



DEVELOPMENT OF AUTHENTIC ASSESSMENT IN ISLAMIC RELIGIOUS EDUCATION IN ELEMENTARY SCHOOL

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Abstract

Assessment plays an important role in the educational process so there is a need for standardization of student education assessments. Permendikbud Number 23 of 2016 is an effort from the government to provide standards in the assessment of learning outcomes both carried out by the Education Unit and the Government. In the Permendikbud it is stated that the assessment of student learning outcomes includes three aspects, namely cognitive, affective, and psychomotor. The assessment of these three aspects in the 2013 curriculum is called authentic assessment. In practice, not all IRE (Islamic Religious Education) teachers apply authentic assessment. This study aims to elaborate on how IRE Elementary School teachers in Bantul District develop authentic assessments. This research is field research with a qualitative approach. The results of this study are the development of Authentic assessment conducted by IRE teachers in the Bantul sub-district consists of several development steps, namely first, observing or mapping KD (*Basic competencies*) and indicators to be tested. Second, determine the type of assessment that is tailored to the aspects to be tested. Third, compile an assessment that will be tested. Fourth, compose an answer key. Fifth, develop scoring guidelines. The recommendation from the results of this study is that in developing authentic assessments there should be simplifications related to testing trials in search of validity and reliability. This is because, at the level of implementation, this step is difficult for IRE teachers to implement.

Keywords: Authentic Assessment, Islamic Religious Education Subjects, Elementary School.

Abstrak

Penilaian memegang peran penting dalam proses pendidikan sehingga perlu adanya standarisasi penilaian pendidikan peserta didik. Permendikbud Nomor 23 tahun 2016 merupakan upaya dari pemerintah untuk memberikan standar dalam penilaian hasil belajar baik yang dilakukan oleh Satuan Pendidikan maupun Pemerintah. Dalam Permendikbud itu isebutkan bahwa penilaian terhadap hasil belajar peserta didik meliputi tiga aspek yaitu kognitif, afektif, dan psikomotorik. Penilaian ketiga aspek ini dalam kurikulum 2013 disebut dengan penilaian autentik. Dalam praktiknya di lapangan belum semua guru PAI menerapkan penilaian autentik. Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru-guru PAI Sekolah Dasar di Kecamatan Bantul melakukan pengembangan penilaian autentik. Pendekatan dalam penelitian ini adalah pendekatan kualitatif. Hasil dari penelitian ini yaitu pengembangan penilaian autentik yang dilakukan oleh guru-guru PAI di kecamatan Bantul terdiri dari beberapa langkah pengembangan yaitu pertama, mencermati atau memetakan KD dan indikator yang akan diujikan. Kedua, menentukan jenis penilaian yang disesuaikan dengan aspek yang akan diujikan. Ketiga, menyusun penilaian yang akan diujikan. Keempat, menyusun kunci jawaban. Kelima, menyusun pedoman penskoran. Rekomendasi

dari hasil penelitian ini adalah dalam pengembangan penilaian autentik seharusnya ada penyederhanaan terkait dengan uji coba tes dalam mencari validitas dan reliabilitas. Hal ini karena dalam tataran implementasi langkah tersebut sulit untuk diteapkan oleh guru PAI.

Kata Kunci: *Penilaian Autentik, Mata Pelajaran PAI, Sekolah Dasar*

INTRODUCTION

Assessment plays an important role in the educational process, however, the assessment that is still dominantly used by teachers in assessing the competencies mastered by students is a non-authentic method, namely assessment in the form of tests that only measure the cognitive domain.¹ The assessment tests used were not able to measure the competence of students as a whole. In addition, the test used is still measuring the ability to think at a low cognitive level. This causes students to be unable to solve problems at the analytical level.² For this reason, the three domains of cognitive, affective, and psychomotor must receive a balanced portion of the assessment to be able to measure the competence of students as a whole. This balance must be pursued by all teachers in every subject including Islamic Religious Education (IRE).³

Islamic Religious Education (IRE) is an attempt to teach Islam or Islamic beliefs and values to students so that it becomes a way of life.⁴ In this sense, it can include. All activities carried out by a person to assist a group of students in instilling or developing Islamic teachings and values to be used as guidelines for life, which are manifested in an attitude of life and developed. in everyday skills.⁵ All activities are carried out by a person to assist a group of students in instilling or developing Islamic teachings and values to be used as life guidelines, which are manifested in life attitudes and developed in daily skills. or a meeting between two or more people that has an impact on the cultivation or growth of Islamic beliefs and values on one or more parties.⁶ IRE subjects are the names of activities or efforts that aim to educate the public about Islam. The subjects in IRE are almost the same as other subjects.⁷ The knowledge and abilities acquired by students in the IRE discipline must be reflected in

¹ Karoline Aslaksen dan Håvard Lorås, "Matching Instruction with Modality-Specific Learning Style: Effects on Immediate Recall and Working Memory Performance," *Education Sciences* 9, no. 1 (Maret 2019): 32, <https://doi.org/10.3390/educsci9010032>; Christos Troussas dkk., "Ensemble Learning Using Fuzzy Weights to Improve Learning Style Identification for Adapted Instructional Routines," *Entropy* 22, no. 7 (Juli 2020): 735, <https://doi.org/10.3390/e22070735>.

² Ridwan Abdullah Sani, *Penilaian Autentik* (Bumi Aksara, 2016).

³ Ghufuran Hasyim Achmad dan Andi Prastowo, "Authentic Assessment Techniques on Cognitive Aspects in Islamic Religious Education Learning at Elementary School Level," *Jurnal Ilmiah Sekolah Dasar* 6, no. 1 (4 Maret 2022): 75–84, <https://doi.org/10.23887/jisd.v6i1.42636>.

⁴ Ahmad Hariandi dkk., "The Role of Islamic Religious Education Teachers in Instructing Religious Value," *AL-ISHLAH: Jurnal Pendidikan* 12, no. 2 (30 Desember 2020): 481–91, <https://doi.org/10.35445/alishlah.v12i2.166>; Rika Sa'diyah, "The Influence of Religious Motivation and Students Learning Outcomes in Islamic Religious Education Towards Students Tolerance Attitude," *TARBIYA: Journal of Education in Muslim Society* 2, no. 1 (15 Juni 2015): 70–82, <https://doi.org/10.15408/tjems.v2i1.1672>.

⁵ Poetri Leahria Pakpahan dan Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (10 Januari 2021): 1–20, <https://doi.org/10.31538/tijie.v2i1.19>.

⁶ Siti Aisyah dan Mauly Halwat Hikmat, "Teacher's Perception and Practice of Authentic Assessment in English Teaching in Elementary School," Mei 2019, <http://publikasiilmiah.ums.ac.id/handle/11617/11156>.

⁷ Muhaimin, *Nuansa Baru Pendidikan Islam Muba* (Jakarta: PT RajaGrafindo Persada, 2006).

their daily attitudes. If the importance of learning outcomes is high but is not reflected in everyday attitudes, then the assessment has not touched the three cognitive, psychomotor, and emotional dimensions. As a result, IRE teachers need to design authentic assessments.⁸

Another study was also conducted by Indah Khoirul Mutakin, with the results the study that the implementation of authentic assessments on Islamic Religious Education subjects experienced problems. The obstacles experienced by IRE teachers are the various characteristics of students, limited time in conducting assessments, student activity, the existence of several aspects that must be assessed in their entirety, and the number of instruments that must be used by teachers. To deal with some of these obstacles, there are several things that teachers can do, namely planning and managing the learning process well, participating in various training on assessment in the 2013 curriculum, seeking information and references related to authentic assessment, and developing self-creativity to find new ways. to make an assessment.⁹

Muhalli also conducted a similar study with the results of an authentic assessment conducted at SD Negeri 4 Balung on IRE subjects that showed student learning outcomes in the positive category in everyday life. In addition, this study produces an authentic assessment tool that can be used as an assessment tool following the Core Competencies (KI) and Basic Competencies (KD) as well as the regulations from the Minister of Education and Culture regarding learning outcomes assessment standards.¹⁰ Research by Ghufran Hasyim Achmad and Andi Prastowo with research results that there are three authentic assessment techniques on cognitive aspects used by IRE teachers, namely written tests, oral tests, and assignments. These three techniques are used to obtain complete learning outcomes related to the achievement of students' competencies in the cognitive aspect.¹¹ Research by Aisyah Ardiman and Sulaiman with research results that students who are evaluated with authentic assessments on IRE subjects have increased in terms of attitudes, knowledge, and skills.¹²

The latest research by Reni Matofiani and Andi Prastowo with the results of the research that the implementation of an authentic assessment of class XI students on the subject of the Qur'an Hadith at MI Al-Islam Giwangan Yogyakarta has been carried out well. In the cognitive domain, the teacher uses assignment techniques, quizzes, mid-semester tests, and end-of-semester tests. In the affective domain, the teacher uses observation, self-assessment, and peer-assessment techniques. While in the psychomotor domain, the teacher

⁸ Muhamad Faisal Ashaari dkk., "An Assessment of Teaching and Learning Methodology in Islamic Studies," *Procedia - Social and Behavioral Sciences*, Universiti Kebangsaan Malaysia Teaching and Learning Congress 2011, Volume I, December 17 – 20 2011, Pulau Pinang MALAYSIA, 59 (17 Oktober 2012): 618–26, <https://doi.org/10.1016/j.sbspro.2012.09.322>; Muhammad Nur Wangid dkk., "The Evaluation of Authentic Assessment Implementation of Curriculum 2013 in Elementary School," *Jurnal Penelitian Dan Evaluasi Pendidikan* 21, no. 1 (30 Juni 2017): 104–15, <https://doi.org/10.21831/pep.v21i1.15779>.

⁹ Indah Khoirul Mutakin, "Pengembangan Penilaian Autentik Mata Pelajaran Pendidikan Agama Islam," *As-Salam* 8, no. 1 (2019).

¹⁰ Muhalli, "Pengembangan Penilaian Autentik untuk Pembelajaran Pendidikan Agama Islam dan Budi Pekerti pada Siswa Kelas V di SD Negeri 4 Balung," *AT-Tabsir Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2021).

¹¹ Achmad dan Prastowo, "Authentic Assessment Techniques on Cognitive Aspects in Islamic Religious Education Learning at Elementary School Level."

¹² Aisyah Ardiman dan Sulaiman, "Implementasi Penilaian Autentik pada Mata Pelajaran Pendidikan Agama Islam di SD Negeri 53 Kampung Jambak Koto Tangah Kota Padang," *Jurnal Pendidikan Tambusai* 6, no. 1 (2022).

uses techniques to express opinions, discuss, and rearrange truncated verses, and projects.¹³ Based on the literature review above, this research is here to complement the existing research. This research is expected able to contribute to the development of authentic assessment which includes three domains, namely cognitive, affective, and psychomotor.

RESEARCH METHOD

This research uses a qualitative methodology and is a form of field study. The qualitative research method is a postpositivist research method. Researchers are the main instrument in qualitative research, which is used to analyze the status of natural objects. Purposive sampling is used to take samples of data sources. Triangulation is a data collection technique used. Data analysis is qualitative, and the findings of this study focus on meaning rather than generalization. In qualitative research, the researcher functions as a human instrument, collecting data through participant observation (participatory observation) and in-depth interviews (in-depth interviews). In qualitative research, the person providing the data must be well known to the researcher.¹⁴

The subjects in this study were State and Private IRE teachers at the elementary level in Bantul District. The public elementary schools in this study are SD Negeri 1 Bantul, SD Negeri 3 Bantul, SD Negeri Bantul Timur, SD Negeri Priyan, SD Negeri 2 Sabdodadi, SD Negeri Sabdo Keyong, SD Negeri Manding Tengah, SD Negeri Sutran, and SD Negeri Ringinharjo. Private elementary schools, namely SDIT Samawi, SD Muhammadiyah Serut, and SD Muhammadiyah Pepe.

This research is divided into three stages: 1) pre-field stage, 2) implementation stage and 3) data analysis stage. The pre-field stage involves problem-solving activities and the selection of research topics. Collecting research data is the first step in the implementation phase. The last stage is data analysis, which includes data compaction, data presentation, and drawing conclusions or verification using the Miles, Huberman, and Saldana procedures. The process of selecting, focusing, simplifying, abstracting, and/or modifying the data contained in the overall contents of written field notes, interview transcripts, papers, and other empirical material is known as data condensation.¹⁵

Data will become stronger by compressing it. Data compression is a type of analysis that sharpens, sorts, centers, discards, and organizes data to draw and verify conclusions. The main path to strong qualitative analysis is through good data visualization.¹⁶ Matrices, graphs, charts, and networks can be used to discuss and illustrate different points of view. They are made to collect data in a clear and accessible way so that analysts can observe what is happening and draw reasonable conclusions. Finally, the meaning that emerges from the data must be checked for its validity, robustness, and confirmability, which is known as validity.¹⁷

¹³ Reni Matofiani dan Andi Prastowo, "Implementasi Asesmen Autentik Al-Qur'an Hadits (Studi Kasus MI Al-Islam Giwangan Yogyakarta)," *JOURNAL OF ISLAMIC EDUCATION* 7, no. 1 (2022).

¹⁴ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015).

¹⁵ Matthew, Miles Huberman A. Michael, dan Johnny Saldaña, *Qualitative Data Analysis A Methods Sourcebook* (United States of America: SAGE Publications, 2014).

¹⁶ Burhan Bungin, *Metodologi Penelitian Kuantitatif: Edisi Kedua* (Kencana, 2015).

¹⁷ Matthew, Huberman, dan Saldaña, *Qualitative Data Analysis A Methods Sourcebook*.

RESULTS AND DISCUSSION

RESULT

The results of this study will explain how IRE Elementary School teachers in Bantul District develop authentic assessments in IRE subjects. First, an interview conducted on Friday, April 13, 2022, with an IRE teacher at SD Negeri 1 Bantul named Nur Afifah, explained that there are four steps taken when developing an authentic assessment, namely (1) looking at the indicators of the material being taught (2) determining the type of assessment to be tested (3) compiling an assessment according to the aspects to be assessed whether cognitive, affective, or psychomotor (4) compiling an answer key (5) compiling a score. After developing the assessment, the teacher then carries out assessment activities for students. In assessing the cognitive aspects, the teacher uses test assessments in the form of multiple choice and descriptions. If there are children who get scores below the Minimum Completeness Criteria (KKM), remedial or IRE activities will be carried out. Before carrying out remedial activities, the teacher will provide additional material for parts that have not been understood by students with scores below the KKM. Meanwhile, in assessing the psychomotor aspect, the teacher uses a performance assessment by asking children to practice the competencies being assessed, such as the practice of reading Al Kautsar's letter, the practice of reading the prayer readings, and the practice of praying. Furthermore, for the affective aspect, the teacher uses self-assessment. However, the teacher's story material still focuses on daily assessments with tests.

The author then interviewed an IRE teacher at SD Negeri Priyan named Esti Rohani. The development of an authentic assessment carried out by Esti Rohani includes seven steps, namely (1) seeing the material first from the textbook and worksheet (2) reviewing indicators (3) determining the type of assessment to be tested (4) compiling an assessment of the indicators (5) compiling answer keys (6) compose scores (7) carry out revision activities if there are questions that are not by the indicators (8) conduct an assessment. In assessing the cognitive aspect, the teacher uses multiple-choice tests and descriptions that have been made by the teacher, as well as from tests taken from textbooks and worksheets. In assessing the affective aspect, the teacher uses 2 techniques, namely observation, and self-assessment. Meanwhile, in assessing the psychomotor aspect, the teacher uses a performance appraisal or direct practice and is then assessed.

Then the interview was conducted with the IRE teacher at the Sabdo Keyong State Elementary School named Nur Khusaini. The development of an authentic assessment carried out by Khusaini includes three steps, namely (1) observing the basic competencies, indicators, and learning objectives of the material to be tested (2) determining the type of assessment (3) compiling an assessment (4) carrying out the assessment. In developing an authentic assessment, the teacher does not make a scoring guideline but uses the scores already in the IRE and LKS textbooks. In assessing cognitive aspects, the teacher uses 2 ways, namely using multiple-choice tests and descriptions in textbooks and worksheets, besides that the teacher makes multiple-choice tests and descriptions of the results of their thinking in understanding the material. In assessing the affective aspect of the teacher using self-assessment. As for the psychomotor aspect, the teacher uses performance appraisal. However,

for narrative material such as the story of the prophet, the teacher only conducts an assessment in the form of daily tests.

Nurul Latifah as a teacher at SD Negeri 3 Bantul through the interviews we conducted, explained that there are four steps taken when developing an authentic assessment, namely (1) observing the indicators of the material being taught (2) determining the type of assessment to be used (3) compile an assessment according to the aspect to be assessed whether it is cognitive, affective, or psychomotor (4) compiling an answer key (5) compiling an assessment rubric. After developing the assessment, the teacher then carries out assessment activities for students. In assessing the cognitive aspects, the teacher uses test assessments in the form of multiple choice and descriptions. Meanwhile, in assessing the psychomotor aspect, the teacher uses a performance assessment by asking children to practice the competencies being assessed, such as the practice of reading Al Kautsar's letter, the practice of reading the prayer readings, and the practice of praying. Furthermore, for the affective aspect, the teacher uses a self-assessment using a checklist. Teachers use textbooks and worksheets in developing authentic assessments.

Another thing is done by Zamuji as a IRE teacher at the East Bantul State Elementary School. Zamuji said in an interview that SD Negeri Bantul Timur did not specifically develop authentic assessments on IRE subjects, but used the assessments already in the textbooks and worksheets. IRE material in the form of fiqh and the Koran is assessed by touching the cognitive, affective, and psychomotor aspects. However, the assessment of affective aspects is only simple, namely observing the behavior of students according to the indicators. Likewise, the teacher of SD Negeri 2 Sabdodadi named Siti Juhairoh Anwariyah said in an interview that she did not specifically develop authentic assessments but used the assessments already in the LKS. IRE material in the form of fiqh and the Koran is assessed by touching the cognitive and psychomotor aspects. However, for the moral material and the stories of the prophets, they only use cognitive aspect assessments in the form of daily assessments.

Similar to what was done by Zamuji and Siti Juhairoh Anwariyah, the IRE teacher of SD Negeri Manding Tengah in interview activities said that he did not specifically develop an authentic assessment but used an accurate assessment. already in the package book and worksheets. IRE material in the form of fiqh and the Koran is assessed by touching the cognitive, affective, and psychomotor aspects. Siti Daimah as the IRE teacher at SD Negeri Manding Tengah also said that for the moral material and stories of the prophets, the assessment was carried out only using cognitive aspect assessments in the form of daily assessments. Likewise, what was conveyed by Uswatun Hasanah as the IRE teacher at SD Negeri Sutran was that he also did not specifically develop authentic assessments but used assessments that were already in textbooks and worksheets. IRE material in the form of fiqh and the Koran is assessed by touching the cognitive, affective, and psychomotor aspects. However, for moral material and stories of the prophets, only cognitive aspect assessments are used in the form of daily assessments and practice questions.

The same thing was done by Sushi as the IRE teacher at the Ringinharjo State Elementary School in the interview that he did not specifically develop an authentic assessment but used an assessment that was already in the IRE textbook. IRE material in the form of fiqh and the Koran is assessed by touching the cognitive, affective, and psychomotor

aspects. However, the material for the stories of the prophets only uses cognitive aspect assessments in the form of daily assessments. The teacher once tried to assess story material with a performance assessment in the form of retelling the story of the prophet but it did not work effectively, so the reassessment used a daily assessment with a written test.

Another case was done by the IRE teacher at SDIT Samawi, Faizin. In the interview, Faizin explained that in developing an authentic assessment there are six steps, namely: (1) observing the basic competencies and indicators (2) determining the type of assessment to be used (3) compiling an assessment according to the ability of students (4) carrying out assessments to students (5) make corrections to the assessment being tested (6) carry out assessment correction activities that cannot be achieved by students (7) make assessment scores. In assessing the cognitive aspect, the teacher uses a test assessment in the form of multiple choice questions. As for the assessment of the affective aspect of the teacher using self-assessment. Lastly, for the psychomotor aspect, the teacher uses a performance appraisal. In assessing cognitive aspects, teachers use textbooks, worksheets, and the results of the development of learning materials. If there are students who get results below the KKM, the teacher reviews the learning process for improvements.

Furthermore, Lisnawati as the IRE teacher at SD Muhammadiyah Serut said that in developing an authentic assessment, 4 minimum steps must be taken, namely (1) the teacher maps the material according to the KD to be tested and (2) determines the type of assessment to be used (3) the teacher makes assessment grid (4) the teacher arranges an assessment according to the aspects to be tested. In assessing cognitive aspects, there are 5 kinds used by teachers, namely PG, description, matching, completing, and true-false statements. Then for the affective aspect, the teacher uses peer-to-peer assessment and observation. As for the psychomotor aspect, the teacher uses performance and project assessments. The handbook used by the teacher is the Muhammadiyah Elementary School Al Islam Education package from the Muhammadiyah Leadership Council for Primary and Secondary Education.

Meanwhile, the IRE teacher at SD Muhammadiyah Pepe, Darul Isti, in his interview said that the development of a brief assessment went through 4 steps, namely: (1) seeing the material to be tested according to the indicators (2) determining the type of assessment to be used (3) making an assessment (4) make a score. In assessing the cognitive aspect, the teacher uses a written test assessment with multiple choice questions and descriptions. Furthermore, in assessing the affective aspect, the teacher uses observational assessment. Meanwhile, to assess the psychomotor aspect, the teacher uses an assessment in the form of direct practice. However, for the prophet's story materials, the teacher focuses more on daily assessments.

Discussion

Based on the results of the research above related to the steps for developing authentic assessments carried out by IRE teachers in Bantul sub-district, the authors grouped into 2 categories of teachers, namely teachers who have developed authentic assessments and teachers who have not developed authentic assessments. Why is the development of authentic assessment an important activity for every teacher to do? We can know this because

assessment is an integral part of the learning process.¹⁸ As Subali explained that assessment is defined as the process of collecting data or information to identify the level of knowledge, abilities, or attitudes of students before, during, and after the learning process. Assessment is intended to provide feedback on what students have learned as well as data on the effectiveness of learning.¹⁹ Likewise, IRE teachers in the Bantul sub-district are trying to conduct assessments to get feedback on what students have absorbed. Direct testing of participants with reliable intellectual assignments is one of the authentic assessments carried out by the teacher. The term "authentic assessment" refers to the hands-on presentation of assignments to students that are relevant to real-life situations, ensuring that the learner's education retains its significance.²⁰ Authentic assessments are based on real-life situations and require multiple solutions to a problem. Authentic assessment requires the determination of performance that reflects the competence of learners as evidenced by their learning, achievement, motivation, and attitudes.²¹ Authentic assessment emphasizes the competencies that must be mastered by students, not only in terms of learning outcomes but also in terms of the learning process. The assessment instrument is adjusted to the Core Competencies (KI) and Basic Competencies (KD) being assessed.²²

Teachers who have developed authentic assessments are IRE teachers at SD Negeri 1 Bantul, IRE teachers at SD Negeri Priyan, IRE teachers at SD Negeri Sabdo Keyong, IRE teachers at SD Negeri 3 Bantul, IRE teachers at SDIT Samawi, IRE teachers at SD Muhammadiyah Serut, and IRE teachers at SD Muhammad Pepe. Meanwhile, IRE teachers who have not developed an authentic assessment are IRE teachers at SD Bantul Timur, IRE teachers at SD Negeri 2 Sabdodadi, and IRE teachers at SD Negeri Sutran, IRE teachers at SD Negeri Manding Tengah, and IRE teachers at Ringinharjo. Schools that have not developed authentic assessments still carry out authentic assessments from textbooks, worksheets, and learning tools from the Teacher Working Group (KKG) for IRE teachers in Bantul District.

Based on the explanations of the seven IRE teachers who developed authentic assessments, it can be explained that the development steps are:

First, the teacher looks at the KD and indicators before compiling the assessment. This step is very important because authentic assessments carried out in schools must be adjusted to the Graduate Competency Standards or SKL, KI, and KD.²³ SKL is the main estuary on which to base and aim at achieving all subjects at a certain level. KI is the first step that will be achieved by all subjects at a certain level of competence. Then the description of

¹⁸ Bambang Subali, *Prinsip Asesmen dan Evaluasi Pembelajaran* (UNY Press, 2016).

¹⁹ Mochamad Zaenal Muttaqin dan Kusaeri, "Pengembangan Instrumen Penilaian Tes Tertulis Bentuk Uraian Untuk Pembelajaran PAI Berbasis Masalah Materi Fiqh," 2017.

²⁰ Sylvia, Anwar, dan Khairani, "Pengembangan Instrumen Penilaian Autentik Berbasis Pendekatan Authentic Inquiry Learning pada Mata Pelajaran Sosiologi di Sekolah Menengah Atas," *Jurnal Socius: Journal of Sociology Research and Education* 6, no. 2 (2019).

²¹ Umi Faizah, Darmiyati Zuchdi, dan Yasir Alsamiri, "An authentic assessment model to assess kindergarten students' character," *REiD (Research and Evaluation in Education)* 5, no. 2 (2019).

²² Putriyani dan Mutmainnah, "Pengembangan Instrumen Penilaian Autentik Pada Pembelajaran Dengan Pendekatan Scientific," *Jurnal Edumaspu* 2, no. 1 (2018).

²³ Nur Lailatus Sa'adah dan Sigit, "Pengembangan Instrumen Penilaian Sikap dan Keterampilan Psikomotorik pada Materi Elektrokimia," *Jurnal Pendidikan* 3, no. 8 (2018).

KI for each subject is presented in a formula called KD. This paradigm in authentic assessment emphasizes the assessment of competencies that must be mastered by students so that it will encourage students to develop.²⁴ This requires teachers to be able to develop various strategies and learning methods to facilitate students to be encouraged to develop and achieve optimal learning outcomes.²⁵

Second, the teacher arranges an assessment according to the aspects to be assessed whether cognitive, affective, or psychomotor. The following types of authentic assessments can be used to assess 3 domains, both cognitive, affective, and psychomotor, namely (1) Performance appraisal. This type of authentic assessment can be used to measure three aspects: cognitive, affective, and psychomotor.²⁶ Performance appraisal is a type of evaluation that involves and observes students as they complete certain activities. This performance assessment is suitable for evaluating the achievement of student competencies that require them to perform certain tasks, such as prayer, singing, and memorizing exercises. Checklists and rating scales are used to evaluate performance.²⁷ (2) Project appraisal. Project Assessment is a type of assessment used to evaluate student work over a certain period. (3) Portfolio assessment. A portfolio assessment is a type of assessment that teachers do from time to time based on a collection of learning outcomes. Assignments from the child's portfolio will be collected in files or boxes.²⁸ (4) Written assessment. The written assessment is a method to determine students' ability to remember, understand, organize, apply, analyze, and evaluate information. Multiple choice, true-false, matchmaking, filling, and description questions are used in the written test. (5) Attitude assessment. Students' attitudes towards subjects, teachers, and the learning process are measured through attitude assessment. Receiving or paying attention, responding or responding, assessing or appreciating, regulating or managing, and having character are part of the attitude aspect of the thinking process. (6) Self-assessment. Self-assessment is a type of evaluation that encourages students to take responsibility for their education. Students are allowed to evaluate their work and talents based on their previous knowledge and experience. (7) Product appraisal. The most common way to assess a product is to use an analytical method based on the overall impression of the product.²⁹

Each aspect of the development of the three aspects identified above has its own set of phases. There are eleven steps to determine the assessment of cognitive aspects, including (1) determining the purpose and area of the exam (2) describing the material and behavioral limits to be measured (3) creating a grid (4) determining the format of the test (5) determining the length of the test (6) create test questions (7) check test questions (8) carry out field trials

²⁴ Munif Chatib, *Sekolahnya Manusia* (PT Mizan Pustaka, 2013).

²⁵ Nur Fityana, Sarwanto, dan Sugiyarto, "Pengembangan Instrumen Penilaian Autentik Pada Pembelajaran IPA Berbasis Proyek Untuk Siswa SMP/MTs Kelas VII," *Jurnal Materi dan Pembelajaran Fisika (JMPF)* 7, no. 2 (2017).

²⁶ Christopher J Watling dan Shiphra Ginsburg, "Assessment, Feedback and the Alchemy of Learning," *Medical Education* 53, no. 1 (2019): 76–85, <https://doi.org/10.1111/medu.13645>.

²⁷ Fiseha M. Guangul dkk., "Challenges of Remote Assessment in Higher Education in the Context of COVID-19: A Case Study of Middle East College," *Educational Assessment, Evaluation and Accountability* 32, no. 4 (1 November 2020): 519–35, <https://doi.org/10.1007/s11092-020-09340-w>.

²⁸ Chrysi Rapanta dkk., "Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity," *Postdigital Science and Education* 2, no. 3 (1 Oktober 2020): 923–45, <https://doi.org/10.1007/s42438-020-00155-y>.

²⁹ Maemonah, *Asesmen Pembelajaran* (Yogyakarta: PGMI PRESS UIN SUKA, 2018).

(9) test questions (10) complete the test (11) compose the test. There are various processes involved in designing effective feature assessments, including (1) determining instrument parameters. Four factors determine the specifications of the instrument: attitudes, interests, self-concept, and values. When writing specifications, keep in mind the purpose of the measurement, how to set up the instrument grid, how to choose the shape and format of the instrument, and how to define the length of the instrument. (2) to make instrument notes (3) to confirm the scale of the instrument.

The Thurstone scale is the most commonly used measurement scale. Likert scale and Semantic difference scale (4) Determine the grading system. The scale is used to determine the scoring system. When using the Thurstone Scale, the highest score is used for each item, and the lowest score is 1. Check the instrument. If using a Likert scale, the largest score for each item is 4 and the lowest score is 1 (5) Pay attention to the instrument. Learning activities include determining whether the questions or statements are by the indicators, whether they use communicative language and proper grammar, whether the questions or statements are unbiased, whether the format of the instrument is interesting to read, and whether the number of items is appropriate. enough to avoid boredom. answers (6) Run the test (7) Check the instrument. After review, the instrument is restored and reassembled for testing. (8) Develop instruments (9) Perform measurements 10) Analyze and interpret measurement results. Numbers or scales are used to represent measurement findings. Assessment is the process of interpreting the measurement results. Criteria are needed to interpret measurement findings. The criteria are determined by the scale used and the number of elements used.³⁰

There are stages to producing a psychomotor assessment that must be followed according to the assessment technique. The performance appraisal process is as follows: (1) selection of KD and indicators to be assessed using performance techniques; (2) determine KD and indicators to be assessed using performance techniques; (3) determining KD and indicators to be assessed using performance techniques (2) determining all important steps (3) compiling a list of the most essential ability behaviors (4) making criteria for abilities to be measured (5) clearly stating the ability requirements (6) sorting the criteria of ability to be measured In addition, the project technical steps are: (1) identifying and mapping the material (KD) that will be used as a project (2) making orders for projects or assignments (3) compiling assessment sheets or rubrics that contains what aspects will be assessed in the project (4) assessing the project report (5) making notes for the next project (6) Analyzing project assessment findings by mapping the percentage of students who complete the project (7) entering scores. Whereas in portfolio assessment, this includes (1) identifying KD whose achievements will be assessed through portfolio assignments at the beginning of the semester and communicated to students and (2) determining KD whose achievements will be assessed through portfolio assignments at the beginning of the semester and communicated to students (3) describe the purpose, type, and format of the student's work that will be used as a portfolio, as well as the assessment criteria (4), determine the assessment criteria (5) establish a framework for documenting the findings of the portfolio assessment (6) create a map that functions as a documentation container (7) carry out learning processes related to portfolio

³⁰ Djemari Mardapi, *Teknik Penyusunan Instrumen Tes dan Nontes* (Jogjakarta: Mitra Cendekia Offset, 2008).

assignments (8) assessing portfolios using assessment criteria³¹ To measure attitude competence, an attitude assessment observation sheet will be developed; To measure skill competence, practical work assessment sheets, project appraisal sheets, and presentation performance appraisal sheets will be developed, and to measure knowledge competence, pretest, and post-test sheets will be developed.³²

Third, the teacher prepares an assessment that will be tested. In compiling the assessment, the teachers in the Bantul sub-district use the principles in the assessment, namely authentic, and fair, and also refer to the competencies that are determined or based on criteria. Although several principles have not become principles in developing assessments, the IRE SDIT Samawi teacher said that "the assessment must be fair or not detrimental to students". In developing an authentic assessment, the following assessment principles must be observed: (1) valid, which means that the assessment is based on data that shows the ability to be measured (2) objective, meaning that the assessment is based on clear methods and standards and is not influenced by elements subjective assessor (3) fair, in the sense that the assessment is not beneficial or detrimental to students based on their background. (4) integrated, in the sense that the assessment led by educators is an element of integrated learning activities. (5) open, in the sense that interested parties can learn about assessment procedures, assessment criteria, and determining the basis for decision making (6) comprehensive and continuous, meaning that the assessment covers all aspects of competence by using various assessment techniques to monitor the development of students' abilities (7) systematic, in the sense that the assessment is carried out in a planned and gradual manner, following a series of steps. (8) criteria-based, namely the assessment is based on the extent to which the required competencies have been met. (9) accountable, in the sense that the assessment can be traced back both in terms of techniques, procedures, and results.³³

Fourth, the teacher arranges the answer key. Making answer keys is a step taken by IRE teachers in Bantul sub-district. This is done to make it easier for teachers to make corrections. Fifth, make an assessment score. There are two ways to score on multiple-choice tests, namely: Multiple-choice tests can be assessed in two ways: (1) without a penalty system for guess answers and (2) with a penalty system for guess answers. There are two ways to score without using a penalty system for guess answers: by considering the weight of the score for each question and without considering the weight of the score. The first way is to calculate the correct answer for each testee and then multiply the weight of the score for each question. This method can be formulated as follows:

$$S = \sum R \times Wt$$

S = Score (score being searched)

R = Right (number of correct answers)

Wt = Weight (weighted score for each question)

³¹ Kunandar, *Penilaian Autentik* (Jakarta: PT RajaGrafindo Persada, 2015).

³² Nurjananto dan Kusumo, "Pengembangan Instrumen Penilaian Autentik Untuk Mengukur Kompetensi Peserta Didik Materi Senyawa Hidrokarbon," *Jurnal Inovasi Pendidikan Kimia* 9, no. 2 (2015).

³³ Asep Ediana Latip, *Evaluasi Pembelajaran Di SD dan MI* (PT REMAJA ROSDAKARYA., 2018).

The second way is to count the number of correct answers and each item answered correctly is given a score of one, so that the total score obtained by students is the number of items answered correctly. This method can be formulated as follows: $S = \Sigma R$. Furthermore, the score by applying a fine to the guessed answer can be calculated using the following formula: $S = R - W$ with information $S =$ the score being sought,

$O - 1$

$R =$ Right (number of correct answers), $W =$ Wrong (number of incorrect answers), $O =$ number of options (choices) installed in the question, and $1 =$ constant or fixed number.

In general, assessments for short answers and matchmaking tests do not account for fines. In general, the correct answer gets a score of one, while the wrong answer gets a score of zero. The formula used is: $S = R$ is the formula used. Furthermore, in the case of descriptive tests, the assessment often depends on the weight given to each item, the level of difficulty, or the number of pieces that must exist in the best or most correct answer. Then, using an instrument in the form of a rating scale and observation rules, score the affective aspect. Then for scoring the affective aspect by using an instrument in the form of a rating scale and observation guidelines. The rating scale and observation guidelines generally use a Likert scale with a scale distance or range of 3, 4, or 5. Then to provide interpretation using verbal categories such as very high, high, sufficient, low, and very low, or it can be very good, good, moderate, poor, and very poor.³⁴

Furthermore, for the psychomotor aspect scoring technique, namely using a rating scale. Rating scales generally use range from very imperfect to very perfect. The scoring technique using this rating scale is to write a score on each aspect or indicator of ability according to what can be displayed by the students being evaluated. The next step is to add up the scores of each aspect or indicator of the ability so that the total score of each testee is obtained.

The steps for developing an authentic assessment above are carried out by a group of teachers who develop an authentic assessment and have in common points; (1) observing KD and indicators before making an assessment (2) compiling an assessment according to the aspect to be assessed whether cognitive, affective, or psychomotor (3) compiling an assessment to be tested (4) compiling an answer key (5) making an assessment score. As for the points of compiling an assessment rubric, only one school is carried out, namely SD Negeri 3 Bantul. At the point of revising the assessment instrument, it was only carried out by one school, namely SDIT Samawi. From the steps of developing the assessment carried out by the IRE teacher above, there are steps that are not carried out for the development of test assessment, namely conducting a test trial. A test trial is a process to find data on reliability, validity, level of difficulty, the pattern of answers, the effectiveness of distractors, and discriminatory power. If the questions that have been compiled do not meet the expected quality based on the results of the trial, then improvements are made.³⁵ Likewise,

³⁴ Sukiman, *Pengembangan Sistem Evaluasi* (Yogyakarta: Insan Madani, 2011).

³⁵ Mardapi, *Teknik Penyusunan Instrumen Tes dan Nontes*.

for the development of non-test assessments, the step that is not taken by IRE teachers is instrument testing.³⁶

Having the ability to develop authentic assessments for teachers is very important to do. This is because the authentic assessment has several advantages, namely: One, the ability of students will be recorded directly. Two, this assessment trains students to not just memorize the material, but can understand the context of its use in everyday life and construct their respective abilities.³⁷ Three, this assessment can integrate learning, teaching, and assessment activities as a whole and interrelated. Fourth, this assessment provides an opportunity for students to show their full and best abilities.³⁸ This assessment can also be used by teachers to determine the progress of students and to determine the appropriate steps or treatment for students who have difficulty in learning.³⁹

CONCLUSION

The development of an authentic assessment carried out by PAI teachers in the Bantul sub-district includes several development steps, namely, first, observing or mapping KD and indicators to be tested. Second, determine the type of assessment that is tailored to the aspects to be tested. Third, compile an assessment that will be tested. Fourth, compose an answer key. Fifth, develop scoring guidelines. It is important to develop authentic assessments for PAI subjects so that assessments in schools can touch the three domains of affective, cognitive, and psychomotor. From this study, it can be concluded that not every school in Bantul District develops authentic assessments, but still conducts authentic assessments on several materials such as the Qur'an and Fiqh with instruments that already exist in textbooks, worksheets, and PAI learning tools from the teacher's KKG. PAI Bantul District. As for other materials, namely the story of the Prophet and commendable morals, they still focus on daily assessments. There is only one school that has developed a more varied assessment than the others, namely SD Muhammadiyah Serut.

³⁶ Shamsa Aziz, Munazza Mahmood, dan Zahra Rehman, "Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study," *Journal of Education and Educational Development* 5, no. 1 (2018): 189–206; Abdul Azis, Reem Abou-Samra, dan Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tijie.v3i1.114>.

³⁷ Ryan Jopp, "A case study of a technology enhanced learning initiative that supports authentic assessment," *Teaching in Higher Education* 25, no. 8 (16 November 2020): 942–58, <https://doi.org/10.1080/13562517.2019.1613637>; Verónica Villarroel dkk., "Authentic assessment: creating a blueprint for course design," *Assessment & Evaluation in Higher Education* 43, no. 5 (4 Juli 2018): 840–54, <https://doi.org/10.1080/02602938.2017.1412396>.

³⁸ Anna Wiewiora dan Anetta Kowalkiewicz, "The role of authentic assessment in developing authentic leadership identity and competencies," *Assessment & Evaluation in Higher Education* 44, no. 3 (3 April 2019): 415–30, <https://doi.org/10.1080/02602938.2018.1516730>.

³⁹ Setiawan, Sa'dijah, dan Akbar, "Pengembangan Instrumen Asesmen Autentik Kompetensi Pada Ranah Keterampilan Untuk Pembelajaran Tematik Di Sekolah Dasar," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 2, no. 7 (2017).

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