



Authentic Assessment on Fiqh Subjects at Class XI Iik 2 MA Al Ma'had An-Nur Bantul

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Abstract: This research aimed to find out how the implementation of authentic assessment in online learning for fiqh subjects in class XI IIK 2 MA Al Ma'had An-Nur Bantul. This research was qualitative research with data collection techniques using observation, interviews, and documentation. While the data analysis method used the theory of Miles and Huberman. Not only that, the checking technique of the data validity used several criteria. The research results revealed that (1) includes competency assessment during the online learning process, the teacher saw student activity when participating in learning through Google Meet. (2) Knowledge Competence using written assessment instrument techniques and assignments or projects. (3) The psychomotor competence of students to practice creative and innovative skills. The assessment results could be seen from two things, namely, students were able to understand the material provided, and students were trained in honest behavior. The supporting factors were teachers, school facilities, and quota assistance. While the inhibiting factors were that the assessment was not very effective during the pandemic, learning was not conducive, and the lack of communication between teachers and students so that the administrators were overwhelmed in dealing with existing problems.

Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana implementasi penilaian autentik pada pembelajaran daring mata pelajaran Fikih kelas XI IIK 2 MA Al Ma'had An-Nur Bantul. Penelitian ini merupakan penelitian kualitatif dengan teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Sedangkan metode analisis data menggunakan teori Miles dan Huberman. Tidak hanya itu, teknik pemeriksaan keabsahan data dalam penelitian ini menggunakan beberapa kriteria. Hasil penelitian mengungkapkan bahwa (1) mencakup penilaian kompetensi selama proses pembelajaran daring guru melihat keaktifan siswa ketika mengikuti pembelajaran melalui Google Meet. (2) Kompetensi Pengetahuan menggunakan teknik instrumen penilaian tertulis dan penugasan atau proyek. (3) Kompetensi psikomotorik siswa untuk melatih *skill* yang kreatif dan inovatif. Hasil penilaian tersebut dapat terlihat dari dua hal, yakni siswa mampu memahami materi yang diberikan dan siswa terlatih dalam berperilaku jujur. Adapun faktor pendukungnya adalah guru adanya fasilitas sekolah dan bantuan kuota. Sedangkan faktor penghambatnya adalah penilaian itu tidak terlalu efektif di masa pandemi, pembelajaran kurang kondusif, dan kurangnya komunikasi antara guru dengan murid sehingga pengurus kewalahan dalam menangani permasalahan yang ada.

A. Introduction

Education is an effective transformation of a nation's civilization to improve the quality of human resources (Ichsan, 2019). Based on this context, education influences shaping human characteristics and personality because education is expected to develop themselves, groups, and their environment. Improving knowledge (cognitive), attitudes (affective), and skills (psychomotor) are elements that can be formed through education (Musthafa, 2013).

Education is generally carried out consciously and planned to achieve a conducive learning atmosphere for students (Ichsan, 2020a). It affects developing the potential of each student. The potential development carried out includes religious spirituality, personality, self-control of noble beings, intelligence, and skills in social life (Republik Indonesia, 2011). Education is intended as a conscious embodiment in gaining knowledge, forming the personality and character of students, and preparing students for a future that is beneficial to society, nation, and state.

To develop the potential of students, it is necessary to fulfill several elements in achieving goals. Elements that need to be completed are educators, available facilities, proper buildings, and curriculum as the most important elements. The curriculum is an important element in education to improve the quality of students. Conceptually, the curriculum is an educational response to the needs of the community regarding education which is used to create a quality successor of the nation. Pedagogically, the curriculum is an educational design to increase the potential of students through a conducive and fun learning atmosphere according to their needs (Mania, 2014).

The curriculum according to Law no. 20 of 2003 concerning the National Education System is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. Therefore, the curriculum has the potential to provide an impetus in changing 'the world' of education in the future, as well as having an effect on the reality in society (Mania, 2014).

The learning process is the path used to seek to achieve basic competencies in curriculum implementation (Qutni et al., 2021). Meanwhile, the actions used to assess become a measure and an assessment to meet basic competencies. The strengths and weaknesses of students can be identified through the learning process which is used as a benchmark in evaluating the learning carried out. For this reason, the implementation of the curriculum and the proper implementation of learning must be supported by a structured and constant assessment plan. The implementation of education is said to be successful if the assessment system used has met the quality of education (Sukmayanti et al., 2021).

The implementation of Curriculum 2013, emphasizes learning based on process assessment activities, which includes aspects of attitudes, knowledge, and skills. Assessment is carried out to carry out a shift in the assessment system through tests (assessment is directed to measure all competencies in the assessment aspect) (Fadillah, 2014). One of the emphases on Curriculum 2013 assessment is authentic assessment.

Authentic assessment is an assessment that is used to assess all categories that are aspects of learning, including aspects of knowledge, attitudes, and skills that are carried out continuously in a comprehensive manner (Ibrahim, 2014). Authentic assessment does not focus on what is known or learned by students, but this assessment also focuses on what students can do outside of what they know. Before conducting an authentic assessment, a teacher must have broad insight related to the experiences he has gone through to the problems that exist in real life (Fadillah, 2014).

MA Al Ma'had An-Nur Bantul has implemented Curriculum 2013 in the learning process using authentic assessment. However, in practice, teachers still experience some difficulties in using authentic assessment. This is because it uses a comprehensive assessment method and does not only focus on knowledge (personal interview, 12/03/2021). However, the facts found in the field are that the implementation of authentic assessments at MA Al Ma'had An-Nur Bantul has not been fully implemented according to the demands of the implementation of Curriculum 2013. The obstacle in implementing this is that the pandemic Covid-19 conditions have not yet been completed which requires restrictions on mobilization (Ichsan, 2020b).

Based on the results of several previous studies, it has not been found specifically how authentic assessment is carried out during a pandemic. However, there are several related research results, including (1) Ummu Ainun's Thesis with the title "Evaluation of the Implementation of Authentic Assessment of Curriculum 2013 (Case Study at Madrasah Ibtidaiyah Negeri Tempel Sleman)" (Aiman, 2016), (2) Mailani Azizah's Thesis with the title "Authentic Implementation 2013 Curriculum in Islamic Education Subjects at SMKN 2 Purwokerto" (Azizah, 2016), (3) Regananta Sri Pratikna Thesis entitled "Implementation of Authentic Assessment in History Learning Curriculum 2013 at SMAN 1 Sayung" (Pratikna, 2015), (4) Research from Ela Nurhayati, Jayusman, Tsabit Azinar Ahmad, with the title "Implementation of Authentic Assessment in History Learning at SMA Negeri 1 Semarang" (Nurhayati et al., 2018), and (5) Wildan Research with the title "Implementing Authentic Assessment of Knowledge, Attitudes, and Skills in Schools or Madrasas" (Wildan, 2017).

B. Method

The type of research used by the researcher is the type of field research (Moleong, 2015:26). This research was carried out in a natural situation which began with the intervention of the desired party to find out the phenomenon to be studied and observed by the researcher. So that partial control could occur in the field of research implementation (Anwar, 2016).

The location of this research was carried out at MA Al-Ma'had An-Nur Bantul, precisely in Ngrukem, Pendowoharjo, Sewon, Bantul, Special Region of Yogyakarta. The research subjects were the Principal, Deputy Head of Curriculum, Deputy Head of Infrastructure, Deputy Head of Student Affairs, the teachers of Fiqh, and several students of class XI.

The technique used in data collection is an important part of collecting research data (Sugiyono, 2017). The following techniques were used in collecting data, namely (1) Observation, (2) Interview, and (3) Documentation (Tanzeh, 2011). Meanwhile, the data analysis method used was that developed by Miles and Huberman, namely (1) data reduction, (2) data display, and (3) conclusion (Muyatiningsih, 2013). Not only that, the technique of checking the validity of the data in this research used several criteria, including credibility, transferability, dependability, and confirmability. This research used the criteria of trust (credibility). These criteria were used to understand and assess the accuracy in the reliability of the data obtained. Researchers extend the research time until the data needed in the research had been met. Then the researcher triangulated the data to check the validity of the data obtained.

C. Result and Discussion

1. Understanding Authentic Assessment

a. Authentic Assessment Techniques

Authentic assessment techniques can be chosen in various ways according to the characteristics of each competency achievement to be achieved, where the assessment techniques that can be selected can be in the form of written, oral, product, portfolio, performance, project, observation, and self-assessment. It can be explained as follows (Supardi, 2015:28-34):

1) Writing Assessment

Written writing is a test in the form of written material (both questions and answers). In answering questions, students do not always have to respond in the form of writing answer sentences but can also be in the form of coloring, marking, drawing graphs, diagrams, and so on.

2) Oral Assessment

The oral form test is a test used to measure the level of competence achievement, especially knowledge (cognitive) where the teacher gives direct questions to students verbally (oral language) and oral tests require students to provide answers orally. Oral tests are usually carried out by using conversations between students about the problem being tested (Kunandar, 2013).

3) Product Assessment

Product assessment is a form of assessment recommended by the Indonesian National Education Research and Development Agency for teachers to use as a form of variation in conducting student assessments. Suharsimi stated that product assessment is an assessment of the manufacturing process and quality of a product (Arikunto, 2012).

4) Portfolio Assessment

The portfolio is a collection of files or archives stored in the form of volumes and documentation of letters, or as a collection of valuable papers for a particular job. Each portfolio must contain materials that describe the best efforts of each school personnel in carrying out their main tasks and functions (Sagala, 2007).

5) Performance Assessment

Performance assessment is an assessment carried out by observing the activities of students in doing something. Assessment is used to assess the achievement of competencies that require students to perform certain tasks such as laboratory practice, prayer practice, sports practice, role-playing, playing musical instruments, singing, reading poetry or declarations, and others.

6) Project Assessment

Project assessment is often referred to as project work. In this case, the project work is explained as follows: (1) the accumulation of tasks that cover several competencies and must be completed by the trainees (in the final semester), (2) a learning model adopted to measure and assess the achievement of accumulative competencies, is an assessment model is expected to lead to professionalism, (3) the scope of activities is carried out from making proposals, and (4) preparation for implementation (process) to culminating activities (presenting, testing and acting).

7) Observation Assessment

Observation or sensing or observation is an assessment technique that is carried out continuously using the senses, either directly or indirectly by using an observation sheet that contains the number of behavioral indicators or aspects observed.

8) Self-Assessment

Self-assessment is an assessment technique by asks students to express their strengths and weaknesses in the context of achieving attitude competence, both spiritual attitudes, and social attitudes. The instrument used is a self-assessment sheet. Self-assessment (self-assessment) is an assessment technique in which students are asked to assess themselves about the status, process, and level of achievement of the competencies they are learning (Kunandar, 2013). By assessing themselves, it can be used as consideration for teachers in providing grades, relating to status, process, and level of competency achievement both measuring cognitive, affective, and psychomotor competencies (Supardi, 2015).

9) Project Appraisal

The project is one form of authentic assessment in the form of giving assignments to students in groups. This activity is a way to achieve academic goals while accommodating the different learning styles, interests, and talents of each student. The academic project assignments given are assignments related to real-life contexts. Therefore, this task can increase student participation. For example, students are asked to form a project group to investigate the cultural diversity in their neighborhood (Majid, 2020).

10) Journal Assessment

Journals are writings made by students to show everything that has been learned or obtained in the learning process. Journals can be used to record or summarize the main topics that have been studied, students' feelings in learning certain subjects, their difficulties or successes in solving problems, and students' notes or comments about their expectations in the process of the rules used. to assess student performance.

b. Scope of Authentic Assessment

The scope of this authentic research includes materials, learning content competencies, program competencies, and implementation processes. This is along with the techniques

used in the use of instruments, attitudes, knowledge, and skills, the components of which are (Kunandar, 2013):

1) Attitude Competency Assessment (Affective)

Attitude assessment is used to measure student achievement by using several aspects, including receiving and paying attention, responding and responding, assessing and appreciating, organizing and managing, and having character (Kunanda, 2014:104).

2) Knowledge Competency Assessment (Cognitive)

Knowledge assessment or also called cognitive assessment is used to assess student achievement related to the knowledge mastered by students. The knowledge aspect has several categories, including memorization, understanding, application, analysis, application, synthesis, and evaluation. Cognitive competence is a core competency in Curriculum 2013 (K-13) (Kunandar, 2013).

3) Skills Competency Assessment (Psychomotor)

Skill competency assessment is used to measure or assess the skills possessed by students based on aspects of manipulation, imitation, articulation, precession, and naturalization. It is interpreted as the scientific competence of students towards the skills mastered (RI, 2013).

Learning Strategies for Fiqh Subject at Class XI IIK 2 MA Al Ma'had An-Nur Bantul

Strategy is part of the plan, while the plan is in the form of planning that forms the basis of management (Gulo, 2008:123). Learning strategies must be mastered by teachers so that they have professional competence in general, they are divided into three, namely inductive strategies, deductive strategies, and mixed strategies (Wildan, 2017). The strategy used by Fiqh's subject teacher is to use a deductive strategy. This is because the teacher applies to reason more than general things and then connects them in specific parts.

Implementation of Authentic Assessment in Online Learning for Fiqh Subject at Class XI IIK 2 MA Al Ma'had An-Nur Bantul

1. Authentic Assessment

Authentic assessment is a significantly meaningful measurement of student learning outcomes for the domains of attitudes, skills, and knowledge. The term assessment is a synonym for assessment, measurement, testing, or evaluation. The conceptual term authentic assessment is significantly more meaningful than even standardized multiple-choice tests. When applying authentic assessments to determine student learning outcomes and achievements, teachers apply criteria related to knowledge construction, observing and experimenting activities, and out-of-school achievement scores (Supardi, 2015).

Thus, authentic assessment is an actual assessment, which is a process carried out by teachers in gathering information about learning developments and changes in behavior that students have after a teaching and learning activity ends. Authentic assessment is carried out to find out whether there is a change in behavior in students, whether students have a learning experience or not, and find out whether the teaching and learning process that has been carried out has a positive value or not (Dawyan, n.d.:89).

In general, the authentic assessment of Curriculum 2013 has been known by the teachers through training activities organized by the government, whether carried out by the Ministry of Religion of the City of Bantul. As stated by Mr. IM as the Principal at MA Al Ma'had An-Nur Bantul who stated: "In the implementation of Curriculum 2013, teachers previously participated in training from the Ministry of Religion, so teachers came to the Ministry of Religion to attend these training" (personal interview, 16/04/2021).

Based on the interview results, it can be understood that all subject teachers at MA Al Ma'had An-Nur have been provided with knowledge and understanding of how to apply Curriculum 2013 and cognitive aspects that have been running and developing, but require the capacity of teachers in assessing other aspects, namely aspects of attitude (affective) and skills (psychomotor). Teachers must be able to apply assessments to these three aspects during the learning process and when learning has been implemented (output).

In this lesson, the teacher makes steps in the implementation of the assessment. There are several important things to pay attention to when carrying out assessments in learning activities, namely a comprehensive assessment covering various aspects of the assessment (affective, cognitive, and psychomotor).

a) Affective Competency Assessment (Attitude)

Attitude assessment is used to measure the achievement of students by using several aspects, including receiving and paying attention, responding and responding, assessing and appreciating, organizing and managing, and characterizing (Kunanda, 2014:104). An educator assesses the competence of students' attitudes by conducting observations, self-assessments, peer assessments, and learning journals (Abidin, 2008:98). The use of instruments during the assessment takes the form of a checklist or rating scale equipped with an assessment rubric, while for journals using notes from educators.

The forms of assessment contained in the attitude domain include observation techniques, self-assessment, peer-to-peer assessment, and journals. Ideally, all forms of assessment can be carried out as a whole, especially in Jurisprudence subjects. But in reality, the teacher is still not able to carry it out optimally by the form and stage of the assessment that has been set.

In general, the form of attitude assessment contained in Curriculum 2013 has been fully known by all teachers at MA Al Ma'had An-Nur Bantul, but in its implementation, some teachers have not implemented it optimally, both in terms of the mechanism for implementing the assessment and the provision of assessment instruments. It is by what was conveyed by Mrs. US, namely:

"The attitude assessment depends on the student's activity. When the student is actively asking questions properly and correctly, then it becomes one of the plus points of the assessment, including there are students who provide explanations regarding a problem." (personal interview, 13/05/2021).

The researcher concludes that teachers understand and implement forms of authentic assessment in the attitude domain, namely observation, self-assessment, peer-to-peer assessment, and journals. Although the four forms of assessment have been used by

teachers, their implementation has not run optimally. Because the learning conditions are still online, the teacher only assesses the attitude domain by seeing whether students collect assignments or not.

Given that authentic assessment is an important part of Curriculum 2013, it is therefore expected that teachers as educators can implement it during learning activities, especially for Fiqh teachers. Authentic assessment is very important because through the assessment carried out, the teacher can measure the success of learning and the development of attitudes and behavior of students.

b) Cognitive Competency Assessment (Knowledge)

Knowledge assessment or also called cognitive assessment is used to assess student achievement related to the knowledge mastered by students. The knowledge aspect has several categories, including memorization, understanding, application, analysis, application, synthesis, and evaluation. Cognitive competence is a core competency in Curriculum 2013 (K-13). Cognitive competence is used for the knowledge needs that must be possessed by students while following Curriculum 2013 (K-13) through the learning process (Kunandar, 2013:165).

The explanation above can be understood that the competence of the knowledge above is that the teacher measures the level of achievement of the students needed, namely memorization to the evaluation of learning. Knowledge competence is used to find out what concepts have been mastered by students through the implementation of Curriculum 2013 (K-13). The aspects of knowledge contained in Curriculum 2013 have been contained in K-13.

Forms of assessment of the realm of knowledge include written tests, oral tests, and assignments. The implementation of authentic assessment of the realm of knowledge at MA Al Ma'had An-Nur Bantul as a whole can be carried out by teachers to determine the development of children's knowledge, teachers conduct written tests through UTS, UAS, PAT, oral tests by memorizing *ijab-qobul*, assignments with daily tests. The implementation of this authentic assessment during learning is because this form of assessment is easier for the teacher to carry out.

From the interview results, the assessment process for the cognitive domain, the teachers did not get any significant difficulties, because the teacher used a written test assessment. Even the teacher gives HOTS questions which test questions require a long analysis to test students' abilities, both in terms of expertise, knowledge, and logical thinking. The HOTS question has been included in the category of authentic assessment in terms of knowledge and psychomotor. The written test that is often used emphasizes the aspects of students' understanding of the learning process.

c) Psychomotor Domain (Skills)

Skill competency assessment is used to measure or assess the skills possessed by students based on aspects of manipulation, imitation, articulation, precession, and naturalization. This is defined as the scientific competence of students towards the skills mastered. In the psychomotor domain, there are several kinds of assessments, namely practical tests, projects, and portfolio assessments (RI, 2013).

The explanation above can be understood that the competency skills of students include aspects of manipulation, imitation, articulation, precession to naturalization. Skill competence can be demonstrated by students through assigned activities related to the

responses or activities taken by students in overcoming them. It is done within a certain period by the assignments given which have been adjusted to the abilities of the students.

From the results of the interviews, it is known that the teacher conducts an assessment in the psychomotor realm by giving questions and assignments to students. In practice, the teacher gives assignments in the form of students being asked to make videos about practical material in *Fiqh* learning.

2. Authentic Assessment Benefits

Authentic assessment is beneficial for all parties, namely for educators, students, counselors, schools, and parents. For students, the results of the assessment provide information about the competencies they have achieved. Based on that information, they can make efforts to improve the results of their evaluation. For students who have not achieved minimum competence, of course, the results obtained can motivate them to study harder. On the other hand, for students who have achieved satisfactory results or have achieved minimum basic competencies by the criteria, they strive to keep getting the achievements that have been obtained and try hard to achieve ideal or maximum competencies.

The existence of an authentic assessment can change the process carried out by students during the learning process. This is evidenced by the active participation of students in a series of learning activities. Authentic assessment is deliberately designed to reveal the strengths and weaknesses of students during the learning process. That way, students can anticipate or overcome their shortcomings by using their strengths (Mania, 2014:39-42).

It can be understood that it is easier for teachers to know the progress of the learning actions that have been carried out. Without a process of assessing, the success of learning cannot be measured. By using authentic assessment, teachers can find out which students have the right to continue their lessons and which students have not succeeded in mastering the material. Teachers can also evaluate whether the material being taught is appropriate for students or not. If the material is correct, in the future the material will not need to be changed. If the results obtained by most students get good grades, then the method is considered appropriate. On the other hand, if most of the results obtained by students have not been maximized, then the method used must be evaluated more comprehensively.

3. Authentic Assessment Goals

Assessment in the learning process has the aim of obtaining accurate information related to the achievement of students (Mania, 2014:42-43). Authentic assessment can be developed because the traditional assessment that has been used so far ignores the real context and does not describe students' abilities holistically. Therefore, according to Pokey and Siders, authentic assessment is defined as an effort to evaluate students' knowledge or skills in a context that is close to real life. In this assessment, students are challenged to apply new information and skills in real situations for specific purposes. Thus, this assessment is

a suggestion for schools to realize all students' wishes, abilities, and creativity (Majid, 2020). If understood in the context of government policy, the purpose of applying authentic assessment has a very positive influence on students.

From the results of the interview, the researcher concluded that with the implementation of the authentic assessment of Curriculum 2013, students' interest in learning became higher, students deepened the material taught by the teacher, and students were more independent in understanding and studying *Fiqh* subject.

The Results of Authentic Assessment in Online Learning for Fiqh Subject at Class XI IIK 2 MA Al Ma'had An-Nur Bantul

It is important to know the assessment of learning outcomes to make it easier for teachers to develop their evaluation tools. The object of the assessment is divided into three domains, namely: cognitive, affective, and psychomotor. The three targets must be evaluated thoroughly, meaning that the teacher does not only assess the aspect of mastery of the material but must assess the aspect of changes in behavior and the learning process itself fairly (Sudjana, 2009:112-123).

1. Students can understand the material given

In the implementation of authentic assessment, students can understand the material given. Students can understand the material, especially in the even semester. *Fiqh* learning materials are more practices that are directly related to family law, for example, the chapter on marriage and inheritance in Islam. In practice, these materials are difficult to materialize due to obstacles in the learning system that is not face-to-face. But in reality, the students are still eager to learn. It is because they live in Islamic boarding schools and can get *Fiqh* material in other classes, for example in *Wethonan* class which emphasizes the practice of *ubudiyah*.

Online learning is not an obstacle in the learning process (Miftahurrohman et al., 2021). The teacher in this school takes the initiative to make an assignment in the form of a video related to the material that has been delivered. Students also do not mind because, with a learning model that has a lot of practice, students become more aware of the material.

2. Students are trained in honest behavior

The impact of the application given to students is that students become accustomed to behaving honestly. This is like what the teacher has done in giving daily assignments, where students are trained to be honest in every situation. This is as stated by KZ (student of class XI IIK 2):

“If online learning like this is the most important thing, it is a matter of honesty. Because from the start we were present, absent and collecting assignments, only we knew ourselves.” (personal interview, 23/06/2021).

In the online learning period, practicing honesty in students is very important. Because with the application of honest behavior in everyday life, students are used to doing positive things.

Inhibiting and Supporting Factors for the Implementation of Authentic Assessment in Online Learning for Fiqh Subject at MA Al Ma'had An-Nur Bantul

A factor is something that causes something to happen. Good or bad something and success or failure there must be factors that influence it. In the implementation of authentic assessment in online learning for fiqh subjects in class XI IIK 2, there are two influencing factors, namely inhibiting and supporting factors, including:

1. Supporting Factors

Supporting factors are factors that cause something to be achieved. The achievement of the implementation of authentic assessment in online learning at class XI IIK 2 MA Al Ma'had An-Nur Bantul has several supporting factors, namely:

a. Teacher Supporting Factors

Facilities provided by schools to teachers are given a structured schedule and are given laptop loans to support online learning. This facility is provided by the school so that teachers innovate in providing learning. The principal is very supportive of teachers who want to learn in making innovations for online learning, so the principal provides loans to teachers to support the learning process (personal interview, 04/07/2021).

In addition, internet quota is one of the supporting factors in online learning. All teachers get internet quota assistance so that teachers can carry out learning optimally. Internet quota is very influential on online learning because all access to using media for learning uses this internet quota.

b. Student Supporting Factors

Historically, Islamic boarding schools have played an important role in the learning process (Ichsan et al., 2021). Not only that, but Islamic boarding schools also give students the freedom to optimize their potential. . Because all students in this school are in Islamic boarding schools (*pesantren*) when learning takes place, students are accompanied by boarding school administrators and facilitated by a projector as support. Not only that, internet quota assistance is very meaningful for students in online learning. The quota assistance is provided by the government through schools to support the online learning process for students. However, because all students are in *pesantren*, so all the facilities have been provided from *pesantren*.

c. Supporting Factors for Islamic Boarding Schools

The school does not facilitate media for online learning. So all equipment such as projectors and laptops are facilitated by *pesantren*. But the school provides a router, which is a tool that functions to connect two different LANs on an IP segment to support the ongoing learning process.

2. Inhibiting factor

Things that are inhibiting factors in the implementation of authentic assessments in online learning for *fiqh* subject at class XI IIK 2 MA Al Ma'had An-Nur Bantul include:

a. Teacher Inhibiting Factors

Students' attitudes/skills are not enough, because the learning materials in class XI are practical and can only be practiced instantly. In addition, in the pandemic situation, the teacher's assessment is not very effective, so it cannot be implemented optimally.

b. Student Inhibiting Factors

A comfortable and pleasant learning atmosphere allows students to focus their thoughts and attention on what they are learning. On the other hand, an uncomfortable and boring learning atmosphere will disrupt students' learning concentration. Especially with the online learning model in which the cottage only provides 1 projector for 1 class. It makes children bored and uncomfortable in the learning process.

c. Inhibiting Factors for Islamic Boarding Schools

This online learning is not optimal because many factors are less supportive, such as the lack of communication between teachers and students. It is as expressed by AM (as the board of *pesantren*), namely: (1) because the learning is one-way, what happens is a lack of communication, lack of approach and synchronization between teachers and students, (2) because the system is online, the administrators only maintain students. It becomes less supervision optimally. The duration of online learning is also long, so the administrators only keep watch over them, (3) the school does not facilitate equipment for online learning, so all media (such as laptops and projectors) must be facilitated by the *pesantren*, even though *pesantren* has inadequate equipment.

D. Conclusion

The implementation of authentic assessment on *Fiqh* subject at class XI IIK 2 MA Al Ma'had An-Nur Bantul is quite good. It can be seen at least how active students are during the online learning process through Google Meet. Knowledge competence uses written assessment instrument techniques and assignments or projects, so the teacher gives assignments to students in the form of written tests in the form of PAT or UTS or reviewing learning materials. Not only that, but this school also conducts students' psychomotor competence to practice creative and innovative skills. So not from that, the results of implementing authentic assessments at class XI IIK 2 can be seen how students can understand the material given, and students are also more trained in honest behavior.

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