# THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT ON AKIDAH AKHLAK SUBJECT OF THE 5th GRADE IN MIS MAKKARAENG MAROS

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**Abstract:** This study aims to describe the implementation of authentic assessment in Akidah Akhlak subject. Sub problem, i.e., 1). How is the authentic assessment process on the 5th grade of Akidah Akhlak subject at MIS Makkaraeng Maros? 2). How are the authentic assessment results on the 5th grade of Akidah Akhlak subject at MIS Makkaraeng Maros?? This type of research is descriptive qualitative research—the data collection is from two primary and secondary sources. The research method used interviews, observation, and documentation, while the data analysis techniques consisted of data reduction, presentation, and verification. The data validity technique is in the form of a triangulation technique. The results showed: (1) The implementation of authentic research in the Akidah Akhlak subject at MIS Makkaraeng Maros went well in the authentic assessment process, which prepared the assessment plan, carried out the assessment, and then carried out the assessment process. (2) The results of the authentic assessment have been carried out in three domains, namely knowledge competence (cognitive), attitude competence (affective), and skill competence (psychomotor). All forms of assessment on the cognitive aspect were already to the maximum. At the same time, we carried out the affective and psychomotor aspects, although only on the primary assessment technique. In contrast, supporting assessments, such as self-assessment, peer-to-peer assessment, portfolio assessment, and project assessment, have not been used by the teachers of Akidah Akhlak subject in the 5th grade at MIS Makkaraeng Maros. In conclusion, the Akidah Akhlak teacher has carried out value from the authentic assessment process with different steps in terms of attitudes, knowledge, and skills. This research implies that authentic assessment requires teachers to broaden their horizons and increase their knowledge to carry out authentic assessments with various assessment forms and many students.

**Keywords:** Implementation; Evaluation; Authentic; Akidah-Akhlak Subject.

## I. INTRODUCTION

Education is one of the essential needs for humans, the amount of knowledge possessed by formal or non-formal education. Human resources increased because of their willingness and ability to gain knowledge through education. Through education, humans can think about how to develop themselves and increase productivity to survive the challenges of the times.

Someone with an education in life will live better because he knows the direction to be taken, both living individually and socially. One way to achieve education is to take formal education. Education decentralization brings a change in school management, which provides opportunities for schools to participate in achieving quality and competitive education.[1]

Education is essential for national goals because education is good and equitable. It will also create human resources who are experts in their respective fields, have strong personalities, and believe in their religion, especially Islam, which strongly demands its adherents to be in line with fellow humans and the creator.

The expected education is not easy to implement because of many things. To trigger the birth of a good quality of education should support the quality of vision, mission, curriculum, professionalism, teachers, educator, student relations, learning methodologies, management or management, evaluation, and financing facilities and infrastructure. When viewed from a small scale, the most important thing in education is the interaction of educators and students to achieve the desired learning goals. Implementing educational interactions can be in family, school, and community interactions.

Centrally made Curriculum is because every education level is required to implement Curriculum based on the implementation instructions according to the technical instructions that have been agreed upon and made by the central education government. Each school is ready to implement the Curriculum for the function of the Curriculum. The Curriculum is a tool to achieve educational goals.[2]

The teacher's task in implementing this curriculum is to describe according to their respective subjects, while failure in implementing this curriculum is sometimes due to teachers' lack of knowledge, skills, and abilities to understand the tasks they carry out. That proves the functioning of the curriculum in its implementation in schools.[3] Likewise, the 2013 curriculum by the government still has many obstacles in implementing it: the teaching process, facilities, and infrastructure, teacher readiness in its application, package books that must be under the curriculum, and the method of the assessment called authentic assessment.

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Authentic assessment is a process to describe changes in students after learning. Thus, the assessment is not just the achievement of goals but is an attempt to obtain various information regularly and comprehensively about students' processes and

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[1] Samsiah, et.all *"Partisipasi Masyarakat dalam Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah Maroanging Kabupaten Bulukumba"*, Jurnal of Islamic Education Menegement 4, no. 2 (2018): p.172.

[2] Dakir, *Perencanaan dan Pengembangan Kurikulum* (Cet. II; Jakarta: Rineka Cipta, 2010), p. 1.

[3] Kusaeri, *Penilaian Proses dan Hasil Belajar Kurikulum 2013* (Cet. II; Yogyakarta: AR-Ruzz Media, 2017), p. 48.

learning outcomes.6 The opinion of the experts above is strengthened by Imas Kurinasih and Berlin Sani, who explains that authentic assessment is accurate. Carried out comprehensively to assess starting from the input, process, and learning output which includes the domains of attitudes, knowledge, and skills.[4]

Authentic assessment has strong relevance to the scientific approach to learning under the demands of the 2013 curriculum. This kind of assessment can describe the assessment of student learning outcomes, both in observing, reasoning, trying, building networks, and others.[5]

Authentic assessment expects to describe the attitudes, skills, and knowledge that students already have, how this knowledge applies in real life, and what they have not been able to apply according to the knowledge they receive. Because of that, the teacher can identify what material is worth continuing and for what material remedial activities must carry.[6]

The previous research has reviewed the authentic assessment. This conducted review is a prevention to avoid repetition of research on the same discussion. These researchers have thoroughly explained the results of their findings, including the Journal of Ummu Aiman with its thesis entitled "*Evaluasi Pelaksanaan Penilaian Autentik Kurikulum 2013 Studi Kasus di MIN Tempel Sleman*". (2016), the results of his research show that the authentic assessment has not been carried out optimally in the school because, at that school, the educators do not understand how to implement the authentic assessment. Hence, teachers cannot develop authentic assessment instruments that should implement since the 2013 curriculum implementation in schools. MIN Tampel Sleman, socialization and training also need to be carried out to deepen teacher knowledge on authentic assessment.[7] The difference is that Ummu Aiman's research focuses on explaining the inhibiting factors and supporting factors for authentic assessment.

Bahrul Alam's journal article, with the research title "Implementasi Kebijakan Penilaian Autentik Kurikulum 2013 di SMA Negeri 78 Jakarta", 2015. It can conclude from the results of this study that the implementation of authentic assessment has not been carried out optimally by Indonesian History teachers, as for the inhibiting factors, namely inadequate facilities and infrastructure and lack of teacher creativity.[8] Bahrul Alam's research examines the implementation of authentic assessment. The difference is that Bahrul Alam's research focuses on using authentic assessment instrument techniques and their supporting and inhibiting factors.

The journal article of Sutama, Gilang Ary Sandy, and Jalal Fuadi entitled "*Pengelolaan Penilaian Autentik Kurikulum 2013 Mata Pelajaran Matematika di SMA*"

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[4] Misykat Malik Ibrahim, *Implementasi Kurikulum 2013 Kekontruksi Kompetensi Revolusi Pembelajaran Dan Reformasi Penilaian* (Makassar: Alauddin University Press, 2014), p. 146.

[5] Misykat Malik Ibrahim. *Implementasi Kurikulum 2013 Kekontruksi Kompetensi Revolusi Pembelajaran Dan Reformasi Penilaian*, p. 147

[6] Ummu Aiman, "*Evaluasi Pelaksanaan Penilaian Autentik Dalam Rangka Implementasi Kurikulum 2013, Program Pasca Sarjana UIN Sunan Kalijaga*", Jurnal Pendidikan Madrasah, 1, no.1 (2015): p.vi.

[7] Bahrul Alam, *"Implementasi Kebijakan Penilaian Autentik 2013 di SMA Negeri 78 Jakarta"*, UIN Syarif Hidayatullah, Jurnal Ilmiah Ilmu Pendidikan 1, no.1 (2015): p. i

[8] Bahrul Alam, *"Implementasi Kebijakan Penilaian Autentik 2013 di SMA Negeri 78 Jakarta"*, UIN Syarif Hidayatullah, Jurnal Ilmiah Ilmu Pendidikan 1, no.1 (2015): p. i

in 2017. The research results found that teachers need to know what characteristics the objectives of the assessment to be carried out. Based on the Observation at SMA Negeri 2 Sukoharjo shows that in preparation for an authentic assessment instrument, teachers have carried out research instrument steps, namely by laying down aspects to be researched, formulating goals, formulating indicators based on essential competencies and syllabuses, and making minimal completion as a measurement of research results.[9] The difference is that Gilang Ary Sandy and Jalal Fuadi's research focuses on compiling authentic assessment instruments, describing the implementation of authentic assessment, and describing the use of authentic assessment results.

The main problems in this study are, 1) How is the Authentic Assessment Process on Akidah Akhlak subject in the 5th grade of MIS Makkaraeng Maros? 2) How are the Authentic Assessment Results on Akidah Akhlak subject in the 5th grade of MIS Makkaraeng Maros? The purposes of this study are 1) to describe the Authentic Assessment Process on Akidah Akhlak subject in the 5th grade of MIS Makkaraeng Maros, 2) to describe the authentic assessment results on Akidah Akhlak subject in the 5th grade of MIS Makkaraeng Maros.

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## II. THEORETICAL REVIEW

### a. *Definition of Assessment*

According to the literal meaning, assessment is interpreted as the process of determining the value of an object. In assessing an object, it is necessary to have an example size. If we want to say good, medium, or less, it is necessary to have an explicit provision or measure which is said to be good, medium, or less. That measure is the so-called criterion.[10] Assessment has a broader meaning than measurement, where assessment is the application of various kinds of information about the extent of student learning outcomes.

Assessment activities aim to answer questions about how good students' learning outcomes are. Assessment and evaluation are interrelated because assessment results are one of the most important sources of information in the learning environment. Therefore, the assessment results can be used as a basis for evaluating learning programs based on the expectations which can support the achievement of targeted graduate competencies.

The achievement of graduate competencies does not only depend on the learning program but is directly related to the assessment. The results of the assessment are indispensable in the evaluation process, and this is related to the need to make decisions; as stated by Brown, evaluation is the activity of making decisions based on the information that has been obtained in the assessment.[11]

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[9] Sutama, dkk "*Pengelolaan Penilaian Autentik Kurikulum 2013 Mata Pelajaran Matematika di SMA*", Jurnal Pendidikan 12, no.1 (2017): p.17.

[10] Nana Sudjana, *Dasar-Dasar Proses Mengajar*, (Bandung: Sinar Baru Algensindo, 2012), p. 20.

[11] Nana Sudjana, *Dasar-Dasar Proses Mengajar,* p. 25-26.

1. Research Objectives

a) Making the learners as successful learners who master the knowledge.
b) Training the learner's skills using his expertise in the context of his life.
c) Giving learners opportunities to solve problems for real.

2. Definition of Authentic

Authentic means the actual situation, that is, the abilities or skills of the learner. In Newton Public School, *authentic assessment* is an assessment of products and performance related to a learner's real-life experience. Nurhadi defines *authentic assessment* as the process of collecting information by teachers about the development and achievement of learning carried out by students through various techniques that can express, prove, or show precisely that learning objectives have been truly mastered and achieved. Departing from this definition, Nurhadi stated that authentic assessment emphasizes the ability of students to demonstrate the knowledge possessed in real terms from the knowledge that has been mastered.[12]

An assessment is said to be authentic when it involves learners in comprehensive, significant, and meaningful assignments, such as assignments that involve learners' creativity. A series of learner activities involving knowledge and thinking skills can communicate the things to be assessed. In this case, authentic assessment is more of a standard-setting than just an assessment tool.

3. Principles of Authentic Assessment

First, the assessment process should be an integral part of the learning process, not a separate part. Second, the assessment should reflect the real world, not the problem of the school world.

4. Characteristics of Authentic Assessment.

The characteristics of authentic assessment are as follow:

a) Measuring all aspects of learning, namely performance and results or products, is a must. That is, in assessing students, they must measure aspects of performance and products, or results carried out by students. The performance or product appraisal is ensured that the performance or product reflects the competence of students in an accurate and objective manner.
b) The assessment does implement during and after the learning process takes place. In assessing students, teachers must assess the ability or competence of the process of students' abilities or competencies in learning activities and the abilities or competencies of students after carrying out learning activities.
c) It uses a variety of ways and sources, which means that in assessing students, they must use several assessment techniques tailored to the demands of competence and use various sources or data that become information that describes the mastery of student competencies.
d) The test is one of the assessment data collection tools. A learner's assessment of the achievement of specific competencies must be comprehensive and not only rely on test results alone. Other information that supports the achievement of student competencies can use as material in conducting assessments.

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[12]Sitti Mania, *Asesmen Autentik Untuk Pembelajaran Aktif dan Kreatif Implementasi Kurikulum 2013*, p. 28-29.

e) The tasks assigned to learners should reflect genuine parts of learners lives every day. They should be able to tell the experiences or activities they do every day.

f) Assessments should emphasize the depth of knowledge and expertise of learners, not their breadth, which means conducting assessments of learners achieving competencies; they must objectively measure the depth of the application of specific competencies.[13]

5. Types of Authentic Assessments

Authentic assessment involves learners in useful, essential, and meaningful authentic tasks with different types of assessments. According to Rasyidin and Mansur, authentic assessments are performance appraisal, observation, questioning, presentations, discussions, projects and investigations, portfolios, and journals. Abdul Majid expressed something similar in the types of authentic assessments.[14]

6. Steps of Authentic Assessment.

The steps taken in preparing an authentic assessment design are identifying standards, choosing an authentic task, identifying critiques for the task, creating a standard of criteria or rubrics.

7. Techniques of Authentic Assessment

The authentic assessment in the 2013 Curriculum assesses students' learning progress, including aspects of attitudes, knowledge, and skills. Permendikbud no. 81 in (Supardi, 2015) states that authentic assessment techniques can be selected variably according to the characteristics of each competency achievement to be achieved, where the assessment techniques that can use in the form of written, oral, product, portfolio, performance, projects, observations and self-assessment.

## III. RESEARCH METHODOLOGY

This type of research is qualitative research, which describes situations and events systematically thoroughly, and regarding factors and traits that influence each other, or this research produces descriptive data such as written or spoken words from the people observed and from the behaviors observed, then explains the studied problems so that in order to see the relationships that influence each other, then the type of research used is qualitative research, namely research that observes directly about phenomena that occur directly and naturally.

Data collection is carried out by researchers in stages and as much as possible. Researchers collected data carried with several techniques and data sources. That is done by the researcher so that the data obtained is entirely valid. Researchers, to obtain data on the assessment process and authentic assessment results, are one of the components of the 2013 curriculum that teachers must implement at the time of learning. The primary purpose of conducting an authentic assessment in schools is to discover the essential aspects children have to support the achievement of learning goals already set.

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[13]Supardi, *Penilaian Autentik Pembelajaran Afektif, Kognitif, Psikomotor* (*Konsep dan Aplikasi*), (Cet. II; Jakarta: PT Rajagrafindo Persada, 2016), p. 26.

[14] See, Majid, *Penilaian Autentik Proses dan Hasil Belajar* (Bandung: PT Remaja Rosdakarya, 2015). p. 102.

## IV. RESEARCH RESULTS AND DISCUSSIONS

Assessment in the 2013 Curriculum refers to the Minister of Education and Culture Number 66 of 2013 concerning Education Assessment Standards. Educational Assessment Standards aim to ensure: (1) Student assessment planning under the competencies to achieve and based on the principles of assessment; (2) Implementation of student assessments in a professional, open, educational, effective, efficient, and the sociocultural context: and (3) Reporting the results of student assessments in an objective, accountable, and informative manner. [15] This educational assessment standard is an assessment reference for educators, education units, and the government in education units for primary and secondary education levels.

One of the emphases in the 2013 Curriculum is authentic assessment. The previous curriculum, the Education Unit Level Curriculum (KTSP), has provided space for authentic assessment. It is just that the implementation in the field is still not carried out optimally. Through the 2013 Curriculum, authentic assessment becomes a heavy emphasis where teachers in assessing learning outcomes must pay attention to authentic assessment.

The application of authentic assessment in MIS Makkaraeng did carry out in July 2013. Authentic assessment at MIS Makkaraeng includes planning activities, implementing assessments, and analyzing and following up on assessment results based on the interview results mentioned. MIS Makkaraeng has been implementing the 2013 curriculum since July 2017 because we have received subject package book assistance (PAI) from the Ministry of Religious Affairs of Maros Regency, such as Akidah Ahlak, Al'Quran Hadith, Fiqih, Arabic and Islamic History.[8]

In general, the authentic assessment of the 2013 curriculum known by teachers through training activities that have been carried out by the government of the Ministry of Religion of Maros Regency, based on the statement of the curriculum wakamad, which states that There are indeed some training activities carried out by the government of the Ministry of Religion of Maros Regency, but can only be followed by some teachers, while the material in training is still generally not discussing the application of the curriculum 2013 as a whole the success of authentic assessment of learning processes and outcomes due to limited time for activities.[16]

The same statement conveyed by Mrs. Nuraeni, the teacher of Akidah Ahlak subject, mentioned that:

The implementation of the 2013 curriculum at MIS Makkaraeng happened in July 2017. However, its implementation in the field is not entirely following the 2013 curriculum because we still often focus on assessing the cognitive aspect only.[17]

The interview results show that the training attended by some teachers expects to provide knowledge about the 2013 curriculum, and teachers can apply the aspects contained in the 2013 curriculum, one of which is the authentic assessment aspect. Although the implementation of the training does not discuss specifically essential

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[15] Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013),* Jakarta: Rajawali Pers, 2015, p. 35.

[16] Rahmani, (36 years old) Headmaster of Madrasah MIS Makkaraeng, *interview*, Maros 01 May 2021.

[17] Nuraeni (39 years old), Teacher of Akidah Ahlak subject at the grade 5th in MIS Makkaraeng, *interview,* 02 May 2021.

aspects, hoping that this training can provide an overview of the 2013 curriculum so that the activeness of its implementation is returned to their respective teachers, how they learn, and can apply aspects of the 2013 curriculum in the assessment process.

Following up on the importance of implementing authentic assessments in Madrasah, teachers must be able to apply all forms of assessment in the 2013 curriculum in learning. However, in its implementation in Madrasah Ibtidaiyah Makkaraeng, not all assessment forms are used by Akidah Akhlak teachers. That is due to the lack of ability of Akidah Akhlak teachers to understand and apply authentic assessments and different technical constraints. The result of an interview with the Head of the Madrasah said that:

The training is usually more inclined to present theoretical learning materials, while practical aspects are not discussed too much in this training; examples of practical aspects, namely authentic additions.[18]

Based on the interview results, the teachers at MIS Makkaraeng have provided knowledge and understanding of how to implement the 2013 curriculum. In general, the authentic assessment of the 2013 curriculum requires a teacher not only able to assess the aspects of knowledge or cognition that have been running and developing. Instead, it demands the capacity of the teacher to assess other aspects, namely aspects of attitudes (affective) and skills (psychomotor). Teachers must be able to apply assessments to these three aspects during the learning process and when learning has been carried out (output).

The importance of implementing authentic assessment in Madrasah is that teachers must apply all forms of assessment contained in the 2013 curriculum in learning. Although the competencies assessed are integrated and supported by a comprehensive assessment form, in its implementation at MIS Makkaraeng, not all teachers can apply all forms of assessment to measure the competence of students' attitudes, knowledge, and skills in learning.

The following describes the implementation of authentic assessment on Akidah Akhlak subject.

### a. *Authentic assessment planning on akidah Akhlak subjects*

In authentic assessment planning in learning, teachers make an assessment program with a format designed with examples nationally given so that it can use to meet what has become the standard expected by the Minister of Education and Culture Number 66 of 2013 concerning Assessment Standards. As the teacher of jurisprudence subjects said, we make an assessment program according to the example of the format that has been given nationally and then developed in our respective schools and, of course, following the ability of the subject teacher in applying the assessment.[19]

The above statement can be supported based on the results of observations by looking at the rubrics and assessment instruments. The author can conclude that in learning Akidah Akhlak, authentic assessment has almost the same perception as authentic assessment in other subjects, namely assessments carried out directly in learning activities. Assessment does carry out by assessing the results and all the

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[18] Rahmani, (36 years old) Headmaster of Madrasah MIS Makkaraeng, *interview*, Maros 01 May 2021

[19] Nuraeni, (39 years old), Teacher of Akidah Ahklak ion the 5th grade at Madrasah Ibtidaiyah Makkaraeng, interview 1 May 2021.

processes of obtaining all aspects of achieving Learning. The assessment in the 2013 curriculum is, in principle, to assess aspects of knowledge and aspects of attitudes and skills in practicing the knowledge achieved. To compile the assessment, the teacher must design the assessment according to the learning program.

Every teacher must own several things before preparing an assessment plan that will carry out as said by the teacher of the Akidah Akhlak subject. Before carrying out the assessment, the teacher must own and prepare the Annual Program, Semester program, Syllabus, and Learning Implementation Plan (RPP).

Thus, teachers carry out assessment design in the assessment program, which is prepared by the annual program and relegated into a semester program under the program mentioned in the syllabus—elaborated in the form of a Learning Implementation Plan (RPP). Designing an assessment program that compiling in the planning of the learning program in one year. The Annual Program is a general program of each subject for each class, containing outlines to be achieved in one year and developed by the teacher of the subject concerned.

The annual program owned by the teacher contains activities related to learning in one year. It consists of how many practical and ineffective weeks a school year and a list of test schedules for odd and even semesters. The teacher who was the resource person in this study already had an annual program that relegates into a semester program following what program in the syllabus, which elaborated in the form of a Learning Implementation Plan (RPP). Mrs. Nuraeni said that at the beginning of the meeting semester, we conveyed all the subjects of the discussion of the material to teach. In addition, we have also conveyed how the form of assessment we will use starts from oral, written, and practical. That aims to make children more aware of the process they will face and prepare themselves and the value they get. They can know openly and according to their respective abilities so that there is no social jealousy among students.[20] Then researchers found significant data with an authentic assessment process.

## b. *The Implementation of Authentic Assessment*

When implementing authentic assessment, there is an important thing that is a concern when carrying out assessments in learning activities, namely comprehensive assessments covering various aspects of assessment (affective, cognitive, and psychomotor domains).

## 1. Affective Domain

The assessment forms in the attitude's domain include observation techniques, assessments between selves, and assessments between friends and journals. Ideally, all forms of assessment can carry out, especially in the subject of Akidah Akhlak. However, teachers can still not carry them out optimally under the form and stage of the assessment setting. In general, the form of attitude assessment contained in the 2013 curriculum that fully known by Akidah Akhlak teachers, but in its implementation, it has not been implemented optimally both in terms of the mechanism for implementing the assessment and the provision of assessment instruments. As Mrs. Nuraeni stated that:

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[20]Nuraeni, (39 years old), Teacher of Akidah Ahklak ion the 5th grade at Madrasah Ibtidaiyah Makkaraeng, interview 1 May 2021

The affective domain or attitude assessment does divide into teacher observation, self-assessment, and assessment between friends and journals. However, we only use journal and observation assessments. For example, when entering the classroom, we make observations on students. After that, observe how they behave towards friends and teachers. The assessment directly did, and the recorded conclusion is in the assessment sheet. Sometimes we also do not record. We think that the application of authentic assessment in the realm of this attitude has not been able to be carried out optimally, with a lot of assessment burden so that teachers still find it difficult to judge at the same time.[21]

The assessment techniques we use most often in the affective realm are observation techniques and journals. In conducting an assessment on observation techniques, we observed the condition of students both in the learning process and outside the learning process. In this practical domain, we also really appreciate students who have a good attendance record because even though students are brilliant. However, their presence is lacking. It will still affect the value they get. Then for journals, we teachers have our journals that become personal notes.[22]

The observations and interviews show that teachers understand the forms of authentic assessment in attitudes: observation, self-assessment, peer assessment, and journals. Although the four forms of assessment are not all used by teachers, their implementation has not run optimally. But behind the difficulty of teachers carrying out all forms of assessment, they also sought to carry out the demands of the assessment despite the slight difficulty of.

The results of the documentation guidelines are a checklist of document availability checks, proving that the availability of assessment instruments is prepared by the teacher every time he carries out learning and adjusted to the competencies achieved in the subjects mastered by the teacher. The teacher carries out observation by observing what the students do during the learning or outside the learning. Researchers also get a journal that use to record important events that occur in children, both in the form of achievements and problems that occur in students, although the implementation is not too optimal.

2. Cognitive Domain

The knowledge aspects of the 2013 curriculum contained in KI- 3 forms of knowledge domain assessment are written tests, oral tests, and assignments. The implementation of authentic assessment of the realm of knowledge in MIS Makkaraeng can carry out by teachers to discover the development of children's knowledge. Teachers conduct tests through UTS, memorization, daily tasks, and UAS. The implementation of this authentic assessment at the time of learning because this form of assessment is more straightforward for the teacher to carry out.

The assessment that is easier to do is an assessment on knowledge because the size is a daily test, assignment or assignment, or midterm test (UTS), and the form of assessment is not too much different from KTSP. For this knowledge assessment, we took some assessments from daily tests, UTS, and UAS, coupled with the value of

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[21]Nuraeni, (39 years old), Teacher of Akidah Ahklak on the 5ᵗʰ grade at Madrasah Ibtidaiyah Makkaraeng, interview 1 May 2021

[22]Ibu Nuraeni, *Wawancara,* 7 May 2021.

tasks, HOMEWORK, both individual and group tasks. All forms of this assessment can provide an overview of the level of knowledge possessed by each student.[23]

In providing assessments on the cognitive domain, we take grades from all daily tests, midterm tests, end-of-semester tests, and homework assignments. In addition, in giving daily tests, we make a concept map every time we give a test. For example, on the first daily test, we give a written test in the form of a description; then, on the second daily test, we give a writing test in the form of a description, and fill in the third daily test, we give a test in oral form according to the predetermined material.[24] Interviews with students that researchers obtained are very appropriate; namely, the teacher conducts an assessment of students as a form of the assessment stage.

3. Psychomorphic Domain (skills)

The skills aspects contained in the 2013 curriculum in KI-4. This form of aspect assessment includes performance, project, and portfolio appraisal. The implementation of authentic assessment of skills in MIS Makkaraeng is known based on interviews with teachers in the field of study Akidah Ahlak. As stated in the subject of Akidah Akhlak, skill assessment can carry out when students do practical tasks, such as avoiding despicable morals. We can conduct such performance (practice) appraisals by providing assessment guidelines ranging from how learners recite each prayer avoiding despicable morals, to the perfection of lafaz do'a and tajwid. We used to give judgments in good, moderate, and sufficient categories through its fluency.[25]

The evidenced interview results are an assessment of memorization practice tasks on the document availability checklist. Although the implementation of the portfolio assessment has not run optimally, from the results of the interview, it can be understood that in conducting the assessment, Akidah Akhlak teachers not only focus on achieving in terms of knowledge but also pay attention to aspects of skills that function as a support for students' knowledge.

Based on the results of interviews and observations and the author's analysis, the dominant form of assessment used by teachers in the psychomotor domain is performance appraisal. *Performance appraisal* is an assessment that demands a response in the form of skills to carry out an activity or behavior by the demands of competence. This assessment is more considered authentic because it can be seen directly. Practice assessment (performance) is the dominant form of assessment used because when researchers conduct research, practice assessment becomes an indicator to be achieved in learning. The form of assessment used in this realm depends on the learning indicators to be achieved.

Assessment is an activity to collect information on student learning outcomes on an ongoing basis to determine whether the learner has mastered the competencies set by the curriculum. Based on the obtained data and information, a teacher can decide on his students' achievements. After the data and information of the students are collected, both directly and indirectly, the next step is to process the data (assessment results).

In applying authentic assessment, the teacher of Akidah Akhlak has not fully applied the assessment. There are still many assessments that do not carry out every time this face-to-face is made the results of the assessment are not fully comprehensive.

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[23]Ibu Nuraeni, *Interview,* 7 May 2021.

[24]Ibu Nuraeni, *Interview,* 7 May 2021.

[25]Ibu Nuraeni, *Interview,* 7 May 2021.

Various factors that make the reason why all assessments cannot finish every learning or every time face-to-face is causing for various reasons. The underlying reason is that it is related to the limited time that assessments do not fully apply in every learning. In principle, in assessing learners using the principle of continuity (continuity). The principle of continuity intends that the assessment is carried out regularly and continuously from time to time to get comprehensive data. On the other hand, from the expectations to be achieved, the number of assessments that must assess every time face-to-face makes the current time will run out if every time face-to-face applies all assessments.

### c. Authentic Assessment Results in Akidah Akhlak Subjects at 5th Grade

When implementing the authentic assessment, the teacher processes the data on the results obtained from the assessment. In the authentic assessment of core competencies 2 (KI2) or attitude assessment, there are several steps that the teacher takes. Each teacher at this assessment has different steps in processing authentic assessment results for learners' attitudes—the steps taken by the teacher in analyzing the results of the attitude assessment presents as follows.

1. The value of attitudes and behaviors of students at MIS Makkaraeng Maros on the score set by the school can be in the range of a scale of 0 to 4, or it can also be by using a scale range of 0 to 10.

| No. | Name | Data Collection | Creating report | Communicating | Taking the test | Score-taking | Score |
|-----|------|-----------------|-----------------|---------------|-----------------|--------------|-------|
| 1. | A | 4 | 5 | 5 | 5 | 19 | 95 |
| 2. | B | 4 | 4 | 3 | 4 | 15 | 75 |
| 3. | C | 5 | 4 | 4 | 5 | 18 | 90 |
| 4. | D | 4 | 3 | 3 | 4 | 14 | 70 |
| 5. | E | 3 | 4 | 5 | 4 | 16 | 80 |
| 6. | …. | …. | …. | …. | …. | …. | …. |
| 7. | …. | …. | …. | …. | …. | …. | …. |

Description:

1= Very Lacking
2= Less
3= Medium
4= Good
5= Very Good

The maximum score obtained by the learner is 20, so the calculation of the student's attitude value, according to the table above, is.

$$Nilai = \frac{Perolehan\ Skor}{20} \times 100$$

In the example above, learner A gets a score of 19, and if converted, the value will be 90. From the value obtained by student A, it ascertained that the student is complete for the attitude value. As for student D, who gets an attitude value of only 70, which means that the student's value is still below the KKM, the Akidah Akhlak teacher will guide students to improve certain attitudes in these students.

Especially for attitude assessment, the Akidah Akhlak teacher does not hand the assessment directly to the homeroom teacher. However, the teacher collects student notes for one month and then analyzes if there is anything that needs finishing the coaching, then teacher Akidah Ahlak coordinates first with the homeroom teacher to guide the students concerned. The purpose of this is done by Nuraeni's mother so that students can get complete grades at the end of the semester.[26]

Based on the results of an interview that the author conducted with Nuraeni's mother as a teacher of Akidah Akhlak subject in 5th grade at MIS Makkaraeng Maros stated that after assessing the attitudes of students, then she analyzed it. At the stage of the analysis carried out by Nuraeni's mother. The first is to record all the behavior of learners who are not good in class. Suppose during the past month, the student does not change his attitude even though he reprimands it. In that case, he will follow up on the situation by contacting the student's homeroom teacher to be called and given further guidance. If one month later still has not made changes, the call of the parents of the students will enforce. All efforts made by Mrs. Nuraeni aim to make the results of the assessment of student attitudes can reach the predetermined KKM.

Based on the narrative of Nuraeni's mother, a teacher of Akidah Akhlak stated that in MIS Makkaraeng, the attitude assessment is not only assessed by Akidah Akhlak teachers but also the attitude assessment is by all teaching teachers at MIS Makkareng Maros. However, to determine the final result of the assessment of student attitudes, the homeroom teacher has the right to decide.

The assessment of the attitudes and behaviors of students included in the assessment of Mrs. Nuraeni since the beginning of the first start of the new semester will continue every day. Assessment of student attitudes and behaviors is not only assessed during learning but also when interacting with teachers and friends at school. So the assessment of the attitudes and behaviors of learners is not only focused on one day but on an ongoing basis.

In the subject of Akidah Akhlak, Mrs. Nuraeni has an example of assessing the attitudes of students from the observation records/journals of students below:

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[26] Mrs. Nuraeni, *Interview,* 7 May 2021.

| No. | Day/ Date | Students' Name | Event | Follow-Up | Attitude Item |
|---|---|---|---|---|---|
| 1. | Monday, 7 May 2021 | MK | Not doing assignments / homework given by the teach | Teachers give direction and explanation to the students | Responsibility |
| 2. | Friday, 25 may 2021 | DL | Helping the teacher tidy up Al-Qur'an used during learning | | Mutual Aid |

*Note: the observed behavior adapted to the needs such as discipline, self-confidence, or good manners.*

After a journal of student observation notes was made, Nuraeni's mother analyzed the observation records monthly. If for one month, the attitude of the previous problematic students did not progress in a good direction, then Nuraeni's mother followed up by coordinating with the homeroom teacher to talk about coaching the problematic students. The coaching carried out by Nuraeni's mother with the homeroom teacher aims to provide the best grades for students at the end of their semester. As for the categories of attitudes reported by the teacher: very good, good, sufficient and lacking. Every aspect of the attitude will be described according to the e-report card application that the school has provided.

The analysis of the results of the assessment of student attitudes and behaviour carried out by Mrs Nuraeni is by checking the journal of students' daily records for one semester. After examining the daily journal, the students consulted the homeroom teacher. That was done by Nuraeni's mother to see if any student journal records showed that the student's attitude had become excellent, good or begun to develop. If it is found that the journal or diary of the student whose attitude or behaviour is in the category of lacking, in other words, the student still does not show any change in a positive direction, then the student will be called and given special attention and guidance.

The results of attitude assessment aspects in the eyes of the Akidah Akhlak grade 5th on spiritual attitudes and social attitudes are generally categorized as good. As evidenced by the results of researchers' observations, students prayed at the time before and after carrying out learning activities, responsibility, care and courtesy because in the teacher's journal notes, all the grade 5th students at MIS Makkaraeng there were no records that showed students needed guidance or guidance. According to the results of observations in class v MIS Makkaraeng in the subject of Akidah Akhlak as follows:

a) Pray before and after doing something. That means praying before and after doing something is commonly done. For example, recite basmalah first and so on when approaching the presentation.

b) Expressing gratitude for Allah's presence. That means students are used to

expressing gratitude by reading hamdalah or doing activities optimally during the learning process. For example, when the student's presentation ends by saying hamdalah.

c) Say greetings before and after expressing an opinion or doing a presentation. That means that in starting activities related to many people, especially the formal nature of students, it has become commonplace to say greetings before and after delivering something, including in presentations. Alternatively, for example, when meeting friends or teachers on the road.

d) Surrender (tawakal) to Allah Almighty in doing something. When students have carried out an entrepreneurial activity, for example, in a presentation that the teacher will later assess, they display their best efforts accompanied by surrendering to Allah SWT.

e) Protecting the living environment around residential houses, schools and communities. That means in their daily lives, and students apply the principle of cleanliness, part of the faith, from starting to clean the dirty classroom or throwing garbage in its place.

f) Willingness to receive lessons from teachers/friends as students' enthusiasm in the learning process is quite large.

g) Students' attention to what is explained by the teacher/friend. That is, the activeness of students in the learning process takes place when the teacher or friend is explaining specific material.

h) Desire to listen and take notes on the description of the teacher/friend. That means the interest in the learning process can be seen from the attention of students to teachers/students.

i) Student appreciation of teachers/friends. That means after the teacher or friend makes a presentation, students give appreciation either through applause or responses (respect).

j) Asking teacher/friend. That means in learning; students seem to have the desire to raise problems related to unclear material.

k) Willingness to learn the other subject matter. That means there is a desire to study the material more profoundly, either via the internet or ask directly with the teacher or friend.

l) Willingness to apply the results of the lesson. That is, after the results of learning activities, learners are willing to behave better, such as through discipline.

m) Pleased with the teacher and the subjects were given means that in carrying out the teaching and learning process, it can be seen from the enthusiasm for the learning process.

n) Cooperation between students is good when the discussion takes place means that the nature of mutual respect is established when the discussion process takes place.

o) Establish communication with teachers/friends in or outside the classroom means that students always communicate with the teacher, either communicating through difficult questions or chatting while taking breaks.

2. The result of knowledge. The value of completeness of knowledge and skill competencies is stated in numbers and letters, namely 4.00 – 1.00 for numbers equivalent to letters A to D, as stated in the following table:

| The Value of Completeness of Knowledge and Skills | |
|---|---|
| Number Range | Letter |
| 3,85 – 4,00 | A |
| 3,51 – 3,84 | A- |
| 3,18 – 3,50 | B+ |
| 2,85 – 3,17 | B |
| 2,51 – 2,84 | B- |
| 2,18 – 2,50 | C+ |
| 1,85 – 2,17 | C |
| 1,51 – 1,84 | C- |
| 1,18 – 1,50 | D+ |
| 1,00 – 1,17 | D |

Learning completion for knowledge was set with an average score of 2.67 for skills set with an optimum achievement of 2.67.[27]

Based on this regulation, the conversion of scores and KKM determined in MIS Makkaraeng is very much under the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 104 of 2014 concerning Assessment of Learning Outcomes by Educators in Basic and Secondary Education. If some students do not meet the KKM that has been set, improvements or remedies are held. In this case, it can be understood that the implementation or improvement of values carried out on the subject of Akidah Akhlak is limited to the aspect of knowledge only. So, if there are children who are incomplete or do not meet the KKM in this aspect, then a remedial is held.

The follow-up of the knowledge assessment results is very appropriate. If, after a remedial improvement, there are still students who cannot meet the Minimum Completion Criteria (KKM) of 75, then the student must enter the clinic. By entering the clinic, students are given more intensive learning, specifically from incomplete material. The results of the authentic assessment of aspects of knowledge in the Akidah Akhlak subject at MIS Makkaraeng generally show that the average score of class v students has reached the minimum completion criteria means that it has passed or no one under the predetermined KKM, which is 75, as evidenced by the results of the documentation of the end-of-semester scores of the 5th-grade students in the Akidah Akhlak subject.

In addition, based on the observation in the class, the researcher concluded that another form of cognitive assessment results with numbers is in the form of expressions evoked when the lesson is being started. The following are the assessment results that researchers encountered in the field:

a) Mastering the subject matter being taught means that in learning, students experience a change from not knowing to know is seen when a teacher conducts a pre-test or post-test.
b) Being responsive and respectful to the material being taught means that because they already understand the lesson, they are studying, students become responsive and respectful to the teacher's or friend's commands as a result of the understanding

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[27] Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah, h. 11-12.

gained.

c)  Understanding the concept of the lesson given by the teacher. That means there is a change in students' understanding by being shown from the analysis and synthesizing of a problem given to them.

d)  Can respond to teacher statements quickly and precisely. That is, students are already able to construct their understanding so that in responding to questions, the teacher is faster and more precise.

e)  It has a lot of vocabulary reading about the material. That means after following the lesson well, students, through understanding, can answer questions systematically.

The authentic assessment results of the 5th-grade students of the Akidah Akhlak subject are learning outcomes that pertain to the skill or ability to act after he has received a particular learning experience. These learning outcomes are advanced stages of affective learning outcomes that are only seen in the tendencies to behave. Examples of learning outcomes in the affective realm above can be psychomotor learning outcomes when students show certain behaviours or actions by the meaning contained in the affective realm. Then the author can conclude that, in general, the results of the assessment of skill aspects taken from performance or practice assessment, namely with a total score of 80 on average at the end of the semester, indicate that it is under the essential competencies of each material. That means it has passed, or no one is under the predetermined KKM, which is 75.

## V. CONCLUSION

The authentic assessment process in Akidah Akhlak subject of the 5th grade at MIS Makkaraeng Maros. It has been going well, but it is not perfect that this is proven. At the planning stage, the teacher has prepared the assessment planning in the RPP, including the preparation of learning indicators or objectives, assessment instruments, assessment aspects, assessment techniques, and scoring guidelines. Based on this, it can be concluded that Akidah Akhlak teachers have been well prepared to carry out the assessment process. At the implementation stage, the teacher has assessed learning activities, namely a comprehensive assessment covering various aspects of assessment (affective, cognitive and psychomotor domain) but does not use all the techniques in the three domains. Akidah Akhlak teachers only use the primary assessment, such as the Attitude domain. Akidah Akhlak teachers only use observation techniques and journals to assess the attitudes of class v students at MIS Makkaraeng Maros. In the realm of knowledge, Akidah Akhlak teachers use the techniques of written tests, oral tests and assignments. In the realm of skills, Akidah Akhlak teachers only use performance appraisal techniques to assess the skills of students because it is considered that performance appraisal is an assessment that is considered authentic because the response of students can be seen directly.

The results of the authentic assessment in the subject of Akidah Akhlak of 5th grade at MIS Makkaraeng Maros carried out the processing of the value of the authentic assessment process by the teachers with different steps in the domains of attitudes, knowledge and skills. The domain of spiritual and social attitudes finds results generally categorized as good, as evidenced by researchers' observations, students praying before and after carrying out learning activities, responsibility, care and courtesy. The results of the authentic assessment of knowledge aspects in Akidah Akhlak subjects at MIS Makkaraeng generally show that the average score of the 5th-grade students has reached

the minimum completion criteria. As evidenced by the documentation results of the end-of-semester scores of the 5th-grade students in Akidah Akhlak subjects. The results of the authentic assessment of class v students in the Akidah Akhlak subject can be concluded that, in general, the results of the assessment of skill aspects taken from performance or practice assessment are with a total score of 80 on average at the end of the semester, which indicates that it is under the essential competencies of each material.

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