

Teachers' Perception of Authentic Assessment of English Learning Based on Merdeka Curriculum: A Case in Papua

Ricky Arjuna¹, Mauly Halwat Hikmat², Dewi Candraningrum³

¹ Universitas Muhammadiyah Surakarta, Indonesia; rickyarjuna59@gmail.com

² Universitas Muhammadiyah Surakarta, Indonesia; mh178@ums.ac.id

³ Universitas Muhammadiyah Surakarta, Indonesia; dcandraningrum@gmail.com

ARTICLE INFO

Keywords:

Teachers Perception;
Authentic Assessment;
Learning English

Article history:

Received 2023-09-04

Revised 2023-10-01

Accepted 2024-07-01

ABSTRACT

Students who continue to struggle with English proficiency suggest that the use of realistic assessment in classroom instruction is subpar. As a result, the purpose of this study is to investigate the barriers to and facilitators of real assessment in the classroom and the gap between instructors' conceptions of the concept and its actual use. The research strategy used in this study is qualitative, namely descriptive research, and the data-gathering tools include interviews and observations of English instructors in Manokwari. Two high school English instructors participated in this study. The results of this research indicate that teachers in Papua have a good understanding of authentic assessment, as indicated by various detailed explanations of authentic assessment by teachers. The results obtained from interviews and observations in the implementation show the process of preparing assessments and various types of authentic assessments carried out by teachers in the classroom. However, in carried out the assessment, some of the problems faced by the teacher included the inability to manage the class, determine the assessment items and limited of time. Based on the results of interviews and observations conducted, there is a match between understanding and implementation, meaning that there is no discrepancy between understanding and implementation in class.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Ricky Arjuna

Universitas Muhammadiyah Surakarta, Indonesia; rickyarjuna59@gmail.com

1. INTRODUCTION

The modern curriculum, which emphasizes developing student competencies and skills, necessitates innovation and the adoption of diverse assessment models. Teachers are expected to be professionals who possess a wide range of competencies, including the crucial ability to evaluate learning. This competency is central to a teacher's role in the educational process, involving the assessment of both the learning process and outcomes achieved by students. As noted by Ambiyar et al. (2021), teachers must prepare appropriate assessment techniques prior to the instructional process, integrating evaluation as a fundamental aspect of learning. Susanti et al. (2021) emphasize that assessment is a critical stage within learning activities, serving to determine the extent to which educational objectives have been met. Al Ayubi et al. (2021) further highlight the role of assessment in

identifying students' abilities, needs, and potential learning barriers. According to Mohamed & Lebar (2017), assessment encompasses a range of measurement activities, including the collection of student portfolios, products, homework, performance tasks, and written tests. This comprehensive approach is essential for teachers to evaluate students after delivering instructional content, employing various instruments, methods, and procedures to accurately gauge student competencies in specific English language skills. In every instructional context, assessment remains a vital component for teachers to consider. Rahmawati & Ertin (2014) argue that the selection of assessment methods should be carefully considered to ensure fairness and validity, particularly when assessment plays a significant role in the learning environment. Assessments can be conducted both during and after the learning process (Kumala Sari et al., 2022). The outcomes of these assessments provide valuable insights for teachers, enabling them to identify student competencies and challenges. Moreover, effective assessment facilitates strategic planning for teachers, aiding in the development of targeted interventions to support students in achieving their learning goals. As noted by Fitriyah et al. (2022), assessment is inherently linked to the teaching and learning process, forming an integral part of the daily experiences of teachers and students in the classroom.

The assessment itself certainly involves measurement, which measurement can be done by observing or directly testing the behavior or characteristics and providing an assessment in the assessment. Assessment can also be used to determine the strengths and weaknesses of the learning process. In this case, many teachers only assess the ability of students without improving students. In other words, they use the assessment only for administrative purposes. The current curriculum is suitable for evaluating student learning using authentic assessment.

A newly developed concept, "authentic assessment" encompasses a range of alternative assessment strategies that let students show what they can do in class by completing tasks and solving issues. An evaluation technique that systematically gathers information on student natural growth accomplishments is called genuine assessment (Karta et al., 2021). The term "authentic assessment" refers to the process by which a teacher gathers data on their students' learning progress through the use of a variety of tools that can demonstrate that their students have mastered and accomplished the course material (Siregar., 2020). A similar opinion was also conveyed by Mardjuki, (2018), state that authentic assessment as a kind of comprehensive collection of information related to student achievement based on curriculum criteria. Authentic assessment has a close relationship with the scientific approach because this assessment is able to describe the improvement of student learning outcomes from observation, questioning, analyzing, experimenting, and collaboration. This assessment focuses more on complex and contextual tasks and students can demonstrate their affective, cognitive, and psychomotor competencies.

Authentic assessment can measure learning outcomes clearly in various aspects, including the assessment of attitudes, skills, and knowledge. The term authentic is a synonym for genuine, real, valid or reliable. In authentic assessment, there are actions that combine all activities such as teacher teaching activities, overall student activities, providing motivation by involving students in solving problems and skills in learning in the classroom. Teachers must be able to choose test and assessment methods that are appropriate to the situation, acceptable, fair, and provide useful information (Imansyah & Sumarni, 2018). Since assessment is part of the learning process, teachers and students share understanding. It is often also described as an assessment of student progress, as well as a focus on developing their abilities. According to Ozan (2019), tests on authentic assessment not only assess performance or learning but also evaluate student abilities such as persistence in solving complex problems, positive thinking habits, growth mindset, resilience and fortitude, and self-directed learning. Authentic assessment seeks to describe every attitude, skill, and knowledge possessed by students to produce accurate measurements by looking at students' real abilities. This kind of assessment tends to focus on complex or contextual tasks for students, which allows them to demonstrate their competencies or skills clearly.

Authentic assessment is an assessment that can be applied in the learning process by teachers in the process of assessing student development. Authentic assessment can make it easier to monitor students' progress at the beginning of learning and after learning, such as the actual abilities obtained or possessed by each student. For this reason, this authentic assessment must be carried out as well as possible in order to realize the quality of advanced education. Moreover, the current curriculum is very supportive in the application of authentic assessment.

Furthermore, children are encouraged to become lifelong learners via the Merdeka curriculum's English lessons. Along with inculcating the traits of a Pancasila student, which include faith and noble character, autonomy, critical thinking, creativity, teamwork, and appreciation for variety in the world. The curriculum allows students to have a say in the books and learning activities that will be used in class. Among the goals of studying English as a foreign language in the Merdeka Curriculum are: 1) master the art of effective English communication through the use of spoken, written, visual, and audiovisual texts; 2) gain the ability to comprehend and value cultural practices, products, and perspectives from both Indonesia and other countries; and 3) cultivate the self-assurance necessary to express oneself as an autonomous and responsible individual. 4) hone your capacity for both analytical and imaginative thought.

Learning English in Merdeka Curriculum there are various characteristics contained in it, such as: 1) There are various types of texts taught to students, including narrative, description, exposition, procedure, argumentation, discussion and special texts. As well as having diversity in presentation such as written text, spoken text (monologue/dialogue), visual text, and audio text, 2) teachers have the ability to determine the type of text that will be taught to students by adjusting the conditions of each class, 3) the learning process focuses on students with efforts to change students' behavior to be able to use English, 4) English language learning focuses on students' language skills in accordance with the stages of development of receptive (listening, reading, viewing) productive (speaking, writing, present).

This study aims to explore teachers' perceptions of and their implementation of authentic assessment, particularly focusing on the challenges and obstacles they encounter. Authentic assessment is an approach that evaluates students' skills through real-world tasks and applications, making it highly relevant in the context of Indonesia's educational reforms. However, there is a notable research gap regarding the application of authentic assessment within the Merdeka Curriculum, which is the latest educational framework in Indonesia. While previous studies, such as those by Fitriani (2016), Aliningsih & Sofwan (2015), and Putra & Marhaban (2021), have explored authentic assessment within the 2013 Curriculum, no comprehensive research has yet focused on its implementation in the Merdeka Curriculum. This distinction between the two curricula presents a significant area for further investigation, as it offers insights into how the transition to the Merdeka Curriculum may impact assessment practices in Indonesian classrooms.

Given this research gap, the current study aims to identify the differences and similarities in the application of authentic assessment between the 2013 Curriculum and the Merdeka Curriculum. Specifically, it seeks to examine the barriers that teachers face when implementing authentic assessment and the factors that facilitate its use in classroom settings. This investigation also delves into the discrepancies between teachers' theoretical understanding of authentic assessment and its practical application. Understanding these perspectives is crucial, as it provides a foundation for improving the use of authentic assessment tools. The study's findings could inform policy-makers and educators on how to better align assessment strategies with the goals of the Merdeka Curriculum, ultimately supporting more effective teaching and learning practices in Indonesia.

2. METHODS

The method used in this research is qualitative, and the type of research is descriptive. Qualitative descriptive method is a research that focuses on the description of objects in the form of a narrative and

avoids the use of numerical or statistical data in its analysis, meaning that this research is intended to provide an overview of the analysis of "Teachers' Perception About Authentic Assessment of English Learning Based on Merdeka Curriculum: A Case in Papua". This research was conducted at senior high school and the participants in this research were conducted on two English teachers. Data was collected by using observation and interview techniques. Interviews were conducted with two English teachers and then observations were carried out in the classroom with the aim of observing the implementation of authentic assessment. The use of two data collection techniques aims to answer the objectives of this research.

The qualitative data analysis used in this research was adopted from the interactive data analysis model proposed by Miles, Huberman & Saldana (2014), which includes four steps, namely: 1) Data Collection, 2) Data Reduction, 3) Display Data, 4) Conclusion/ Verification. Data collection was carried out using interview and observation techniques. Two data collection techniques were used to explore findings more deeply and accurately based on research objectives. Data reduction is the process of reducing basic data according to the research focus. At this stage, the focus is on perceptions, implementation, challenges, and discrepancies between teacher understanding and implementation in the classroom. The display data for this research is reduced data presented in descriptive form with descriptions of real findings such as: perceptions, implementation, challenges, and discrepancy between teacher understanding and implementation of authentic assessment. The data obtained is then used as a conclusion from the research whether the objectives have been achieved or not, if what is desired has been achieved then the research can be stopped.

3. FINDINGS AND DISCUSSION

3.1 *The English Teachers' Perception of Authentic Assessment*

Based on the results of interviews conducted with the teacher, it shows that the teacher has a good understanding of authentic assessment, and the teacher conveys that authentic assessment is an assessment that has experienced a significant and detailed increase. Teachers assume that authentic assessment really assesses students' realistic abilities, whereas by using authentic assessments, each teacher can clearly see the abilities possessed by each student. For this reason, the teacher believes that authentic assessment is carried out properly because later it can evaluate the extent of student abilities, where the teacher can monitor student development as a whole, not only in the realm of student knowledge but also in student attitudes and skills. The teacher's understanding of the authentic assessment can even be shown from the teacher being able to provide an explanation of the various characteristics possessed by each authentic assessment. The characteristic of authentic assessment according to Mr. FI is:

'Segala sesuatu yang dilakukan siswa dalam pembelajaran selalu dinilai' meanwhile, statement from Mrs. SNA said that the characteristics of an authentic assessment are *'mencakup afektif, kognitif, psikomotor, dan kontekstual'*. According to Mr. FI, traditional assessment is *'mementingkan hasil dan penilaian tradisional lebih sederhana'*, meanwhile authentic assessment is *'melihat hasil dan proses siswa dan penilaiannya lebih kompleks'*. The difference between authentic assessment and traditional assessment was also conveyed by Mrs. SNA stated that *'penilaian authentic dilakukan tidak hanya pada hasil melainkan dilakukan selama proses pembelajaran dan penilaian terdapat butir penilaian, sedangkan kalo penilaian tradisional tidak ada dan hanya fokus pada hasil saja'*

From the teacher's perception of authentic assessment it can be seen that the teacher supports and interprets that authentic assessment can be applied in student assessment activities, because based on the statement from the teacher that authentic assessment can monitor the abilities of each student as a whole and can see student abilities in real terms.

Interviews with teachers regarding their perceptions of authentic assessment reveal a strong understanding of the concept. Teachers were able to articulate and describe the characteristics of authentic assessment, beginning with a clear definition. They perceive authentic assessment as a tool that can significantly enhance student learning, noting its detailed and comprehensive nature. This understanding aligns with the findings of Al Ayubi et al. (2021), which indicate that the use of authentic assessment in English as a Foreign Language (EFL) contexts is highly beneficial to the learning process. Teachers demonstrated an ability to differentiate between authentic assessment and traditional methods, highlighting that authentic assessment focuses not only on student outcomes but also on the learning process itself. They emphasized that such assessments are more complex and flexible, adapting to individual student needs.

The positive perceptions of authentic assessment among teachers are consistent with findings from other studies. For instance, Aliningsih & Sofwan (2015) found that teachers valued authentic assessment for its ability to effectively measure student progress and achievements. Similarly, research by Diharmis (2021), Wahyuni et al. (2021), and Rahayu et al. (2021) reported that most English teachers view authentic assessment positively, with many rating it in the "good" category. These studies collectively suggest that teachers recognize the value of authentic assessment as a means of providing a more nuanced understanding of student learning, offering insights that go beyond traditional assessment methods.

3.2 Implementation of Authentic Assessment

After conducting interviews with two teachers, further observations were made to explore the implementation of authentic assessment in the classroom, drawing on insights from the interviews. The process begins with the teachers designing assessment instruments that align with the learning process, ensuring that the assessment is focused and tailored to students' abilities. From the interviews and observations, it became clear that the research primarily focuses on the preparation phase, the scope, and the types of assessment used. The preparation of authentic assessments involves several key stages, including observing basic competencies and class conditions, as well as creating detailed lesson plans and rubrics to guide the learning and assessment processes.

The preparation for authentic assessment involves five essential stages: 1) Observing basic competencies, where the teacher ensures that assessments align with the competencies set for student learning; 2) Observing students and classroom conditions, to choose appropriate assessments that match the students' abilities and the learning environment; 3) Determining and creating lesson plans, which is based on the observed competencies and class conditions, and which directly influences the success of the learning outcomes; 4) Developing rubrics, which serve as a guide for evaluating student performance and ensuring that the assessment aligns with the lesson plan; and 5) Reporting, which occurs at the end of the semester and involves compiling all assessments and student achievements into a final report. These stages reflect a systematic approach to authentic assessment that prioritizes both the learning process and the accurate evaluation of student progress.

The stages of preparing a student assessment plan were conveyed by Mr. FI in interviews and observations stating that the implementation of an authentic assessment was in the preparatory stage by

'melihat KD (kompetensi dasar), melihat fasilitas dan situasi kelas, membuat RPP/Modul ajar (Rancangan Proses Pembelajaran), membuat rubric penilaian'. Likewise with what was conveyed by Ms. SNA stated that in preparing for the stages of carrying out an authentic assessment by *'melihat KD (kompetensi dasar), melihat kondisi setiap siswa, menentukan dan membuat RPP/Modul ajar, membuat rubric penilaian'*

Likewise, in preparing authentic assessment instruments, the two teachers linked it to the real experiences of students by paying attention to the abilities of each student. This is done so that students are better able to absorb the material being studied and can be attached to the students themselves.

The implementation of authentic assessment used by a teacher includes three aspects, namely cognitive, affective, and psychomotor aspects. Based on the results of interviews and observations of the scope of implementation submitted by Mr. FI stated that

'proyek yang melibatkan kerja kelompok dan menentukan bagaimana system kerja kelompok dan mencari pemecahan masalah mereka sendiri'. Mrs. SNA, who gave students the opportunity to be involved in solving the problems they faced, emphasized Mrs. SNA stated that 'sebab dengan melibatkan siswa dalam memecahkan masalah maka dengan begitu siswa akan lebih aktif dan siswa akan terbiasa berfikir secara terbuka untuk dapat memecahkan sebuah masalah'

To find out the types of authentic assessment used by Mr. FI and Mrs. SNA, then apart from interviews, research also uses data from observations. From interview with Mr. FI stated that the type of authentic assessment used in implementation within the board is using

'observasi, penilaian performance, proyek, tes lisan dan tes tulis'. Based on the interview results, according to Mr. FI stated that 'Saya lebih sering menggunakan penilaian performance didepan kelas, observasi, proyek, tes lisan dan tes tulis'

Based on this type of assessment, while the researcher was observing in class with the teacher, the type of assessment used was performance assessment in front of the class, observation and oral tests. Meanwhile, Mrs. SNA stated a different answer

'penilaian pengetahuan dan keterampilan, seperti penilaian oral tests, performa, dan proyek'

Based on this type of assessment, as long as the researcher observes in class the assessment process carried out in the teacher's class uses this type of knowledge and performance assessment. Based on the teacher's presentation, there are several opinions that really need to be considered in improving the quality of the application of authentic assessment so that it can refer to more advanced and systematic learning and other assessments. Following are the opinions of the two teachers regarding the expected efficiency and suitability of planning when developing an authentic assessment instrument and when it is implemented, according to Mr FI stated

'Saya rasa belum optimal ya, karna masih saja ada kendala yang saya jumpai diluar prediksi kita saat proses pelaksanaan penilaian'. Meanwhile, Mrs. SNA conveyed the same opinion 'Saya rasa belum sepenuhnya ya, karena saya sadari bahwa siswa saya masih membutuhkan waktu yang cukup lama untuk menyerap materi, sehingga sulit untuk saya menerapkan penilaian authentic secara optimal didalam kelas seperti yang sudah direncanakan'

Based on the results of the interviews submitted, the teacher used various types of assessment including observational assessment, performance assessment, project assessment, oral test, written test, knowledge assessment and skills assessment. However, based on all types of assessments submitted, not all assessments are carried out in class assessments. In this case, the type of assessment that has been submitted can be applied or not based on the conditions in the class. These results found similarities with the results of research conducted by Rahayu et al. (2021), showed that teachers apply four types of authentic assessment, namely observation, performance appraisal, peer and self-assessment, and projects. Furthermore, these results found differences in the application of performance appraisal, self-assessment, and portfolio. In choosing this type of assessment, the teachers has considered the class conditions and how each student's capacity has been conveyed in the interview results, when the teacher applies this type of assessment to improve learning outcomes.

3.3 The Challenges Faced by Authentic Assessment Implementation

Several challenges arise for educators when trying to put genuine assessment into practice, according to observations based on interview data on two educators' perspectives on and experiences with the practice. Several things may go wrong while trying to put genuine evaluation into practice. Teachers may face challenges when trying to administer genuine assessments, including: class management issues, finding appropriate assessment items, and time constraints. The obstacle faced by the teacher in the classroom is the inability to manage the class. Management of this class must be carefully prepared, starting with the preparation of authentic assessment instruments that must be applied in class. This can make the learning process in the classroom not optimal. Barriers can also occur due to various abilities possessed by each student, meaning that a teacher must really supervise and respond to each student as a whole.

Mr. FI and Mrs. SNA experienced various obstacles as teachers who applied authentic assessment in their classes. Obstacles to the inability to manage classes presented by Mr. FI stated that

'tenaga, keberagaman siswa sehingga guru harus ekstra mengamati dan merespon masing-masing siswa, sudah sibuk masih harus melakukan penilaian yang rumit'. Similarly, the answer given by Mrs. SNA stated that the obstacles faced were *'tenaga, kemampuan yang dimiliki siswa masih kurang yang artinya harus benar-benar memperhatikan setiap siswanya, maka waktu dan tenaga mengajar sangat berkurang'*

Based on the results of observations it was found that the teacher experienced difficulties in managing the class. This can be caused because the teacher is exhausted with a complicated assessment system for them because they have to observe each student thoroughly with various abilities, so the teacher must really pay attention to each student and cause time to be wasted and the teacher becomes less focused and causes the assessment process to not optimally.

The problems experienced by the teachers turned out to be not only obstacles in class management but encountered obstacles in determining the assessment items to be used in class assessments. The form of the assessment items are the aspects or points that will be considered in the assessment process which must be determined based on the specifications of each aspect that the student has. This is evident from the results of interviews conducted with Mr. FI and Mrs. SNA, in whose interview Mr. FI stated that

'hambatan yang kadang sering muncul yaitu disaat menentukan butir penilaian, melakukan penilaian yang rumit'. The same answer to the obstacles in determining the assessment items given by Ms. SNA stated that *'saya mengalami kesulitan dalam menentukan butir penilaiannya'*.

Limited of time are also a factor that becomes an obstacle for teachers in implementing authentic assessment in class. This time limitation can be an obstacle to not realizing an optimal learning process and assessment process. The constraints of time constraints in carrying out authentic assessments were explained by Mr. FI

'saya rasa waktu yang terkadang menjadi kendala, and also what Mrs SNA 'kurangnya waktu karna harus mengamati siswa maka waktu untuk mengajar sangat berkurang'. Based on the results of observations, it shows that because the various assessments make time limited, the assessment process cannot be carried out optimally. This can be seen during the observation which showed that the assessment process seemed rushed and the evaluation when the class ended was too short.

Based on the results of the interviews and observations that have been made, the problems faced by the teacher during the implementation of authentic assessment were identified. Various problems faced by teachers include teachers experiencing inability to manage classes, difficulties in determining

assessment items used in authentic assessments and teachers feel that in carrying out authentic assessments in class teachers have limited time. The teacher's inability to manage the class and limited time arise because the teacher is exhausted in applying authentic assessment, this is due to the teacher's assumption that the authentic assessment system is complicated. This time limitation occurred in addition to the teacher's statement stating the complexity of the assessment, it was also caused by the teacher's inability to manage the class as evidenced by observations in the implementation of student assessments using skill assessments which took up a lot of time. Based on the results of interviews and observations of difficulties in determining assessment items, this arises because the various abilities possessed by students are different, causing the teacher to take extra action in order to have a positive impact on each student for good learning outcomes. Based on the findings of the problem of limited time in implementing authentic assessment, there are similarities with several previous research results, including Aliningsih & Sofwan, (2015), Yanti, (2020), Putra & Marhaban, (2021), Ciptaputri, (2019). Furthermore, the same problems were found regarding teacher inabilities in managing classes in the research conducted by Al Ayubi et al., (2021) & Ciptaputri, (2019), problems in compiling rubric instruments also found from the results of research conducted by Putra & Marhaban, (2021),

3.4 Discrepancy Between Teachers' Understanding and Implementation of Authentic Assessment

Based on the findings conducted through interviews with the two teachers, namely Mr. FI and Mrs. SNA, regarding the perception of authentic assessment, it shows that they have an understanding of authentic assessment, even though the language or terms they use are different from each other. Based on the results of these interviews, it becomes a reference for researchers to see whether there is a discrepancy between the understanding that is believed by the teacher and its application in class. Based on interview findings and continued with class observations to validate the suitability of teacher perceptions with the implementation of authentic assessment in class from the results of interviews and observations. After conducting class observations, it was seen that there was a match between the results of the interviews and their application in class during the observations. This is shown by the actions or application of the two teachers who apply or do with everything that is conveyed during the interview. Therefore, it can be said that the two teachers understand authentic assessment both in theory and practice or implementation.

Based on the results of interviews and observations, there is a match between understanding and implementation in class. This suitability was shown based on the results of interviews with teachers who conveyed their understanding of authentic assessment regarding the perceptions they know about authentic assessment, types of authentic assessment, the stages of its preparation, the characteristics of authentic assessment, and the differences in the characteristics of implementing authentic assessment and traditional assessment. Based on the reference from what the teacher conveyed to the teacher understanding in authentic assessment, it becomes a benchmark for researchers to ensure conformity with what the teacher applies in class. This is done to find out whether there is a discrepancy between the understanding and implementation of authentic teacher assessment in class. After observation, there were no discrepancies in understanding and implementation, meaning that the teacher understands authentic assessment well and how to implement it in class with students.

4. CONCLUSION

This research, conducted with two teachers in Papua, explored the use of authentic assessment in the English learning process. The findings indicate that these teachers possess a solid understanding of authentic assessment, including its definition, the stages of preparation, characteristics, and various types of assessments. Despite this understanding, teachers encountered challenges in implementing authentic assessments, such as managing the classroom, determining assessment items, and time constraints. The study revealed consistency between the teachers' understanding of authentic assessment and its practical application in the classroom, suggesting alignment between their knowledge and implementation. However, the research has limitations, focusing only on the senior

high school level. Future studies could address this gap by exploring the application of authentic assessment across all educational levels.

REFERENCES

- Al Ayubi et al. 2021. *English Teachers' Perception on the Use of Authentic Assessment in EFL Classroom*". State Islamic University of Raden Fatah Palembang. <https://doi.org/10.52690/jadila.v2i1.185>.
- Aliningsih & Sofwan. 2015. English Teachers' Perceptions and Practices of Authentic Assessment. LANGUAGE CIRCLE: Journal of Language and Literature. <https://doi.org/10.15294/lc.v10i1.4154>
- Ambiyar et al. 2021. Designing the E-Authentic Assessment on Computer Networking Learning in The Revolution Industry 4.0. *Jurnal Pendidikan Indonesia*. <https://doi.org/10.23887/jpi-undiksha.v10i1.24431>
- Argina. 2017. Teachers as Curriculum Evaluator: The Implementation of Authentic Assessment in Curriculum 2013 by English Teacher. *Humanitatis: journal of language and literature*. <https://doi.org/10.30812/humanitatis.v4i1>
- Ciptaputri. *Teacher's Perception And The Implementation Of Authentic Assessment In English Language Teaching (ELT) At SMP Negeri 5 Ungaran In 2018/2019 Academic Year*. Universitas Muhammadiyah Surakarta. <http://eprints.ums.ac.id/id/eprint/73705>
- Diharmis. 2021. JHS English Teachers' and Students' Perceptions on the Implementation of Authentic Assessment in Pekanbaru. In *Ninth International Conference on Language and Arts (ICLA 2020)* Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.210325.015>
- Fitriani. 2016. *Teachers' Perceptions of Authentic Assessment (A Survey Study at Senior High Schools of Purwokerto Academic Year 2015/2016)* (Doctoral dissertation, Universitas Muhammadiyah Purwokerto). <http://repository.ump.ac.id/id/eprint/1021>
- Fitriyah et al., 2022. Classroom-based language assessment literacy and professional development need between novice and experienced EFL teachers. *Indonesian Journal of Applied Linguistics*. <https://doi.org/10.17509/ijal.v12i1.46539>
- Holisah & Umam. 2020. Portfolio As An Effort For Implementing Authentic Assessment In English Writing Classroom. In *Bogor English Student And Teacher (BEST) Conference*. <http://pkm.uika-bogor.ac.id/index.php/best/article/view/1111>
- Imansyah & Utama & Sumarni, 2018. An Analysis on the EFL Teachers' Perception about Authentic assessment". VELES: Voices Of English Language Education Society. <https://doi.org/10.29408/veles.v2i2.845>
- Karta et al. 2021. The Influence of Cooperative Learning Through Authentic Assessment-Based Jigsaw on Social Development of Early Childhood. *Jurnal Pendidikan Indonesia (JPI)*. <http://dx.doi.org/10.23887/jpi-undiksha.v10i4.34353>
- Kumala Sari et al. 2022. The Teachers' Competencies to Develop Assessment for High School Students in Merauke. *Al-Ishlah: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v14i3.1077>
- Madani. 2019. Authentic Assessment of Speaking Skills in EFL Class (A Descriptive Qualitative Analysis on English Teacher's Assessment Process at the Second Grade Students of Senior High School Pancasila Bengkulu). <http://repository.iainbengkulu.ac.id/id/eprint/3784>
- Mardjuki. 2018. English teachers' perception on the use of authentic assessment in 2013 curriculum". *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*. <https://pdfs.semanticscholar.org/d463/60728134e0215919298cdc98f2516d77c3ff.pdf>
- Miles, M. B., Huberman, A. M., & Saldaña, J. 2018. *Qualitative data analysis: A methods sourcebook*. Sage publications.
- Mohamed & Lebar. 2017. Authentic Assessment in Assessing Higher Order Thinking Skills. *International Journal of Academic Research in Business and Social Sciences*. <https://ideas.repec.org/a/hur/ijarbs/v7y2017i2p466-476.html>

- Musyida et al. 2020. English Teachers Perception and Implementation of Authentic Assessment for Speaking Based on 2013 Curriculum. *English Education Journal*. <https://doi.org/10.15294/eej.v10i1.36365>
- Ozan. 2019. The effect of authentic assessment on academic achievement and attitude towards educational measurement and opinions of prospective teachers. *International Journal of Evaluation and Research in Education (IJERE)*. <http://doi.org/10.11591/ijere.v8i2.18564>
- Paragae et al. 2013. Teacher Made Assessment Authenticity In Senior High Schools And Its Contribution To Students'english Achievement. *Jurnal Pendidikan Bahasa Inggris Indonesia* <https://doi.org/10.23887/jpbi.v1i0.738>
- Putra & Marhaban. 2021. English teachers' perceptions and constraint on the use of Authentic Assessment in teaching English. *English Education Journal*. Universitas Syiah Kuala, Banda Aceh. <https://doi.org/10.24815/eej.v12i2.20457>
- Rahayu et al. 2021. The Implementation of Authentic Assessment in English Instruction. *Jurnal Penelitian dan Pengembangan Pendidikan*. <https://doi.org/10.23887/jppp.v5i1.31723>
- Rahmawati & Ertin 2014. Developing Assessment for Speaking. *IJEE: Indonesian Journal of English Education*. <https://doi.org/10.15408/ijee.v1i2.1345>
- Saputri et al. 2018. The implementation of authentic assessment in English language teaching. *English Education*. <https://doi.org/10.20961/eed.v6i3.35881>
- Siregar. 2020. Penilaian Otentik Dalam Kurikulum 2013. Sibuhuan: Sekolah Tinggi Agama Islam Barumun Raya. <https://ejournal.stai-br.ac.id/index.php/alrazi/article/view/26>
- Susanti et al. 2021. Students' Perception of the Assessment Transparency Based Google Sheet. *Al-Ishlah: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v13i2.648>
- Wahyuni et al., 2021. Authentic Assessment Practice. In *2nd International Conference on Technology and Educational Science (ICTES 2020)* Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.210407.258>
- Yanti. 2020. English Teachers' Perception on Using Authentic Assessment Based on 2013 Curriculum in the Secondary School Level. In *1st International Conference on Information Technology and Education (ICITE 2020)* Atlantis Press. <https://dx.doi.org/10.2991/assehr.k.201214.254>