

OVERCOMING THE CHALLENGE: EFFECTIVE STRATEGIES FOR IMPLEMENTING AUTHENTIC ASSESSMENT

Alifia Zulfi Salsabila^{1*}, Irma Dwi Amalia², Abdul Bashith³

¹⁻³ Magister Pendidikan Agama Islam, Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

Email: alifiazulfi21@gmail.com*

ABSTRACT

This research aims to find out strategies that can be applied in authentic assessment as a measure of success and as a learning evaluation material to further develop according to the times. The method used in this research is to use a qualitative method with a literature study approach or library research. In digging up information through literature studies, researchers pay attention to the credibility of journals that are tailored to the title in this study. Meanwhile, the analysis technique used is content analysis technique. The results of this study indicate that one of the learning evaluation models relevant to education is the authentic assessment model. Authentic assessment aims to measure the ability of students as a whole, both cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. The context of applying authentic assessment involves the real world in the form of project tasks. This is done to prepare learners to face real-world situations. In its application, there are certainly factors that influence it. Some of the inhibiting factors in the application of authentic assessment include lack of time, the number of students exceeding the limit, and the lack of teacher understanding of authentic assessment.

Keywords: *Authentic Assessment; Attitude; Knowledge; Skills*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi yang dapat diterapkan dalam penilaian autentik sebagai tolak ukur keberhasilan serta sebagai bahan evaluasi pembelajaran agar lebih berkembang menyesuaikan kemajuan zaman. Metode yang digunakan dalam penelitian ini yaitu menggunakan metode kualitatif dengan pendekatan studi pustaka atau *library research*. Dalam menggali informasi melalui studi pustaka, peneliti memperhatikan kredibilitas dari jurnal yang disesuaikan dengan judul dalam penelitian ini. Sedangkan untuk teknik analisis yang digunakan adalah teknik analisis konten. Hasil penelitian ini menunjukkan bahwa salah satu model evaluasi pembelajaran yang relevan dengan pendidikan adalah model penilaian autentik. Penilaian autentik bertujuan untuk mengukur kemampuan peserta didik secara keseluruhan, baik aspek kognitif (pengetahuan), afektif (sikap), dan psikomotorik (keterampilan). Konteks penerapan penilaian autentik melibatkan dunia nyata yang berupa tugas proyek. Hal ini dilakukan untuk mempersiapkan peserta didik menghadapi situasi dunia nyata. Dalam penerapannya tentu terdapat faktor-faktor yang mempengaruhinya. Beberapa faktor penghambat dalam penerapan penilaian autentik ini diantaranya yaitu kurangnya waktu, jumlah siswa yang melebihi batas, dan kurangnya pemahaman guru akan penilaian autentik.

Kata kunci: Penilaian Autentik; Sikap; Pengetahuan; Keterampilan

INTRODUCTIONS

Education is a deliberate and structured process aimed at fostering active learning to develop the potential of students. This process is expected to equip learners with spiritual strength, self-control, emotional intelligence, noble character, and a strong personality. Beyond individual development, education also serves a broader societal function by preparing students to become valuable contributors to their communities (Pristiwanti et al.). To achieve these goals, education relies on several interconnected components, including foundational principles, objectives, educators, students, learning media, materials, methods, and the educational environment. Each of these components plays a critical role in supporting the learning process and ensuring its effectiveness.

One of the most crucial aspects of education is evaluation, which serves as a tool to measure progress and effectiveness in learning activities. Evaluation is not merely an administrative task but an integral part of the educational process, functioning as the basis for decision-making. It helps educators determine whether to continue, improve, or discontinue a particular program. The terms "evaluation," "assessment," "measurement," and "test" are often used interchangeably, but they serve distinct purposes within the educational framework. Evaluation, in its essence, aims to assess the effectiveness of learning by measuring the extent to which educational objectives have been achieved (Al-Faruq).

In recent years, the concept of authentic assessment has gained significant attention as an effective strategy for evaluating student learning. Authentic assessment refers to evaluation methods that require students to apply their knowledge and skills in real-world contexts. Unlike traditional assessments, which often rely on standardized tests and rote memorization, authentic assessments focus on the practical application of learning, encouraging students to engage in problem-solving, critical thinking, and creativity. This approach aligns with the broader goals of education, which aim to prepare students for the complexities of real-life challenges.

The shift toward authentic assessment is driven by the recognition that traditional evaluation methods often fail to capture the full spectrum of student abilities. Standardized tests, for instance, primarily measure cognitive skills and factual knowledge, neglecting other essential competencies such as collaboration, communication, and ethical reasoning. Authentic assessment addresses these limitations by providing a more holistic evaluation of student performance. It emphasizes the integration of knowledge, skills, and attitudes, ensuring that students are not only academically competent but also socially and emotionally prepared for the future.

In the context of modern education, authentic assessment is particularly relevant due to the increasing emphasis on 21st-century skills. These skills, which include critical thinking, creativity, collaboration, and communication, are essential for success in a rapidly changing

world. Authentic assessment provides a platform for students to demonstrate these skills in meaningful ways, bridging the gap between classroom learning and real-world application. For example, project-based learning, portfolios, and performance tasks are common forms of authentic assessment that allow students to showcase their abilities in diverse contexts.

Despite its advantages, the implementation of authentic assessment is not without challenges. One of the primary obstacles is the lack of understanding and expertise among educators. Designing and implementing authentic assessments require a deep understanding of both the subject matter and the principles of assessment. Educators must be able to create tasks that are not only aligned with learning objectives but also meaningful and engaging for students. This requires significant time, effort, and resources, which are often limited in many educational settings.

Another challenge is the subjectivity involved in evaluating authentic assessments. Unlike standardized tests, which have clear and objective scoring criteria, authentic assessments often rely on qualitative judgments. This can lead to inconsistencies in grading and potential biases, undermining the reliability and fairness of the evaluation process. To address this issue, educators need to develop clear rubrics and guidelines that ensure consistency and transparency in assessment.

Additionally, the integration of authentic assessment into existing educational systems can be a complex process. Traditional systems are often designed around standardized testing, with

curricula, teaching methods, and evaluation practices aligned to these assessments. Shifting to authentic assessment requires a fundamental rethinking of these systems, which can be met with resistance from educators, administrators, and policymakers. Overcoming this resistance requires a clear demonstration of the benefits of authentic assessment and a commitment to professional development and capacity building.

To overcome these challenges, several strategies can be employed to facilitate the effective implementation of authentic assessment. First, professional development programs should be designed to equip educators with the knowledge and skills needed to design and implement authentic assessments. These programs should focus on the principles of assessment, task design, and the use of rubrics and scoring guidelines. By building the capacity of educators, schools can ensure that authentic assessments are implemented effectively and consistently.

Second, collaboration among educators should be encouraged to share best practices and resources. Collaborative planning and peer review can help educators refine their assessment tasks and ensure alignment with learning objectives. This approach also fosters a sense of community and shared responsibility, which is essential for the successful implementation of authentic assessment.

Third, the use of technology can play a significant role in supporting authentic assessment. Digital tools and platforms can be used to create interactive and engaging assessment tasks, streamline the evaluation process, and provide immediate feedback to students. For example, e-portfolios allow

students to document and showcase their learning over time, providing a comprehensive view of their progress and achievements.

Finally, the integration of authentic assessment into the broader educational framework requires strong leadership and policy support. School leaders and policymakers must recognize the value of authentic assessment and provide the necessary resources and support for its implementation. This includes allocating time for professional development, providing access to technology and resources, and creating a supportive environment that encourages innovation and experimentation.

The relevance of authentic assessment extends beyond individual classrooms and schools. In a globalized world, where knowledge and skills are the primary drivers of economic and social progress, education systems must prepare students to navigate complex and interconnected challenges. Authentic assessment provides a pathway for achieving this goal by fostering the development of critical competencies that are essential for success in the 21st century.

Moreover, authentic assessment aligns with the principles of equity and inclusivity in education. By focusing on the practical application of learning, it provides opportunities for all students to demonstrate their abilities, regardless of their backgrounds or learning styles. This is particularly important in diverse and multicultural societies, where traditional assessments may not fully capture the strengths and potential of all learners.

In conclusion, authentic assessment represents a transformative approach to evaluating student learning, offering a more comprehensive and meaningful alternative to traditional assessment methods. By emphasizing the practical application of knowledge and skills, it prepares students for the complexities of real-life challenges and fosters the development of critical competencies for the 21st century. However, the successful implementation of authentic assessment requires a concerted effort from educators, administrators, and policymakers. Through professional development, collaboration, the use of technology, and strong leadership, the challenges of authentic assessment can be overcome, paving the way for a more equitable and effective education system.

RESEARCH METHOD

This literature review was conducted using a qualitative methodology. According to Sugiyono, in literature studies or *library research*, information and data were collected from various literature sources, including books, journals, scientific articles, and relevant documents on the topic of authentic assessment in education. This research consists of several main stages. First, researchers collect quality literature sources, such as basic books on authentic assessment, scientific journal articles, and other academic publications.

Source selection is carried out by paying attention to the credibility of the journal and publisher to ensure the reliability of the data used as a reference. Second, the data analysis process was carried out using the content analysis

method (*content analysis*). This technique identifies information systematically and objectively from sources that have been collected to understand the concepts, applications and challenges of authentic assessment discussed in the literature. The third stage is drawing conclusions. The data and information that has been analyzed is then compiled and summarized to obtain a comprehensive understanding of the topic. By using this method, the research aims to provide conceptual and theoretical insights regarding authentic assessment without collecting field data

RESULTS AND DISCUSSIONS

Authentic Assessment Concept

Jon Mueller defines authentic assessment as a form of evaluation in which students are asked to complete tasks that reflect the application of important skills and knowledge in real-life contexts. This definition is in line with the view of Richard J. Stiggins (1987), who emphasizes that certain abilities and skills are needed to apply the knowledge that has been learned (Angkat et al.).

Thus, authentic assessment is an evaluation method that measures the extent to which students can apply the skills and knowledge they have learned in real situations. This assessment is carried out directly, where the teacher assesses student performance both inside and outside the classroom. This process involves collecting various types of data about students to provide a comprehensive picture of their development. In addition, authentic assessment provides opportunities for students to show what they have learned and mastered during the learning process (Isnaniah).

In his book on Authentic Assessment, Kunandar explains that the characteristics

of authentic assessment include the following (Febriza):

- 1) Can be applied for formative and summative purposes: Authentic assessment can be used to evaluate achievement in one basic skill (formative) or an entire competency standard during one semester (summative).
- 2) Measuring skills and knowledge: Authentic assessment places more emphasis on practical abilities and performance, not just the ability to remember or memorize.
- 3) Continuous and Integrated: Authentic assessment must be carried out consistently and comprehensively to collect data about student learning progress.
- 4) Functions as feedback: Authentic assessments carried out by educators can provide comprehensive feedback on student competency achievement (Febriza)

Among these characteristics, it is important to note that in authentic assessment, the instruments used must vary according to the abilities being measured. In addition, assessment must be carried out at the initial stage, during the process, and at the end of the learning process, by assessing affective, cognitive and skills aspects as input, processes and student learning outcomes.

a. The Importance of Authentic Assessment in Education

Authentic assessment is a type of assessment designed to assess students' abilities in dealing with real-world situations, providing a more comprehensive picture of the knowledge and skills they

have. This assessment not only emphasizes theoretical understanding, but also practical skills related to applying the knowledge they have learned in everyday life.

Here are some reasons why authentic assessment is so important in education:

1) Measuring Students' Overall Ability

Authentic assessment does not only focus on cognitive aspects, but also includes attitudes (affective) and skills (psychomotor). In this way, teachers can obtain a more complete picture of student development, including how they apply knowledge in real situations (Siregar), for example through projects or direct practice, which reflects students' abilities more fully and relevantly.

2) Increasing Student Engagement

By involving students in the assessment process, they become more active and responsible for their learning. Students are encouraged to reflect on their own performance and participate in determining assessment criteria, which in turn increases their motivation and engagement in learning (Akhmad Soebarna et al.). By involving students in the assessment process, they become more active and responsible for their learning. Students are encouraged to reflect on their own performance and participate in determining assessment criteria, which in turn increases their motivation and engagement in learning.

3) Preparing Students for the Real World

The tasks in authentic assessments often reflect challenges and situations that will be faced in the world of work. Therefore, students not only study for exam purposes, but also prepare themselves to

handle real problems in the future (Siti Ermawati and Taufi Hidayat). Authentic assessments incorporate assignments that resemble professional challenges, so students can practice skills relevant to everyday life or future careers. In this way, students are not only focused on exam results, but also on practical skills that will help them in dealing with real situations, such as problem solving and cooperation.

4) Flexibility in Assessment Methods

This approach allows the application of various assessment methods, such as portfolios, projects, or simulations, which can be adapted to each student's learning needs and context (Akhmad Soebarna et al.). An authentic approach allows the use of assessment methods that are varied and appropriate to student needs, such as portfolios, projects, or simulations. This flexibility gives teachers the freedom to adapt assessments according to students' learning styles and situations, thereby supporting a more effective and meaningful learning process for each individual.

Thus, authentic assessment is not only an evaluation tool, but also an integral part of the learning process that helps develop students' overall skills and abilities.

Competencies measured in Authentic Assessment

Knowledge Competency

According to Amier Daien, one of the instruments used to measure ability is a test. A test is an instrument or tool that is used to measure each person's abilities, knowledge, information and talents (Febriza). In measuring ability, a measurement technique in the form of assessment is needed. Assessment techniques are used to identify and understand the learning

outcomes achieved by students using test tools. The test tools used include:

1) Written test

Written tests are prepared by educators in the form of multiple choice questions, subjective tests in the form of fill-in-the-blank questions, true-false tests, short answer tests, matching tests or description tests (Susanti).

2) Multiple choice test

Multiple choice tests are questions in objective form prepared by the teacher to determine students' abilities through the final score on the questions. This question provides right and wrong answers as well as distractor answers. The elementary school level uses 3 answer choices, while the middle school level uses 4 answer choices, and high school uses 5 answer choices. In this question model, students choose one answer that is considered correct.

3) Tes isian

The test with a fill-in-the-blank question model aims to determine students' memory abilities by completing sentences or questions that have been created by the teacher. So that students here fill in the missing questions. Example: Q.S. Al-Ma'un consists of... verses.

4) Short answer test

Model questions with short answers are used to measure students' memory abilities. Example question: The 3rd pillar of Islam is.....

5) True false test

The true-false test is an instrument used by teachers to determine students' ability to determine statements that are considered true and false. In this test,

students determine whether the statements provided are true or false.

6) Matching test

In this matching model question, students are asked to determine the correct answer from several statements provided.

7) Description test

Descriptive tests have the aim of testing students' knowledge and allowing them to think independently about answers.

However, they have several Directions to solve the problem.

- **Oral test:** Oral tests are used to measure students' cognitive abilities (knowledge), where in this test students are asked questions directly by the teacher and students answer according to the theory they understand and students express these answers using their own language style. Tests with this model can increase students' learning motivation and self-confidence, because in this test students are taught to convey answers according to their own understanding. This test model is carried out by means of discussion, question and answer, or conversation. Apart from being used as a learning medium, oral tests can also help teachers understand the characteristics of each student individually (Achmad et al.).
- **Assignment test:** Assignments are assignments to students to measure and encourage them to develop their understanding of the subject matter. The assignments given can be individual or group assignments. Assessment using assignment tests is guided by assessment instruments where in preparing assignments the teacher provides guidance to students regarding the material and steps in carrying out the assignment. To determine the assessment, teachers are guided by basic competencies (KD), core competencies

(KI), and competency achievement indicators (IPK).

a. Attitude Competency

Attitude assessment is an assessment of students' morals or characteristics. These attitudes emerge in students naturally, accompanied by habituation, these attitudes include responsibility, self-confidence, honesty, discipline, ability to control oneself, cooperation, etc. Competence in this attitude aspect is a form of expression or behavior that is displayed by students regarding the meaning of these attitudes.

In this attitude assessment, there are 5 competencies that are assessed in students, including:

1) The ability to receive or pay attention

Receiving competence assesses how students receive stimuli or respond to learning activities. For example, students like doing questions, students like reading and writing, students are able to carry out and enforce discipline, etc.

2) The ability to respond or respond

This competency assesses how strongly students bind themselves to be able to play an active role in providing responses during learning. For example, they like reading, they like writing, a desire arises in students to be able to find out and develop their potential.

3) The ability to judge or appreciate

This ability is a student's ability to be able to assess something, whether it has a positive impact on him or can even be detrimental to him. Examples of attitudes that students can show in this ability are diligent, clever, disciplined, independent, etc.

4) The ability to organize or manage and regulate

This ability is the ability to combine values in order to solve problems, for example participating in enforcing discipline.

5) The ability to accept, have character or appreciate

It is the ability to combine the values obtained by students and incorporate them into their actions or behavior. Students can help maintain discipline in all environments.

b. Skills Competency

Psychomotor skills are the skills a person has and how they behave after experiencing learning experiences. The learning outcomes of skills, which are the achievement of cognitive skills, mean that skills are the result of acquiring knowledge skills. These skills indicate a person's level of ability to complete certain tasks or steps.

The reference states that there are three ways to evaluate skills: performance, projects, and portfolio. Performance here includes assessing appropriate activities and practice to obtain various data regarding the form of behavior expected from students. This method is considered more authentic than writing essays because it better reflects students' true abilities. Furthermore, project evaluation is an activity in which students individually or in groups evaluate tasks such as collecting, organizing, evaluating, and presenting data within a predetermined time period. Here are some things to keep in mind:

1) Management skills, namely students' ability to determine topics, search for information, manage data, and write reports.

- 2) Relevance, namely the proposed project must be in accordance with the characteristics of the material, the school environment, and the characteristics of the students.
- 3) Authenticity is an assignment or project completed by a student where the student actually composes his own work under the direction of the teacher. Second, portfolio assessment is a continuous evaluation based on various data and information that represents student skill improvement over a certain period of time. This evaluation can be done by observing projects, student work results, individual or group assignment results, etc.

The following is a table 1 of literature review results from articles about *Overcoming the Challenge: Effective Strategies for Implementing Authentic Assessment*.

Based on findings related to strategies applied in authentic research, there are five articles with varying results. First, research by Adisel, Ria Sartika, Siti Dewi Kurniasih, Erzal Ahmad Fajar, Riki Arianda, and Fixed Junri Saleh from Fatmawati Sukarno Bengkulu State Islamic University entitled "Authentic Assessment Strategies in the Context of the 2013 Curriculum" (Jurnal 2022) shows that authentic assessment strategies in the 2013 Curriculum makes it easier to plan, implement and report student assessment results. Authentic assessment emphasizes complex tasks that allow students to demonstrate their abilities in more real situations, so it is well suited to an integrated topic-based learning approach (Adisel et al.).

A similar study was also carried out by Suhud Aryana from Semarang State University in the article "Literature Study: Analysis of the Implementation and Development of Authentic Assessment of the 2013 Curriculum in National and International Journals" (2021 Journal). This research found that the implementation of authentic assessment in the 2013 Curriculum involves assessing attitudes, knowledge and skills, but teachers face several obstacles that require guidance through workshops or seminars. Apart from that, authentic assessment is considered to be quite helpful for teachers in assessing student learning achievements, so that it is accepted by teachers at various levels of education, from elementary to tertiary (Aryana).

Another research by Sholikhah Anggita Muthoharoh and Saring Marsudi from Muhammadiyah University Surakarta discusses "Authentic Assessment Strategies in Learning During the Covid-19 Pandemic at SDIT Al-Azharul 'Ulum" (2021 Journal). The research results show that in learning planning, assessment is used to determine KKM, PROTA, PROMES, SYLLABUS, and scoring guidelines, as well as preparing lesson plans as a learning reference. Attitude assessment is carried out through the teacher's personal journal and muwashofat report cards, while knowledge assessment uses written and oral tests via video call or Google Meet. Teachers also carry out home visits every week for evaluation, and provide project assignments that utilize the environment around students to assess skills (Muthoharoh and Marsudi).

A similar analysis was also carried out by Umi Halimatussa'diah, Abdul Majid, and Fatiatun from Al-Qur'an Science

University in the article "Implementation of Authentic Assessment of Islamic Religious Education in Schools Integrated with Religious Behavior in Society" (2021 Journal). The research results show that the application of authentic assessment in PAI learning is carried out through assessment guides, with observations to assess student attitudes and formative tests for knowledge. Before learning, teachers reflect so that students are better prepared, and competent teachers are needed to improve students' morals, attitudes and thinking patterns (Halimatussa'diah et al.).

Another study by Widi Puspitasari, Hamengkubuwono, Mutia, and Idi Warsah from the Curup Bengkulu Islamic Institute entitled "Implementation of Authentic Assessment of the 2013 Curriculum in Islamic Religious Education and Character Subjects" (Jurnal 2020) shows that the implementation of authentic assessment in the 2013 Curriculum is progressing smoothly. good, although not optimal. Several supporting factors include planning and implementing assessments, teacher professionalism, as well as a safe, comfortable and orderly learning environment, as well as adequate infrastructure. However, there are obstacles such as teachers' lack of understanding about authentic assessment, which results in difficulties in implementation and requires training on this assessment model (Widi Puspitasari et al.).

CONCLUSION

Authentic assessment as a relevant evaluation approach in education, aims to measure students' overall abilities in the aspects of knowledge, attitudes and skills. Authentic assessment involves assignments that reflect real-world contexts, such as

projects, portfolios, and oral tests, that allow students to apply their knowledge practically. This approach not only improves students' understanding, but also prepares them for real-world situations and challenges.

On the other hand, the implementation of authentic assessment faces several challenges, including time difficulties, the large number of students, and teachers' limited understanding of effective authentic assessment. By overcoming these obstacles, authentic assessment is expected to make a significant contribution to improving the quality of learning and holistic development of students.

REFERENCES

- Achmad, Ghufan Hasyim, et al. "Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar." *Edukatif: Jurnal Ilmu Pendidikan*, vol. 4, no. 4, 2022, pp. 5685–99, <https://doi.org/10.31004/edukatif.v4i4.3280>
- Adisel, et al. "Strategi Penilaian Autentik Dalam Konteks Kurikulum 2013." *JOEAI (Journal of Education and Instruction)*, vol. 5, no. 1, 2022, pp. 282–87.
- Akhmad Soebarna, et al. *Penilaian Autentik (Authentic Assesment) Dalam Pembelajaran Penjas*. 2020, pp. 103–16.
- Al-faruq, Zikri. "Peran Penggunaan Desain Evaluasi Untuk Meningkatkan Kualitas Pembelajaran." *Ilma Jurnal Pendidikan Islam*, vol. 1, no. 2, 2023, pp. 158–71, <https://doi.org/10.58569/ilma.v1i2.58>

7

- Angkat, Saskia Aulia, et al. “Konsep Penilaian Autentik Dalam Evaluasi Pembelajaran Di Sekolah Dasar.” *Jurnal Pubmedia*, vol. 1, no. 3, 2024, pp. 1–13.
- Aryana, Suhud. “Studi Literatur: Analisis Penerapan dan Pengembangan Penilaian Autentik Kurikulum 2013 Pada Jurnal Nasional Dan Internasional.” *Prosiding Seminar Nasional Pascasarjana*, vol. 4, no. 1, 2021, pp. 368–74.
- Febriza, Anis Marfuah. “Penilaian Autentik Pada Pembelajaran Pendidikan Agama Islam (Pai) Di Sekolah Dan Perguruan Tinggi.” *Jurnal Fondatia*, vol. 3, no. 2, 2019, pp. 35–58.
- Halimatussa’diah, Umi, et al. *Penerapan Penilaian Autentik Pendidikan Agama Islam Di Sekolah Terintegrasi Dengan Perilaku Keagamaan Di Masyarakat*. no. 02, 2023, pp. 8–14.
- Isnaniah, M. Imamuddin. *Perencanaan, Pelaksanaan, dan Pelaporan Penilaian Autentik Oleh Guru Matematika Madrasah*. no. 1, 2022, pp. 9–19.
- Muthoharoh, Sholikhah Anggit, and Saring Marsudi. “Strategi Penilaian Autentik Dalam Pembelajaran Saat Masa Pandemi Covid-19 Di Sdit Al-Azharul’ulum.” *SNITT-Politeknik Negeri Balikpapan*, 2021.
- Pristiwanti, Desi, et al. “Pengertian Pendidikan.” *Jurnal Bioedukasi*, vol. 4, no. 6, 2022, pp. 7911–15, <https://doi.org/10.33387/bioedu.v6i2.7305>
- Siregar, Lailan Aprina. *Penilaian Otentik Dalam Kurikulum 2013*. 2019, pp. 1–11.
- Siti Ermawati, and Taufi Hidayat. “Penilaian Autentik Dan Relevansinya Dengan Kualitas Hasil Pembelajaran (Persepsi Dosen Dan Mahasiswa Ikip Pgri Bojonegoro).” *Jurnal Pendidikan Ilmu Sosial*, vol. 27, no. 1, 2017, pp. 92–103.
- Susanti, Riri. “Implementasi Penilaian Autentik Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti.” *Al-Fikrah: Jurnal Manajemen Pendidikan*, vol. 4, no. 1, 2016, p. 55, <https://doi.org/10.31958/jaf.v4i1.409>
- Widi Puspitasari, Pelajaran, et al. *Media Informasi Pendidikan Islam Implementasi Penilaian Autentik Kurikulum 2013 Pada Mata*. no. 1, 2020, pp. 66–90, <https://doi.org/10.29300/atmipi.v19.i1.3338>

Table 1. The Analysis of Literature Review

No	Writer	Year	Research Title	Loaded at	Findings
1	Adisel, Ria Sartika, Siti Dewi Kurniasih, Erzal Ahmad Fajar, Riki Arianda, Still Junri Saleh	2022	Authentic Assessment Strategies in the Context of the 2013 Curriculum	JOEAI (Journal of Education and Instruction)	Research shows that authentic assessment strategies in the 2013 Curriculum can facilitate planning, implementation and reporting of student assessment results. Authentic assessment focuses on complex tasks that enable students to demonstrate abilities in more authentic situations, making it highly relevant to an integrated topic approach to learning.
2	Suhud Aryana	2021	Literature Study: Analysis of the Implementation and Development of Authentic Assessment for the 2013 Curriculum in National and International Journals	Proceedings of the National Postgraduate Seminar, Semarang State University	<ol style="list-style-type: none"> 1. The implementation of authentic assessment still faces difficulties for some teachers, who require guidance through workshops or seminars. 2. Authentic assessment can help teachers assess student achievement. 3. The development of authentic assessment shows good acceptance by teachers, students and lecturers for assessing students' attitudes, knowledge and skills.
3	Sholikhah Anggita Muthoharoh, Saring Marsudi	2021	Authentic Assessment Strategy in Learning	SNITT (Balikpapan State Polytechnic)	1. Assessment planning consists of determining KKM, PROTA, PROMES,

No	Writer	Year	Research Title	Loaded at	Findings
			During the Covid-19 Pandemic at SDIT Al-Azharul 'Ulum		<p>SYLLABUS, and scoring guidelines</p> <p>2. Attitude assessment in authentic assessment is carried out using the teacher's personal journal and muwashofat report cards</p> <p>3. Meanwhile, knowledge assessment is carried out using written and oral tests <i>video call</i></p> <p>4. Apart from that, knowledge assessment is also carried out by teachers conducting home visits once a week by giving project assignments utilizing the surrounding environment.</p> <p>5. Authentic assessment reporting is carried out using the help of an application, so the teacher just has to enter the value in the application.</p>
4	Umi Halimatussa'diah, Abdul Majid, Fatiatun	2021	Implementation of Authentic Assessment of Islamic Religious Education in Schools Integrated with Religious Behavior in Society	Al-Qalam Journal	<p>1. PAI's implementation of authentic research is carried out through an assessment guide</p> <p>2. Assessment of social attitudes is carried out by observation</p> <p>3. Knowledge assessment is carried out using formative</p>

No	Writer	Year	Research Title	Loaded at	Findings
					tests according to the material studied
					4. Before learning activities begin, the teacher provides reflection so that students are better prepared to participate in learning activities.
					5. Teachers have comprehensive capabilities regarding authentic assessment in PAI subjects which focus on improving students' morals and attitudes, developing their thinking patterns, and increasing students' knowledge.
5	Widi Puspitasari, Hamengkubuwono, Mutia, Idi Warsah	2020	Implementation of Authentic Assessment of the 2013 Curriculum in Islamic Religious Education and Character Subjects	At-Ta'lim Journal (Islamic Educational Information Media)	<p>1. Supporting factors for authentic assessment are assessment planning, assessment implementation, teacher professionalism, a safe, comfortable and orderly learning environment, and adequate infrastructures.</p> <p>2. The inhibiting factors are teachers' lack of understanding of authentic assessment, lack of authentic assessment training for teachers.</p>