, serta kepercayaan dirinya. Seperti contoh ketika saya menyuruh mereka membuat proyek berupa video tentang news

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item. Ada yang berperan sebagai reporter dan journalist. Hal ini mengasah kemampuan mereka terkait kemampuan berbicara, harus mengucapkan kata-kata dengan baik, harus percaya diri dan tentu saja harus memahami arti yang disampaikan itu jadi secara tidak langsung perbendaharaan kata mereka meningkat.

Peneliti : Apakah siswa lebih termotivasi untuk belajar dengan metode autentik assessment? Mengapa?

Guru : Ya, siswa menjadi lebih termotivasi untuk belajar dengan metode autentik assessment karena mereka merasa tugas yang diberikan lebih relevan dengan kehidupan nyata dan lebih bervariasi. Jadi kami sebagai guru terutama di MA As'adiyah ini benar-benar harus menjadi guru yang kreatif, jangan monoton dan harus melihat kondisinya anak-anak. Kami harus menciptakan suasana agar mereka lebih semangat dan termotivasi untuk belajar.

Peneliti : Bagaimana autentik assessment mempengaruhi tingkat keterlibatan siswa dalam proses pembelajaran?

Guru : Autentik assessment ini meningkatkan keterlibatan siswa dalam proses pembelajaran yang dulunya pasif menjadi aktif. Seperti ketika saya memberikan mereka tugas atau proyek kelompok, saya melihat perbedaan yang signifikan terkait keterlibatan mereka karena adanya peran atau tanggung jawab sehingga partisipasi dan keterlibatan mereka meningkat.

Peneliti : Apakah ada perubahan dalam cara siswa berinteraksi dan bekerja sama dalam kelompok setelah penerapan autentik assessment?

Guru : Ya, saya melihat adanya peningkatan dalam cara siswa berinteraksi dan bekerja sama dalam kelompok setelah penerapan autentik assessment. Terutama, cara mereka ketika merespon, menanggapi dan menyampaikan opini atau pendapat mereka dan bertanggung jawab dalam menyelesaikan tugas

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kelompok.

Peneliti : Apakah Anda merasa autentik assessment meningkatkan efektivitas pengajaran Anda? Dalam aspek apa?

Guru : Ya, saya merasa bahwa autentik assessment telah meningkatkan efektivitas pengajaran saya, terutama sangat membantu saya untuk membuat para siswa yang tadinya pasif menjadi aktif. Jadi kalau berbicara dalam aspek apa? Segala aspek sih sebenarnya. Terutama dalam hal pemahaman siswa terhadap materi, serta keterlibatan siswa. Hal ini pun membuat kami sebagai pengajar lebih semangat dan kreatif untuk memberikan asesmen yang bagus dan tepat untuk mereka.

Peneliti : Apakah autentik assessment membantu Anda dalam meningkatkan keterlibatan siswa selama proses pengajaran?

Guru : Ya, autentik assessment sangat membantu saya dalam meningkatkan keterlibatan siswa selama proses pengajaran karena siswa menjadi lebih aktif dan termotivasi ketika tugas yang diberikan relevan dengan kehidupan mereka. Jadi authentic assessment ini merupakan salah satu solusi untuk meningkatkan keterlibatan mereka di dalam kelas.

Peneliti : Bagaimana autentik assessment membantu Anda dalam mengidentifikasi kebutuhan siswa?

Guru : Autentik assessment ini sangat membantu saya dalam mengidentifikasi kebutuhan siswa karena melalui tugas atau proyek yang relevan dengan situasi nyata, saya dapat melihat secara langsung bagaimana siswa menerapkan pengetahuan dan keterampilan mereka. Hal ini memungkinkan saya untuk mengamati kemampuan mereka secara lebih mendalam, mengidentifikasi area yang masih perlu ditingkatkan, serta memahami di mana mereka menghadapi kesulitan.

Peneliti : Apakah Anda merasa autentik assessment membantu Anda dalam mengevaluasi perkembangan siswa secara lebih

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menyeluruh? Mengapa?

Guru : Ya, betul sekali. Saya merasa autentik assessment membantu saya dalam mengevaluasi perkembangan siswa secara lebih menyeluruh, misalnya, seperti apa kemampuan berbicara mereka, pengucapannya, serta keterampilan lain karena penilaian ini memungkinkan saya untuk melihat kemampuan siswa dalam konteks nyata dan tidak hanya melalui tes tertulis. Ini memberi saya gambaran yang lebih lengkap tentang pemahaman dan keterampilan mereka.

Peneliti : Apakah Anda menemukan kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum yang ada?

Guru : Sejauh ini, saya tidak mengalami tantangan yang signifikan dalam mengintegrasikan autentik assessment dengan kurikulum yang ada, karena metode ini secara alami melengkapi tujuan pembelajaran yang telah ditetapkan. Tantangan yang saya temui lebih pada aspek teknis, seperti penyesuaian waktu. Misalnya, dalam situasi tertentu, saya perlu menyesuaikan tugas atau proyek agar sesuai dengan waktu yang tersedia. Namun, tantangan ini relatif dapat diatasi dengan perencanaan yang baik dan fleksibilitas dalam mengatur kegiatan pembelajaran.

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THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Respondent : Teacher 1
Day / Date : 5th September 2024
Time : 11.10 AM
Location : MA As'adiyah Sungai Nyamuk

Researcher : What is your view on authentic assessment?
Teacher : I see this authentic assessment as a very good and effective method for the development of students' abilities in the field of English because this authentic assessment really helps us as a teacher to assess their abilities after we explain the material. There are many types of authentic assessment that I apply, can be in the form of performance, can be in the form of projects and also products. This authentic assessment is very good to apply so that in the future students are able to understand English better.
Researcher : What are the main reasons you choose to use authentic assessment in teaching?
Teacher : The main reason I chose to use authentic assessment as I mentioned earlier is that authentic assessment really helps us as a teacher to assess students' abilities in a more relevant and practical context, so that we can see the extent to which they really understand and can apply the material learned.
Researcher : Are there any challenges faced in implementing authentic assessment? What kind of challenges? How to overcome them?
Teacher : Yes, the challenge is actually more towards students who are less motivated or have a low desire to learn. Because sometimes we have students who sort of lack motivation, drive or desire to learn. But not all students are like that, only a small number. To overcome this, I take a personal approach to these students, try to understand their needs and interests, and provide more intensive encouragement and guidance to help them engage more actively in the learning process.
Researcher : Do students show a deeper understanding of the material after using authentic assessment?
Teacher : Yes, there is definitely a significant increase in understanding due to the assignments or projects given. For example, they make a product or project such as making a video about certain material and understand the process until the formation of the video. This is what makes them understand the material more deeply because authentic assessment allows them to directly practice the material they have learned.

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Researcher : What skills do you think are more enhanced in students when using authentic assessment?

Teacher : In my opinion, the skills that are more developed in students when using authentic assessment are their speaking ability, pronunciation, increased vocabulary as well, as well as their confidence. For example, when I asked them to make a video project about a news item. Some acted as reporters and journalists. This sharpens their skills related to speaking skills, must pronounce words well, must be confident and of course must understand the meaning conveyed so indirectly their vocabulary increases.

Researcher : Are students more motivated to learn with the authentic assessment method? Why?

Teacher : Yes, students are more motivated to learn with the authentic assessment method because they feel that the tasks given are more relevant to real life and more varied. So as teachers, especially at MA As'adiyah, we have to be really creative teachers, not be monotonous, and see the condition of the students. We have to create an atmosphere that makes them more enthusiastic and motivated to learn.

Researcher : How does authentic assessment affect the level of student engagement in the learning process?

Teacher : This authentic assessment increases students' involvement in the learning process from passive to active. Like when I give them group tasks or projects, I see a significant difference in their involvement because of the roles or responsibilities so that their participation and involvement increase.

Researcher : Are there any changes in the way students interact and work together in groups after the implementation of authentic assessment?

Teacher : Yes, I see an improvement in the way students interact and cooperate in groups after implementing authentic assessment. In particular, the way they respond, share their opinions and take responsibility for completing group tasks.

Researcher : Do you feel that authentic assessment improves your teaching effectiveness? In what aspects?

Teacher : Yes, I feel that authentic assessment has improved my teaching effectiveness, especially helping me to make students who were passive become active. So, in what aspects? All aspects actually. Especially in terms of student understanding of the material, as well as student engagement. This also makes us as teachers more enthusiastic and creative to provide good and appropriate assessments for them.

Researcher : Does authentic assessment help you to increase student engagement during the teaching process?

Teacher : Yes, authentic assessment really helps me in improving student

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engagement during the teaching process because students become more active and motivated when the tasks given are relevant to their lives. So authentic assessment is one of the solutions to increase their engagement in the classroom.

Researcher : How does authentic assessment help you to identify students' needs?

Teacher : This authentic assessment really helps me in identifying students' needs because through tasks or projects that are relevant to real situations, I can see firsthand how students apply their knowledge and skills. This allows me to observe their abilities in more depth, identify areas that still need improvement, as well as understand where they face difficulties.

Researcher : Do you feel that authentic assessment helps you to evaluate student development more thoroughly? Why?

Teacher : Yes, that's right. I feel that authentic assessment helps me to evaluate students' development more thoroughly, for example, what their speaking ability, pronunciation, and other skills are like because it allows me to see students' abilities in a real context and not just through written tests. It gives me a more complete picture of their understanding and skills.

Researcher : Do you find it difficult to integrate authentic assessment with the existing curriculum?

Teacher : So far, I have not experienced significant challenges in integrating authentic assessment with the existing curriculum, as this method naturally complements the learning objectives that have been set. The challenges I have encountered are more on the technical aspects, such as time adjustments. For example, in certain situations, I need to adjust tasks or projects to fit the time available. However, these challenges can be relatively overcome with good planning and flexibility in organizing learning activities.

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TEACHERS' INTERVIEW QUESTIONS
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Responden : Guru 2
Hari / Tanggal : 1 September 2024
Waktu : 10.29 AM
Lokasi : MA As'adiyah Sungai Nyamuk

Peneliti : Bagaimana pandangan anda terkait authentic assessment?

Guru : Authentic assessment menurut saya sangat penting dalam proses pembelajaran karena menilai kemampuan siswa secara lebih komprehensif. Penilaian ini tidak hanya fokus pada hasil akhir, tetapi juga melihat bagaimana prosesnya dan keterampilan siswa. Dengan authentic assessment, saya bisa melihat lebih jelas perkembangan siswa dalam proses pembelajaran.

Peneliti : Apa alasan utama Anda memilih untuk menggunakan autentik assessment dalam pengajaran?

Guru : Alasan utama saya memilih autentik assessment adalah karena authentic assessment ini lebih relevan dengan kebutuhan siswa saat ini yang mengharuskan mereka mempraktikkan keterampilan nyata dalam kehidupan sehari-hari. Dengan autentik assessment, saya dapat mengevaluasi kemampuan mereka dengan lebih menyeluruh, tidak hanya berdasarkan tes tertulis tetapi juga dari keterampilan berkomunikasi dan kolaborasi.

Peneliti : Apakah ada tantangan yang dihadapi dalam menerapkan authentic assessment? Tantangan seperti apa? Bagaimana mengatasinya?

Guru : Tantangan utama yang saya hadapi dalam menerapkan authentic assessment adalah perbedaan kemampuan siswa yang sangat bervariasi. Ada siswa yang cepat memahami materi, sementara yang lain membutuhkan waktu lebih lama. Jika asesmen yang

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saya buat terlalu sulit, siswa yang kurang memahami materi akan kesulitan. Sebaliknya, jika terlalu mudah, siswa yang sudah paham akan merasa bosan. Untuk mengatasi hal ini, saya sering menggunakan tugas kelompok, di mana siswa yang lebih paham bisa membantu teman-temannya. Dengan begitu, mereka dapat saling belajar dan mendukung, sehingga semua siswa tetap bisa mengikuti proses pembelajaran.

Peneliti : Apakah siswa menunjukkan pemahaman yang lebih mendalam terhadap materi setelah menggunakan autentik assessment?

Guru : Iya, dengan autentik assessment, siswa tidak hanya memahami konsep secara teori, tetapi mereka juga mempraktikkan langsung apa yang telah mereka pelajari. Selain itu, siswa lebih mudah mengingat materi karena mereka terlibat secara aktif dalam proses pembelajaran, seperti melalui proyek, presentasi, atau kerja kelompok dan lain-lain.

Peneliti : Keterampilan apa saja yang menurut Anda lebih berkembang pada siswa ketika menggunakan autentik assessment?

Guru : Menurut saya, keterampilan yang berkembang adalah kemampuan speaking mereka. Meskipun tidak semua siswa menunjukkan peningkatan yang signifikan, sebagian besar siswa menjadi lebih percaya diri dalam berbicara. Selain itu, perbendaharaan kosakata mereka juga meningkat serta kerja sama dalam kelompok juga lebih terlihat, karena autentik assessment sering mengharuskan mereka untuk berkolaborasi dalam menyelesaikan tugas atau proyek.

Peneliti : Apakah siswa lebih termotivasi untuk belajar dengan metode autentik assessment? Mengapa?

Guru : Iya, siswa memang lebih termotivasi dengan autentik assessment karena mereka lebih terlibat aktif dalam proses pembelajaran. Mereka tidak hanya mendengarkan penjelasan atau ceramah, tetapi juga berpartisipasi langsung dalam berbagai aktivitas yang

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menarik. Beragam tugas dan kegiatan yang diberikan, seperti proyek, presentasi, atau kerja kelompok, membuat mereka lebih antusias dan semangat dalam belajar.

Peneliti : Bagaimana autentik assessment mempengaruhi tingkat keterlibatan siswa dalam proses pembelajaran?

Guru : Autentik assessment secara signifikan meningkatkan tingkat keterlibatan siswa. Siswa menjadi lebih aktif di kelas karena mereka diberikan tugas-tugas yang menarik, seperti proyek kelompok, yang membuat mereka lebih bertanggung jawab dan berkolaborasi dengan teman-temannya.

Peneliti : Apakah ada perubahan dalam cara siswa berinteraksi dan bekerja sama dalam kelompok setelah penerapan autentik assessment?

Guru : Ya, tentu ada perubahan yang signifikan. Setelah penerapan autentik assessment, siswa menjadi lebih terbuka dalam bekerja sama dan tidak hanya fokus pada pendapat pribadi mereka. Mereka belajar untuk mempertimbangkan pendapat teman-teman dalam kelompok, sehingga kemampuan kolaborasi dan komunikasi mereka meningkat.

Peneliti : Apakah Anda merasa autentik assessment meningkatkan efektivitas pengajaran Anda? Dalam aspek apa?

Guru : Ya, saya merasa autentik assessment sangat meningkatkan efektivitas pengajaran saya, terutama dalam membantu siswa lebih memahami materi. Dengan menggunakan berbagai jenis tugas dan penilaian, seperti proyek dan presentasi, siswa bisa mempraktikkan konsep yang mereka pelajari secara langsung. Selain itu, autentik assessment juga membuat proses belajar lebih interaktif dan mendorong siswa untuk terlibat lebih aktif dalam pembelajaran.

Peneliti : Apakah autentik assessment membantu Anda dalam meningkatkan keterlibatan siswa selama proses pengajaran?

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Guru : Ya, autentik assessment sangat membantu. Sebagai guru, saya memang harus mencari cara atau metode yang efektif agar siswa lebih terlibat dalam pembelajaran. Salah satu metode yang saya temukan adalah autentik assessment, karena dengan metode ini siswa diberikan tugas yang lebih bermakna dan sesuai dengan kehidupan nyata, sehingga mereka lebih tertarik dan antusias dalam berpartisipasi.

Peneliti : Bagaimana autentik assessment membantu Anda dalam mengidentifikasi kebutuhan siswa?

Guru : Autentik assessment sangat membantu saya dalam mengidentifikasi kelemahan dan kekuatan siswa. Melalui berbagai tugas seperti proyek atau presentasi, saya bisa melihat kemampuan mereka secara lebih mendalam. Setelah itu, saya bisa mencari solusi yang tepat, seperti memberikan bimbingan tambahan atau menyesuaikan metode pengajaran untuk memenuhi kebutuhan individual mereka.

Peneliti : Apakah Anda merasa autentik assessment membantu Anda dalam mengevaluasi perkembangan siswa secara lebih menyeluruh? Mengapa?

Guru : Ya, autentik assessment sangat membantu saya dalam mengevaluasi perkembangan siswa secara lebih menyeluruh. Bukan hanya pengetahuan mereka yang dapat saya identifikasi, tetapi juga keterampilan praktis mereka, seperti kemampuan berkomunikasi, berkolaborasi, dan memecahkan masalah. Dengan pendekatan ini, saya bisa melihat bagaimana mereka menerapkan konsep yang dipelajari dalam situasi nyata, sehingga evaluasi menjadi lebih mendalam.

Peneliti : Apakah Anda menemukan kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum yang ada?

Guru : Saya memang menghadapi sedikit kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum yang

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ada. Tantangannya adalah menyesuaikan waktu, karena autentik assessment sering memerlukan lebih banyak waktu untuk pelaksanaannya dibandingkan dengan penilaian tradisional.

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THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Respondent : Teacher 2
Day / Date : 1st September 2024
Time : 10.29 AM
Location : MA As'adiyah Sungai Nyamuk

Researcher	:	What is your view on authentic assessment?
Teacher	:	Authentic assessment in my opinion is very important in the learning process because it assesses students' abilities more comprehensively. This assessment does not only focus on the end result, but also looks at how the process and student skills. With authentic assessment, I can see more clearly the development of students in the learning process.
Researcher	:	What are the main reasons you choose to use authentic assessment in teaching?
Teacher	:	The main reason I chose authentic assessment is because it is more relevant to the needs of today's students who require them to practice real skills in everyday life. With authentic assessment, I can evaluate their abilities more thoroughly, not only based on written tests but also from communication and collaboration skills.
Researcher	:	Are there any challenges faced in implementing authentic assessment? What kind of challenges? How to overcome them?
Teacher	:	The main challenge I face in implementing authentic assessment is the differences in student abilities which vary greatly. Some students understand the material quickly, while others take longer. If the assessment I make is too difficult, students who do not understand the material will struggle. In contrast, if it is too easy, students who already understand will feel bored. To overcome this, I often use group assignments, where students who understand more can help their friends. That way, they can learn and support each other, so that all students can still follow the learning process.
Researcher	:	Do students show a deeper understanding of the material after using authentic assessment?
Teacher	:	Yes, with authentic assessment, students not only understand the concepts in theory, but they also practice directly what they have learned. In addition, students remember the material more easily because they are actively involved in the learning process, such as through projects, presentations, or group work and others.
Researcher	:	What skills do you think are more enhanced in students when using authentic assessment?

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Teacher	:	In my opinion, the skill that has developed is their speaking ability. Although not all students showed significant improvement, most students became more confident in speaking. In addition, their vocabulary has also increased and group cooperation is also more visible, as authentic assessment often requires them to collaborate in completing tasks or projects.
Researcher	:	Are students more motivated to learn with the authentic assessment method? Why?
Teacher	:	Yes, students are indeed more motivated by authentic assessment because they are more actively involved in the learning process. They don't just listen to explanations or lectures, but also participate directly in various interesting activities. The various tasks and activities given, such as projects, presentations or group work, make them more enthusiastic and passionate about learning.
Researcher	:	How does authentic assessment affect the level of student engagement in the learning process?
Teacher	:	Authentic assessment significantly increases the level of student engagement. Students become more active in class because they are given interesting tasks, such as group projects, which make them more responsible and collaborate with their peers.
Researcher	:	Are there any changes in the way students interact and work together in groups after the implementation of authentic assessment?
Teacher	:	Yes, there are certainly significant changes. After the implementation of authentic assessment, students became more open in working together and not only focusing on their personal opinions. They learn to consider the opinions of friends in the group, so their collaboration and communication skills improve.
Researcher	:	Do you feel that authentic assessment improves your teaching effectiveness? In what aspects?
Teacher	:	Yes, I feel that authentic assessment greatly improves my teaching effectiveness, especially in helping students better understand the material. By using different types of assignments and assessments, such as projects and presentations, students can practice the concepts they learn directly. In addition, authentic assessment also makes the learning process more interactive and encourages students to be more actively involved in learning.
Researcher	:	Does authentic assessment help you to increase student engagement during the teaching process?
Teacher	:	Yes, authentic assessment is very helpful. As a teacher, I really have to look for effective ways or methods to get students more involved in learning. One of the methods I found is authentic assessment, because with this method students are given tasks that are more meaningful and in accordance with real life, so they are more interested and enthusiastic in participating.

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Researcher	:	How does authentic assessment help you to identify students' needs?
Teacher	:	Authentic assessment really helps me identify students' weaknesses and strengths. Through various tasks such as projects or presentations, I can see their abilities in more depth. After that, I can find appropriate solutions, such as providing additional guidance or adjusting teaching methods to meet their individual needs.
Researcher	:	Do you feel that authentic assessment helps you to evaluate student development more thoroughly? Why?
Teacher	:	Yes, authentic assessment really helps me in evaluating students' development more thoroughly. It is not only their knowledge that I can identify, but also their practical skills, such as the ability to communicate, collaborate and solve problems. With this approach, I can see how they apply the concepts learned in real situations, so the evaluation becomes more in-depth.
Researcher	:	Do you find it difficult to integrate authentic assessment with the existing curriculum?
Teacher	:	I did face some difficulties in integrating authentic assessment with the existing curriculum. The challenge is adjusting time, as authentic assessments often require more time to implement than traditional assessments.

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TEACHERS' INTERVIEW QUESTIONS
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Responden : Guru 3
Hari / Tanggal : 6 September 2024
Waktu : 09.22 AM
Lokasi : SMAN 1 Sebatik

Peneliti : Bagaimana pandangan anda terkait authentic assessment?

Guru : Menurut saya, authentic assessment ini sangat efektif karena dapat menilai pemahaman siswa secara mendalam. Selain itu, asesmen ini membantu siswa untuk lebih memahami materi karena mereka dilibatkan secara langsung dalam proses pembelajaran.

Peneliti : Apa alasan utama Anda memilih untuk menggunakan autentik assessment dalam pengajaran?

Guru : Seperti yang saya sebutkan sebelumnya bahwa autentik assessment membantu saya menilai pemahaman siswa secara lebih mendalam dibandingkan dengan traditional assessment. Itulah mengapa saya menggunakan authentic assessment. metode ini juga memungkinkan siswa menunjukkan kemampuan mereka secara nyata melalui tugas-tugas yang saya berikan.

Peneliti : Apakah ada tantangan yang dihadapi dalam menerapkan authentic assessment? Tantangan seperti apa? Bagaimana mengatasinya?

Guru : Tantangan yang saya hadapi dalam menerapkan authentic assessment adalah kurangnya waktu untuk merancang tugas yang sesuai dan memastikan bahwa semua siswa dapat mengerjakannya dengan baik. Untuk mengatasi hal ini, Saya biasanya merancang tugas yang lebih sederhana, dan memanfaatkan teknologi untuk mempermudah pelaksanaan

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assessment.

Peneliti : Apakah siswa menunjukkan pemahaman yang lebih mendalam terhadap materi setelah menggunakan autentik assessment?

Guru : Ya, siswa menunjukkan pemahaman yang lebih mendalam karena, seperti yang kita ketahui, authentic assessment berbasis tugas dan proyek. Hal ini mendorong mereka untuk benar-benar mempersiapkan diri dengan baik sebelum mengerjakan tugas atau proyek tersebut. Dengan adanya persiapan yang matang dan keterlibatan dalam aktivitas tersebut, pemahaman mereka terhadap materi menjadi lebih mendalam.

Peneliti : Keterampilan apa saja yang menurut Anda lebih berkembang pada siswa ketika menggunakan autentik assessment?

Guru : Menurut saya, keterampilan yang lebih berkembang pada siswa ketika menggunakan autentik assessment adalah terkait dengan pengucapan, kemampuan untuk berkolaborasi, perbendaharaan kosakata serta kemampuan berbicara.

Peneliti : Apakah siswa lebih termotivasi untuk belajar dengan metode autentik assessment? Mengapa?

Guru : Ya, motivasi siswa luar biasa sangat antusias untuk belajar dengan metode autentik assessment karena banyak siswa memiliki gaya belajar yang lebih suka melakukan praktik langsung dibandingkan hanya duduk mendengarkan teori. Jadi, ketika mereka praktik, mereka senang.

Peneliti : Bagaimana autentik assessment mempengaruhi tingkat keterlibatan siswa dalam proses pembelajaran?

Guru : Autentik assessment ini memungkinkan siswa untuk mempraktekkan langsung materi yang sudah dipelajari sehingga mereka lebih antusias dan termotivasi untuk berpartisipasi. Ketika guru memberikan berbagai macam model tugas atau proyek, itu adalah salah satu cara untuk memotivasi siswa agar terlibat secara aktif dalam pembelajaran. Dengan adanya tugas

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yang bervariasi, pembelajaran menjadi tidak monoton dan siswa menjadi lebih terlibat dalam proses pembelajaran.

Peneliti : Apakah ada perubahan dalam cara siswa berinteraksi dan bekerja sama dalam kelompok setelah penerapan autentik assessment?

Guru : Ya, saya melihat adanya perubahan positif dalam cara siswa berinteraksi dan bekerja sama dalam kelompok setelah penerapan autentik assessment. Mereka menjadi lebih aktif, saling mendukung, dan lebih terlibat dalam menyelesaikan tugas kelompok. Karena yang saya terapkan ketika memberikan tugas kelompok adalah semua anggota harus memiliki peran sehingga bukan hanya siswa yang lebih paham atau lebih pintar yang diandalkan dalam kelompok tersebut tapi semua memiliki peran dan tanggung jawab yang sama.

Peneliti : Apakah Anda merasa autentik assessment meningkatkan efektivitas pengajaran Anda? Dalam aspek apa?

Guru : Ya, saya merasa autentik assessment sangat meningkatkan efektivitas pengajaran saya. Dalam aspek penguasaan materi, siswa lebih mampu menerapkan konsep yang mereka pelajari dalam konteks yang nyata, bukan sekadar menghafal teori. Dengan menggunakan autentik assessment, metode pengajaran saya lebih bervariasi, sehingga siswa tidak merasa bosan. Misalnya, jika minggu ini saya menggunakan kerja kelompok, maka pertemuan berikutnya saya bisa menggunakan proyek individu atau presentasi untuk menjaga motivasi dan antusias mereka.

Peneliti : Apakah autentik assessment membantu Anda dalam meningkatkan keterlibatan siswa selama proses pengajaran?

Guru : Ya, autentik assessment sangat membantu saya untuk meningkatkan keterlibatan siswa karena mereka lebih aktif dalam proses belajar. Yang biasanya pasif ada perubahan sedikit

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menjadi lebih aktif karena mereka bukan hanya duduk, diam, mendengar lalu mengerjakan soal-soal tapi mereka beraktivitas mengerjakan tugas atau proyek yang kami berikan.

Peneliti : Bagaimana autentik assessment membantu Anda dalam mengidentifikasi kebutuhan siswa?

Guru : karena autentik assessment ini memberikan gambaran yang lebih mendalam tentang kemampuan dan kelemahan siswa melalui tugas-tugas yang mencerminkan situasi dunia nyata. Jadi, melalui hasil penilaian ini, saya dapat menyesuaikan strategi pengajaran sesuai dengan kebutuhan mereka, baik dalam keterampilan maupun materi pelajaran.

Peneliti : Apakah Anda merasa autentik assessment membantu Anda dalam mengevaluasi perkembangan siswa secara lebih menyeluruh? Mengapa?

Guru : Ya, saya merasa autentik assessment sangat membantu saya dalam mengevaluasi perkembangan siswa secara lebih menyeluruh. karena melalui berbagai jenis aktivitas seperti dalam performance assessment, saya bisa melihat kemampuan siswa secara lebih praktis dan nyata, bukan hanya dari tes tertulis.

Peneliti : Apakah Anda menemukan kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum yang ada?

Guru : jika berbicara terkait kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum yang ada. Kalau bagi saya, itu hanya soal waktu yang terbatas, karena autentik assessment membutuhkan lebih banyak waktu untuk perencanaan dan pelaksanaan dibandingkan dengan tes tradisional.

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THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Respondent : Teacher 3
Day / Date : 6th September 2024
Time : 09.22 AM
Location : SMAN 1 Sebatik

Researcher	:	What is your view on authentic assessment?
Teacher	:	In my opinion, authentic assessment is very effective because it can assess students' understanding in depth. In addition, this assessment helps students to better understand the material because they are directly involved in the learning process.
Researcher	:	What are the main reasons you choose to use authentic assessment in teaching?
Teacher	:	As I mentioned earlier that authentic assessment helps me assess students' understanding in more depth compared to traditional assessment. That's why I use authentic assessment. this method also allows students to show their abilities in a real way through the tasks I give them.
Researcher	:	Are there any challenges faced in implementing authentic assessment? What kind of challenges? How to overcome them?
Teacher	:	The challenge I face in implementing authentic assessment is the lack of time to design appropriate tasks and ensure that all students can do well. To overcome this, I usually design simpler tasks, and utilize technology to make the assessment easier.
Researcher	:	Do students show a deeper understanding of the material after using authentic assessment?
Teacher	:	Yes, students show a deeper understanding because, as we know, authentic assessment is task and project based. This encourages them to really prepare well before doing the task or project. With careful preparation and engagement in the activity, their understanding of the material becomes deeper.
Researcher	:	What skills do you think are more enhanced in students when using authentic assessment?
Teacher	:	In my opinion, the skills that are more developed in students when using authentic assessment are related to pronunciation, the ability to collaborate, vocabulary and speaking skills.
Researcher	:	Are students more motivated to learn with the authentic assessment method? Why?
Teacher	:	Yes, students' motivation is very enthusiastic to learn with the authentic assessment method because many students have a learning style that prefers to do hands-on practice rather than just sitting listening to theory. So, when they practice, they are

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happy.

Researcher : How does authentic assessment affect the level of student engagement in the learning process?

Teacher : This authentic assessment allows students to directly practice the material they have learned so that they are more enthusiastic and motivated to participate. When teachers provide various models of assignments or projects, it is one way to motivate students to be actively involved in learning. With varied tasks, learning becomes less monotonous and students become more involved in the learning process.

Researcher : Are there any changes in the way students interact and work together in groups after the implementation of authentic assessment?

Teacher : Yes, I noticed a positive change in the way students interacted and worked together in groups after the implementation of authentic assessment. They become more active, support each other, and are more involved in completing group tasks. Because what I apply when giving group assignments is that all members must have a role so that not only students who understand better or are smarter are relied on in the group but all have the same role and responsibility.

Researcher : Do you feel that authentic assessment improves your teaching effectiveness? In what aspects?

Teacher : Yes, I feel that authentic assessment has greatly improved my teaching effectiveness. In terms of material mastery, students are better able to apply the concepts they learn in a real context, rather than just memorizing theories. By using authentic assessment, my teaching methods are more varied, so students don't feel bored. For example, if this week I used group work, then the next meeting I can use individual projects or presentations to maintain their motivation and enthusiasm.

Researcher : Does authentic assessment help you to increase student engagement during the teaching process?

Teacher : Yes, authentic assessment really helps me to increase student engagement because they are more active in the learning process. What is usually passive changes a little to become more active because they are not just sitting, silent, listening and then doing questions but they are active in doing the tasks or projects that we give them.

Researcher : How does authentic assessment help you to identify students' needs?

Teacher : Because this authentic assessment provides a more in-depth picture of students' abilities and weaknesses through tasks that reflect real-world situations. So, through the results of this assessment, I can adjust my teaching strategies according to their needs, both in skills and subject matter.

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Researcher	:	Do you feel that authentic assessment helps you to evaluate student development more thoroughly? Why?
Teacher	:	Yes, I feel that authentic assessment really helps me in evaluating students' development more thoroughly because through various types of activities such as in performance assessment, I can see students' abilities more practically and realistically, not only from written tests.
Researcher	:	Do you find it difficult to integrate authentic assessment with the existing curriculum?
Teacher	:	when talking about the difficulties in integrating authentic assessment with the existing curriculum. For me, it's just a matter of limited time, because authentic assessment requires more time for planning and implementation compared to traditional tests.

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TEACHERS' INTERVIEW QUESTIONS
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Responden : Guru 4
Hari / Tanggal : 6 September 2024
Waktu : 09.56 AM
Lokasi : SMAN 1 Sebatik

Peneliti	:	Bagaimana pandangan anda terkait authentic assessment?
Guru	:	Authentic assessment merupakan metode penilaian yang sangat bagus karena asesmen ini bukan hanya menilai benar atau salahnya siswa tapi juga prosesnya di nilai, pengetahuan serta keterampilannya.
Peneliti	:	Apa alasan utama Anda memilih untuk menggunakan autentik assessment dalam pengajaran?
Guru	:	Alasan utama saya menggunakan autentik assessment adalah karena sistem pengajaran saat ini sudah berkembang jauh dibandingkan dengan sistem di masa lalu. Siswa sekarang memiliki akses ke berbagai macam sumber belajar, seperti internet dan teknologi digital. Sebagai guru, saya harus mengikuti perkembangan ini agar metode pengajaran tetap relevan dan mampu memfasilitasi pembelajaran yang lebih sesuai dengan kebutuhan siswa zaman sekarang.
Peneliti	:	Apakah ada tantangan yang dihadapi dalam menerapkan authentic assessment? Tantangan seperti apa? Bagaimana mengatasinya?
Guru	:	Setiap asesmen memiliki tantangan masing-masing. Bagi saya tantangan yang saya hadapi dalam authentic assessment adalah dari segi persiapannya, butuh waktu dan harus repot. Kita sebagai guru harus lebih awal mempersiapkan tugas atau aktivitas yang sedemikian rupa untuk siswa. Cara mengatasinya adalah biasanya saya komunikasi dan sharing dengan guru lain, terus belajar dan berkreasi serta memperbaiki kekurangan-kekurangan yang ada.
Peneliti	:	Apakah siswa menunjukkan pemahaman yang lebih mendalam terhadap materi setelah menggunakan autentik assessment?
Guru	:	Ya, sebagian besar siswa menunjukkan pemahaman yang lebih mendalam terhadap materi setelah menggunakan autentik assessment.

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Namun, ada juga beberapa siswa yang belum mencapai pemahaman yang diharapkan. Jika saya amati, kendalanya karena minimnya kosakata yang mereka tahu. Tapi, secara keseluruhan, lebih banyak siswa yang mengalami peningkatan pemahaman karena autentik assessment mendorong mereka untuk berpikir kritis dan menghubungkan materi dengan situasi nyata.

Peneliti : Keterampilan apa saja yang menurut Anda lebih berkembang pada siswa ketika menggunakan autentik assessment?

Guru : Menurut saya, keterampilan yang lebih berkembang pada siswa ketika menggunakan autentik assessment adalah keterampilan berbicara. Selain itu, perbendaharaan kosakata mereka juga meningkat. Namun, peningkatan ini tidak merata karena kemampuan siswa dalam satu kelas bervariasi. Beberapa siswa menunjukkan kemajuan yang baik, tapi masih adapula yang belum sesuai dengan yang diharapkan.

Peneliti : Apakah siswa lebih termotivasi untuk belajar dengan metode autentik assessment? Mengapa?

Guru : Ya, kebanyakan siswa memang lebih termotivasi untuk belajar dengan metode autentik assessment, terutama mereka yang memiliki minat tinggi dalam belajar bahasa Inggris. Namun, ada juga beberapa siswa yang motivasinya masih rendah, terutama jika mereka merasa kurang percaya diri atau kurang tertarik pada materi. Untuk siswa-siswa ini, saya biasanya melakukan pendekatan personal untuk membantu meningkatkan motivasi mereka.

Peneliti : Bagaimana autentik assessment mempengaruhi tingkat keterlibatan siswa dalam proses pembelajaran?

Guru : Autentik assessment mempengaruhi tingkat keterlibatan siswa dengan memberikan tugas yang bervariasi, seperti proyek, presentasi, atau kerja kelompok. Hal ini membuat mereka lebih antusias karena setiap tugas memiliki tantangan yang berbeda dan relevan dengan kehidupan nyata. Selain itu, dukungan dari kami sebagai guru, seperti bimbingan dan umpan balik yang berkelanjutan, juga membantu siswa merasa lebih percaya diri dan termotivasi untuk terlibat aktif dalam pembelajaran.

Peneliti : Apakah ada perubahan dalam cara siswa berinteraksi dan bekerja sama

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dalam kelompok setelah penerapan autentik assessment?

Guru : Iya, ada perubahan yang signifikan. Siswa menjadi lebih aktif dalam berkolaborasi dan saling membantu untuk memecahkan masalah. Mereka lebih percaya diri dalam berbagi ide dan lebih terbuka terhadap pendapat teman-temannya. Dengan adanya tugas kelompok yang berbasis autentik assessment, mereka belajar untuk bekerja sama secara lebih efektif dan menghargai kontribusi setiap anggota dalam tim.

Peneliti : Apakah Anda merasa autentik assessment meningkatkan efektivitas pengajaran Anda? Dalam aspek apa?

Guru : Iya, saya merasa autentik assessment sangat meningkatkan efektivitas pengajaran saya, terutama dalam aspek interaksi siswa. Dengan penerapan autentik assessment, proses pengajaran menjadi lebih dinamis dan tidak monoton. Interaksi antara siswa dan saya sebagai guru lebih aktif, serta interaksi antar siswa pun semakin kuat. Hal ini menciptakan lingkungan pembelajaran yang lebih kolaboratif dan bermakna, karena siswa lebih terlibat dalam diskusi dan kerja kelompok, sehingga pemahaman mereka terhadap materi semakin mendalam.

Peneliti : Apakah autentik assessment membantu Anda dalam meningkatkan keterlibatan siswa selama proses pengajaran?

Guru : Iya, saya merasa sangat terbantu. Dengan menggunakan autentik assessment, siswa menjadi lebih aktif dalam pembelajaran karena mereka diberikan tugas yang bervariasi, seperti proyek, presentasi, dan kerja kelompok. Tugas-tugas seperti itu membuat mereka lebih terlibat secara langsung dalam proses pembelajaran dan termotivasi untuk berkontribusi lebih.

Peneliti : Bagaimana autentik assessment membantu Anda dalam mengidentifikasi kebutuhan siswa?

Guru : Autentik assessment mencakup berbagai gaya belajar siswa, termasuk kinestetik, auditory, dan visual. Ini membantu kami sebagai guru untuk mengidentifikasi kebutuhan belajar siswa dengan lebih baik. Misalnya, bagi siswa dengan gaya belajar kinestetik, kami dapat memberikan aktivitas seperti game atau role play. Sementara untuk

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siswa yang lebih suka belajar melalui pendengaran, kami menyediakan listening exercises atau menonton video pembelajaran. Dengan cara ini, kami dapat melihat kelebihan dan kelemahan siswa dalam berbagai aspek pembelajaran, sehingga kami bisa menyesuaikan strategi pengajaran yang lebih tepat bagi mereka.

Peneliti : Apakah Anda merasa autentik assessment membantu Anda dalam mengevaluasi perkembangan siswa secara lebih menyeluruh? Mengapa?

Guru : Iya, dengan adanya autentik assessment, saya bisa mengevaluasi perkembangan siswa secara lebih menyeluruh. Ini karena autentik assessment mencakup berbagai aspek, seperti keterampilan berpikir kritis, kreativitas, dan kemampuan berkolaborasi. Selain itu, metode ini memungkinkan saya untuk memantau kemajuan siswa secara individual, bukan hanya berdasarkan nilai ujian tertulis, tetapi juga dari proyek, presentasi, dan kerja kelompok yang mereka lakukan.

Peneliti : Apakah Anda menemukan kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum yang ada?

Guru : Ya, awalnya saya mengalami kesulitan dalam mengintegrasikan autentik assessment dengan kurikulum karena saya belum terbiasa dengan format dan metode penilaiannya. Namun, seiring berjalannya waktu, saya dapat mengatasi kesulitan tersebut dengan sering mengikuti pelatihan. Selain itu, kami juga sering berkomunikasi dan diskusi dengan sesama guru, kami saling berbagi pengalaman dan strategi yang efektif, sehingga implementasinya menjadi lebih mudah.

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THE INTERVIEWED DIALOGUE IS DISPLAYED BELOW
THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

Respondent : Teacher 4
Day / Date : 6th September 2024
Time : 09.56 AM
Location : SMAN 1 Sebatik

Researcher	:	What is your view on authentic assessment?
Teacher	:	Authentic assessment is a very good assessment method because this assessment not only assesses whether the student is right or wrong but also the process, knowledge and skills.
Researcher	:	What are the main reasons you choose to use authentic assessment in teaching?
Teacher	:	The main reason I use authentic assessment is because the current teaching system has evolved a lot compared to the past. Students now have access to various learning resources, such as the internet and digital technology. As a teacher, I need to keep up with these developments so that my teaching methods remain relevant and able to facilitate learning that better suits the needs of today's students.
Researcher	:	Are there any challenges faced in implementing authentic assessment? What kind of challenges? How to overcome them?
Teacher	:	Each assessment has its own challenges. For me, the challenge I face in authentic assessment is in terms of preparation, it takes time and hassle. We as teachers have to prepare the tasks or activities in advance for students. The way to overcome this is that I usually communicate and share with other teachers, continue to learn and be creative and improve existing shortcomings.
Researcher	:	Do students show a deeper understanding of the material after using authentic assessment?
Teacher	:	Yes, most students showed a deeper understanding of the material after using authentic assessment. However, there are also some students who have not achieved the expected understanding. If I observe, the obstacle is due to the lack of vocabulary they know. But, overall, more students have improved their understanding because authentic assessment encourages them to think critically and connect the material to real situations.
Researcher	:	What skills do you think are more enhanced in students when using authentic assessment?
Teacher	:	In my opinion, the skills that are more developed in students when using authentic assessment are speaking skills. In addition,

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their vocabulary also increased. However, this improvement is uneven because the ability of students in one class varies. Some students show good progress, but there are still some who are not as expected.

Researcher : Are students more motivated to learn with the authentic assessment method? Why?

Teacher : Yes, most students are indeed more motivated to learn with the authentic assessment method, especially those who have a high interest in learning English. However, there are also some students whose motivation is still low, especially if they feel less confident or less interested in the material. For these students, I usually take a personal approach to help increase their motivation.

Researcher : How does authentic assessment affect the level of student engagement in the learning process?

Teacher : Authentic assessment affects the level of student engagement by providing varied tasks, such as projects, presentations, or group work. This makes them more enthusiastic as each task has different challenges and is relevant to real life. In addition, the support from us as teachers, such as continuous guidance and feedback, also helps students feel more confident and motivated to be actively involved in learning.

Researcher : Are there any changes in the way students interact and work together in groups after the implementation of authentic assessment?

Teacher : Yes, there are significant changes. Students became more active in collaborating and helping each other to solve problems. They are more confident in sharing ideas and more open to their friends' opinions. With group tasks based on authentic assessment, they learn to work together more effectively and appreciate the contribution of each member in the team.

Researcher : Do you feel that authentic assessment improves your teaching effectiveness? In what aspects?

Teacher : Yes, I feel that authentic assessment has greatly improved my teaching effectiveness, especially in the aspect of student interaction. With the implementation of authentic assessment, the teaching process becomes more dynamic and less monotonous. The interaction between students and me as a teacher is more active, and the interaction between students is stronger. This creates a more collaborative and meaningful learning environment, as students are more involved in discussions and group work, so their understanding of the material is deeper.

Researcher : Does authentic assessment help you to increase student engagement during the teaching process?

Teacher : Yes, I find it very helpful. By using authentic assessment,

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		students become more active in learning because they are given varied tasks, such as projects, presentations and group work. Such tasks make them more directly involved in the learning process and motivated to contribute more.
Researcher	:	How does authentic assessment help you to identify students' needs?
Teacher	:	Authentic assessment covers a variety of student learning styles, including kinesthetic, auditory, and visual. This helps us as teachers to better identify students' learning needs. For example, for students with kinesthetic learning styles, we can provide activities such as games or role plays. While for students who prefer to learn through hearing, we provide listening exercises or watch learning videos. This way, we can see students' strengths and weaknesses in various aspects of learning, so that we can customize teaching strategies that are more appropriate for them.
Researcher	:	Do you feel that authentic assessment helps you to evaluate student development more thoroughly? Why?
Teacher	:	Yes, with authentic assessment, I can evaluate student development more thoroughly. This is because authentic assessment covers various aspects, such as critical thinking skills, creativity, and the ability to collaborate. In addition, this method allows me to monitor students' progress individually, not only based on their written test scores, but also from their projects, presentations, and group work.
Researcher	:	Do you find it difficult to integrate authentic assessment with the existing curriculum?
Teacher	:	Yes, initially I had difficulties in integrating authentic assessment with the curriculum because I was not familiar with the assessment format and methods. However, over time, I was able to overcome these difficulties by attending frequent trainings. In addition, we also often communicate and discuss with fellow teachers, we share experiences and effective strategies, so the implementation becomes easier.

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Observation Checklist for Authentic Assessment

Research Title: The Impact of Authentic Assessment on the Teaching and Learning Process at Senior High School Sebatik, North Kalimantan

Observer : Jelli Anggriana
Teacher : Lilik Indrayani, S.Pd.
Class : XI MIA 1
Date : 5 September 2024

No	Observation Criteria	Observed (Yes/No)	Notes/Comments
1	Teacher explains the use of authentic assessment to students.	Yes / (No)	Directly give instructions
2	Teacher uses **performance assessment** during the class.	(Yes) / No	
3	Teacher uses **project-based assessment** to evaluate students' work.	(Yes) / No	
4	Teacher incorporates **product assessment** (students create a tangible product as part of the assessment).	Yes / (No)	
5	Teacher uses **portfolio assessment** to track students' progress over time.	Yes / (No)	
6	Teacher provides clear instructions and rubrics for authentic tasks.	(Yes) / No	
7	Teacher encourages student collaboration during assessments (e.g., group work).	(Yes) / No	
8	Teacher integrates real-world tasks that require critical thinking.	(Yes) / No	
9	Teacher allows students to reflect on their own work and learning.	(Yes) / No	
10	Teacher gives feedback based on students' performance in authentic tasks.	(Yes) / No	
11	Teacher uses a variety of materials and media (e.g., audio, video, hands-on materials) to support assessments.	(Yes) / No	
12	Assessment is differentiated based on students' learning styles (kinesthetic, auditory, visual).	Yes / (No)	
13	Students appear engaged and motivated during the assessment.	(Yes) / No	
14	Teacher monitors and guides students throughout the assessment process.	(Yes) / No	
15	Authentic assessment enhances student collaboration and interaction.	(Yes) / No	

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Observation Checklist for Authentic Assessment

Research Title: The Impact of Authentic Assessment on the Teaching and Learning Process at Senior High School Sebatik, North Kalimantan

Observer : Jelli Anggriana
Teacher : Yuliani, S.Pd.
Class : XI PSP 6
Date : 7 September 2024

No	Observation Criteria	Observed (Yes/No)	Notes/Comments
1	Teacher explains the use of authentic assessment to students.	Yes / (No)	Directly give instructions
2	Teacher uses **performance assessment** during the class.	(Yes) / No	
3	Teacher uses **project-based assessment** to evaluate students' work.	(Yes) / No	
4	Teacher incorporates **product assessment** (students create a tangible product as part of the assessment).	Yes / (No)	
5	Teacher uses **portfolio assessment** to track students' progress over time.	Yes / (No)	
6	Teacher provides clear instructions and rubrics for authentic tasks.	(Yes) / No	
7	Teacher encourages student collaboration during assessments (e.g., group work).	(Yes) / No	
8	Teacher integrates real-world tasks that require critical thinking.	Yes / (No)	
9	Teacher allows students to reflect on their own work and learning.	(Yes) / No	
10	Teacher gives feedback based on students' performance in authentic tasks.	(Yes) / No	
11	Teacher uses a variety of materials and media (e.g., audio, video, hands-on materials) to support assessments.	(Yes) / No	
12	Assessment is differentiated based on students' learning styles (kinesthetic, auditory, visual).	Yes / (No)	
13	Students appear engaged and motivated during the assessment.	(Yes) / No	
14	Teacher monitors and guides students throughout the assessment process.	(Yes) / No	
15	Authentic assessment enhances student collaboration and interaction.	(Yes) / No	

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DOCUMENTATION

APPENDIX 04: DOCUMENTATION

The initial step in this process was to establish a connection with the teachers at both schools and to provide a clear explanation of the purpose of conducting the research.

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This meeting was part of the data collection process, conducted by interviewing the teacher of MA As'adiyah Sungai Nyamuk as the first respondent regarding authentic assessment.

A meeting was held with the teacher who served as the second respondent in MA As'adiyah Sungai Nyamuk. During this meeting, several topics were discussed in detail.

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A meeting was held with the third respondent at SMAN 1 Sebatik. During this meeting, interviews were conducted, and the teacher's data was also collected as evidence of the research and interview process.

This meeting was held in SMAN 1 Sebatik with the teacher who served as the fourth respondent. During this session, data collection and interviews were conducted.

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2. MTS 6 Lamuru, Bone (2005-2008)
3. MA DDI Pattojo, Soppeng (2008-2011)
4. S1-STAIN Parepare Jurusan Pendidikan Bahasa Inggris (2011-2015)

EMPLOYMENT HISTORY

1. English Tutor – Pondok Pesantren As'adiyah Sebatik, Kalimantan Utara
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ORGANIZATION HISTORY

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PUBLISHED SCIENTIFIC RESEARCH WORK

THE IMPACT OF AUTHENTIC ASSESSMENT ON THE TEACHING AND LEARNING PROCESS AT SEBATIK HIGH SCHOOL, NORTH KALIMANTAN

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