

IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN THE LEARNING OF AKIDAH AKHLAK AT MADRASAH IBTIDAIYAH NEGERI

Azizah Hanum¹, Syamsu Nahar², Aidirahman Tanjung³

Universitas Islam Negeri Sumatera Utara Medan

Email: azizahhanumok@uinsu.ac.id

Abstract: The goal of this study was to examine the Authentic Assessment in Akhlak Learning Class IV at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli and examine the results of authentic assessments in the Akhlak class IV subject at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli. This thesis research employs a qualitative method with a descriptive approach. The researchers used interview, observation, and document study techniques to collect data, and to strengthen the validity of the data found and the authenticity of the research, they referred to data validity standards such as credibility, transferability, dependability, and confirmability. The findings of this study indicate that authentic assessment of Akidah Akhlak subjects is carried out at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli at the start of learning, during learning, and after learning. The assessment in learning Akidah Akhlaq is done in an integrated fashion. This assessment is carried out to achieve competence in the 2013 Curriculum, with teaching activities including three assessment aspects: cognitive, affective, and psychomotor. Several assessment techniques are used in the authentic assessment process for Akidah Akhlaq subjects, including written tests, assignments, practices, projects, portfolios, observations, self-assessments, peer-to-peer assessments, and teacher journals.

Keywords: Akidah Akhlak; Authentic Assessment; Implementation.

INTRODUCTION

The evolution of the assessment of student learning outcomes corresponds to the evolution of the curriculum used. This is because assessment is a component that is directly related to the curriculum. The curriculum itself is a written plan that contains the curriculum developer's ideas. The written plan is then transformed into a curriculum document, which forms a curriculum system composed of interconnected and influencing components (Sanjaya, 2010).

Akidah Akhlak Lessons so that it can produce students who are knowledgeable and have a strong foundation of faith values. According to observations and interviews with principals and Akidah Akhlak teachers at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli, the school uses authentic assessments to determine students' competency achievement or learning outcomes. Following on from the preceding thoughts and background, conducting a broader and more in-depth explanatory research is deemed necessary. As a result, the author hopes to be able to find accurate information about a variety of topics, including the Implementation of Authentic Assessment in Learning Akhlak at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli.

METHOD

This study used a qualitative approach with phenomenology to describe the behavior of the informants, specifically related to the implementation of authentic assessment in the learning of Akhlak Akidah at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli based on the existing social situation. According to Bogdan and Taylor in Moleong, qualitative research produces written or spoken descriptions of the behavior of actors that can be observed in a social situation (Moleong, 1989). A phenomenological interpretation is used with a pattern of intent, purpose, and meaning to interpret the data on the meaning of the informant's behavior.

RESULT AND DISCUSSION

The purpose of this research discussion was to explain the research's findings. The first findings of this study indicate that authentic assessment of Akidah Akhlak subjects is carried out at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli at the start of learning, during learning, and after learning. This assessment is carried out to achieve competence in the 2013 Curriculum, with teaching activities including three assessment aspects: cognitive, affective, and psychomotor. Several assessment techniques are used in the authentic assessment process for Akidah Akhlaq subjects, including written tests, written tests, assignments, practices, projects, portfolios, observations, self-assessments, peer assessments, and teacher journals.

This finding is consistent with the belief that authentic assessment is the process of gathering information by teachers about the development and achievement of learning carried out by students through various techniques capable of expressing, proving, or demonstrating correctly that the learning objectives have been truly mastered and achieved. Authentic assessment evaluates students' knowledge and skills (performance). Assessment includes not only the teacher but also other friends or strangers. The following are the characteristics of an authentic assessment: a) It is carried out both during and after the learning process; b) It can be used for formative or summative assessment; c) It measures skills and performance rather than memorizing facts; d) It is continuous, and e) It is integrated and can be used as feedback. Meanwhile, the following principles must be followed in authentic assessment: a) Authentic assessment refers to meeting national standards (based on indicators), and b) authentic assessment must strike a balance between the two elements. The assessment performed is adequate to cover aspects of knowledge (cognitive), attitudes (affective), and skills (psychomotor) in a balanced manner (Trianto, 2009).

A teacher may use an attitude assessment to evaluate student behavior while learning or outside of the classroom. Attitude evaluation refers to KI-1 for spiritual attitude and KI-2 for social attitude. Knowledge assessment in KI-3 is used to assess students' mastery of dimensions of factual, procedural, conceptual, and metacognitive knowledge at various levels of the thinking

process. Meanwhile, the skill assessment (KI-4) is being carried out using a performance appraisal technique with projects and portfolios. In a balanced assessment, these three aspects serve as references. Don't concentrate solely on one aspect. The assessment rubric describes the assessment used based on the indicators used, which are detailed in another scoring rubric, making it easier for teachers to evaluate the three aspects of attitudes, knowledge, and skills.

Authentic assessment has strong relevance to the scientific approach to learning by the demands of the 2013 Curriculum, because this type of assessment/assessment can describe the increase in student learning outcomes, both in the context of observing, reasoning, trying, and building networks, among other things. Authentic assessments are more likely to focus on complex or contextual tasks, allowing students to demonstrate their competency in a more natural setting. As a result, authentic assessment is crucial to an integrated thematic approach to learning, particularly in elementary school or for appropriate subjects.

Authentic assessment includes a variety of assessment techniques. First, direct assessment of student skills related to long-term educational outcomes, such as workplace success. Second, evaluate tasks that necessitate extensive involvement and complex performance. Third, an examination of the procedure used to generate student responses to the acquisition of previously acquired attitudes, skills, and knowledge (Hosnan, 2014). It is also emphasized that Santoso's characteristics of authentic assessment are as follows:

1. Assessment is an important part of the learning process.
2. Assessment reflects the outcomes of the learning process in the real world.
3. Using a variety of instruments, measurements, and methods by the learning experience's characteristics and essence.
4. Assessment must be thorough and holistic, covering all aspects of the learning objectives.

According to Nurhadi, the following are the characteristics of authentic assessment:

1. Makes use of real-world experience
2. Conducted both during and after the learning process
3. Includes self-evaluation and reflection on skills and performance, rather than remembering facts.
4. Constant
5. Incorporated
6. Can be used to provide feedback
7. Students understand the success and failure criteria.

In a nutshell, authentic assessment is a type of task that requires learners to demonstrate meaningful real-world performance, which is the application of knowledge and skills. Authentic assessment places a premium on a learner's ability to demonstrate real and

meaningful knowledge. Assessment activities are not simply asking or tapping into the learner's prior knowledge, but rather the actual performance of the knowledge that has been mastered.

The assessment's goal is to assess skills in a variety of contexts that reflect real-world situations in which these skills are used. For example, students could be assigned to read various realistic-textual, write specific topics as they would in real life, participate in concrete discussions or book reviews, write for journals, letters, or edit writings until they are ready for print. Both the learning material and the assessment can be seen or even experienced during this activity. As a result, the evaluation of this model emphasizes measuring performance, doing something, doing something that is the application of theoretically mastered knowledge.

Authentic assessment necessitates that students demonstrate their knowledge, skills, and strategies by producing answers or products. Students are not only required to respond to answers, as in traditional tests but also to create and produce answers based on theoretical knowledge.

Authentic assessment can also be defined as an evaluation process involving various forms of measurement in the form of products and performance that reflect student learning, achievement, achievement, motivation, and student attitudes in relevant classroom learning activities. As a result, authentic assessment is thought to be capable of better measuring students' overall learning outcomes because it assesses learning progress not only through results but also through processes and in various ways. According to Gulikers, Bastiaens, and Kirschner in Rizfsdli, authentic assessment requires students to use the same competencies or combination of knowledge, abilities, and attitudes that they can apply to situational criteria in professional life. Because the perpetrators of learning are students, authentic assessment necessitates student-centered learning.

Authentic assessment has several properties and advantages for students. An authentic assessment has the following characteristics:

1. Competency-based, that is, an assessment that can track student progress.
2. Individual, can directly measure individual abilities
3. Student-centered, because it is planned, carried out, and assessed by the students themselves, revealing individual strengths and weaknesses to the greatest extent possible.
4. The completion of authentic tasks is not uniform and classical because it is unstructured and open-ended. Furthermore, the resulting performance does not have to be the same for all members of a group or class.
5. Incorporated into the learning process, so that students are not always subjected to stress test situations
6. Continuous, so the assessment must take place directly during the learning process.

Furthermore, the advantages of authentic assessment for students. In this case, the following are the advantages of authentic assessment for students:

1. Exhibits in detail how well academic material is understood.
2. Demonstrate and strengthen competencies such as information gathering, technology handling resources utilization, and systematic thinking.
3. Linking learning to their experiences, their world, and society as a whole
4. Enhance higher-order thinking skills such as analysis, synthesis, problem identification, solution finding, and understanding cause-and-effect relationships.
5. Accept responsibility and make decisions
6. Connecting them with others, including task collaboration
7. Acquire the ability to assess their performance level.

While authentic assessment has many advantages for students. In this case, the following are the advantages of authentic assessment for students:

1. Exhibits in detail how well academic material is understood.
2. Demonstrate and strengthen competencies such as information gathering, technology handling resources utilization, and systematic thinking.
3. Linking learning to their experiences, their world, and society as a whole
4. Enhance higher-order thinking skills such as analysis, synthesis, problem identification, solution finding, and understanding cause-and-effect relationships.
5. Accept responsibility and make decisions.
6. Connecting them with others, including task collaboration
7. Acquire the ability to assess their performance level.

According to the findings of this study, the authentic assessment process for Akidah Akhlaq subjects was carried out using a variety of assessment techniques, including written tests, written tests, assignments, practices, projects, portfolios, observations, self-assessments, peer assessments, and teacher journals. Teachers assess students' knowledge competence through the use of written tests, oral tests, and assignments. Teachers assess students' psychomotor competence through practical tests, projects, and portfolios. Meanwhile, the teacher employs self-assessment techniques, peer assessment, observation, and teacher journals to assess students' affective competence. In the learning process, the Akidah Akhlaq subject teacher continues to conduct formative and summative assessments, as well as structured tasks (LKS) held after the completion of a unit of study. The summative test is given at the end of the quarter or semester. These values are documented in the value list book as well as in the student portfolio.

This finding is consistent with Daryanto's assertion that authentic assessment includes: performance evaluation, self-evaluation, essays, projects, and portfolios (Daryanto, 2014).

1. Performance assessment

Performance evaluation necessitates special considerations. First, students must take performance measures to demonstrate true performance for one or more types of specific competencies. Second, the accuracy and completeness of the performance aspects evaluated. Third, students' special abilities are required to complete learning tasks. Fourth, the primary focus of the performance will be evaluated, particularly the key indicators that will be observed. Fifth, the order in which students' abilities or skills will be evaluated. To determine the level of achievement of certain abilities, observations on student performance must be carried out in a variety of contexts. Teachers can observe students in contexts such as giving speeches, discussing, telling stories, and conducting interviews to assess their language skills, such as speaking skills. The completeness of the speaking skills in question can be obtained from this point. To assess students' performance, tools or instruments such as attitude assessment, behavioral observation, direct questions, or personal questions can be used. There are several methods for documenting the outcomes of a performance-based assessment:

- a. A checklist (checklist). Used to determine whether or not specific elements of an indicator or sub-indicator must be present in an event or action.
- b. Observational records. In a narrative report, the teacher describes what each student did during the action. Teachers can use these reports to see how well their students are meeting the standards they have set.
- c. Scale of evaluation (rating scale). Typically, a numeric scale with the following predicate is used. For example, 5 denotes very good, 4 denotes good, 3 denotes adequate, 2 denotes poor, and 1 denotes very poorly.
- d. Memory or memories? (memory approach). Teachers use it to observe the types of students who do something without taking notes. The teacher uses information from his memory to determine whether or not the students succeeded. Such a method has advantages, but it is not entirely recommended.

2. Self-evaluation

Self-evaluation is a method of looking within oneself. Students can see their strengths and weaknesses through self-evaluation, and these deficiencies become the goal of improvement (improvement goals). As a result, students are more accountable for the process and achievement of learning objectives.

3. Essay

Students must organize, formulate, and present their answers in essays. This means that students do not select an answer, but instead freely provide an answer in their own words. These are classified into two types: extended-response and restricted-response, based on

how much freedom students are given to organize or organize their ideas and write their answers.

4. Project appraisal

Project assessment is an assessment activity that consists of tasks that students must complete within a specific time frame. The task is intended to be completed in the form of an investigation conducted by students, beginning with planning, collecting data, organizing, processing, analyzing, and presenting data. Thus, project appraisal interacts with aspects of comprehension, application, investigation, and so on. Students have the opportunity to apply their attitudes, skills, and knowledge while working on a learning project. As a result, there are at least three things that require special attention from the teacher in every project assessment, namely: a) the skills of students in choosing topics, finding and collecting data, processing and analyzing, giving meaning to the information obtained, and writing reports; b) the suitability or relevance of the learning material with the development of attitudes, skills, and knowledge required by students; and c) the originality of a learning pr The project appraisal focuses on the project's planning, execution, and product.

5. Portfolio Rating

To assess progress, one must look at a collection of artifacts that show progress and that have been produced in the real world. It is possible to conduct portfolio assessments without relying on the work of students individually or in groups. Using a collection of data, a portfolio assessment shows how students' abilities have progressed over some time. Test results (not grades) or other information about specific topics or subjects can be used as evidence of the attitudes, skills, and knowledge required for certain topics or subjects. Individual and group portfolios are the primary method of assessing students' progress in the classroom. The teacher carries out the majority of the assessment, but it can also be done by students. The teacher will be able to track the progress of each student's learning by assessing their portfolios. To give just a few examples, students' work may include essays, poems, letters, songs, photos, paintings, reviews of books and other literature, research papers, synopses, and so on. Teachers and students can use this information to make adjustments to their instruction based on the needs of the classroom.

According to the findings of these two studies, teachers analyze assessment results to determine whether or not their students have mastered the material they have taught. Students who don't meet the KKM standard are given additional help by their teacher in the form of remedial classes. Creating a new or different environment for students with particular characteristics to better enable them to develop themselves to meet the minimum expected success criteria through planned, organized, and controlled activities are referred to as remedial teaching, and it can be done with or without other parties' assistance. Curative (healing) or

reparative teaching is what is meant by the term "remedial" (corrective). The goals of remedial education are: a) understand their learning achievements so they can recognize their weaknesses in studying the material, b) improve or change better learning methods, c) choose materials and learning facilities appropriately, and d) achieve better learning outcomes To be successful in their learning tasks and develop new attitudes and habits in learning, students must first overcome whatever obstacles are preventing them from doing well in school (Ibid: 365).

In addition, enrichment activities are offered to students who have achieved KKM scores. The educational process would be incomplete without the inclusion of an enrichment program. The 2013 Curriculum enrichment program is integral to reaching the country's objectives. It is stipulated in the National Education Standards that each educational unit must have minimum criteria for completeness. Learning outcomes can be gauged by this Minimum Completeness criterion (MCC). Any student whose abilities have been judged as being below average or who has not yet reached the KKM level requires extra help. Enrichment programs are also needed for students who have achieved completeness or whose abilities are above the KKM. When it comes to fast learners, enrichment programs are generally designed to help them gain a deeper understanding of the subject matter and skills they are studying.

The following options exist for putting the enrichment program into action:

1. Study Group

A group study is a group of students who share a common interest and are assigned the task of solving problems, reading in the library, or doing research related to basic competencies that are studied at school or outside of school hours. Real-world problem solving is used to teach students how to solve problems. Additional assignments can include completing a project or conducting scientific research with other students.

2. Learn to be self-sufficient.

Independent Learning is the process by which students learn about something they are interested in on their own, eventually becoming tutors for friends in need. Real problem solving, project assignments, or scientific research can also be carried out independently by students if these activities are of personal interest.

3. Theme-Based Learning

Systematic learning is learning by integrating the curriculum around a central theme, allowing students to understand the connections between various disciplines.

4. Curriculum Consolidation

Curriculum compaction is accomplished by teaching only the parts of the material that students do not know. As a result, students will have time to acquire new materials or work on projects independently, depending on their abilities.

For follow-up in the form of remedial measures taken on students' cognitive abilities, namely from the results of students' cognitive scores in the form of the results of the teacher's tasks, the results of students' homework, and daily tests taken at the end of the subject matter. This demonstrates that the 2013 curriculum's learning process focuses on changing mindsets. These changes have an impact on the assessment system, requiring educators to master five characteristics of the 2013 curriculum assessment when assessing their students. The following are the assessment's five characteristics:

1. Complete Education

Mastery learning is the minimum level of competence in each subject that students must achieve during a given learning period. The students' good behavior demonstrates their mastery of the attitude aspect (KI-1 and KI-2). If students' behavior does not meet the criteria, feedback and attitude coaching are given to them directly and regularly until they do.

The education unit determines mastery learning aspects of knowledge (KI-3) and skills (KI-4). Students who have not achieved mastery learning are given the opportunity for remedial teaching, and students are not permitted to move on to the next competency until the previous competency has been completed. Authentic Assessment is used to assess competence holistically. Attitudes, knowledge, and skills are all evaluated concurrently in light of real-world conditions. The assessment is carried out to determine students' achievement of competence in real-world situations rather than the world of school. As a result, various forms and techniques of assessment are used in conducting the assessment. Authentic assessment emphasizes measuring what students can do rather than what they know.

2. Continuous

Continuous assessment is defined as an assessment that occurs continuously and continuously as long as learning occurs. The goal is to obtain a comprehensive picture of the development of student learning outcomes, monitor processes, and progress, and continuously improve results through the use of various forms of assessment.

3. Using several different assessment forms, and techniques

Attitudes, knowledge, and skills are assessed using various assessment techniques that correspond to the characteristics of the competencies to be measured or assessed. Written tests, written tests, assignments, performance assessments (practices and products), project

assessments, portfolios, and observations are some of the assessment methods or techniques that can be used.

4. Using Reference Criteria

Recommendation criteria are used to evaluate attitudes, knowledge, and skills. Students' abilities aren't measured against those of the group, but rather against a predetermined level of completion. The educational institution determines the completeness criteria based on the students', subjects', and the educational institution's specific circumstances (Dikdasmen, 2016).

The overall grade for a semester is analyzed, as well as the grade for each aspect. The purpose of this study was to identify any students who had difficulty with the teaching and learning activities, to determine if the assessment instrument was too difficult, if the indicators were accurate, or if the methods, media, and techniques employed were ineffective.

CONCLUSION

Based on the preceding discussion, it can be concluded that authentic assessment of Akidah Akhlaq subjects is conducted before, during, and after learning occurs at Madrasah Ibtidaiyah Negeri 2 Gunung Sitoli. Assessments for learning Akidah Akhlaq are integrated. This assessment is used to demonstrate competence in the 2013 Curriculum through teaching activities that incorporate three assessment components: cognitive, affective, and psychomotor. The authentic assessment process for Akidah Akhlaq subjects is multifaceted, involving written tests, assignments, practices, projects, portfolios, observations, self-assessments, peer assessments, and teacher journals.

The teacher analyzes the assessment results to determine the extent to which students have mastered the material conveyed by the teacher. If students do not achieve the KKM score, the teacher implements a follow-up program that includes remedial and enrichment activities. Additionally, an analysis of the assessment results is conducted on the overall score for one semester, as well as on each component.

BIBLIOGRAPHY

- Daryanto. (2014). *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Gava Media.
- Daryanto. (2014) *Pendekatan Pembelajaran Saintifik Kurikulum 2013*, Yogyakarta: Gava Media
- Direktorat Pembinaan Sekolah Dasar. (2016). *Panduan Penilaian di Sekolah Dasar*, Jakarta: Dirjen Dikdasmen.
- Khaeruddin, dkk. (2007) *Kurikulum Tingkat Satuan Pendidikan*, Yogyakarta: Pilar Media.
- Sanjaya, Wina. (2010). *Kurikulum dan Pembelajaran*. Jakarta: Kencana.
- Suyanto, Slamet. (2005). *Dasar-Dasar Pendidikan Anak Usia Dini*. Yogyakarta: Hikayat Publishing.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).