





Implementation of Authentic Assessment in PAI Learning in Improving Student Motivation and Learning Achievement at SDIT Semarak Rejang Lebong

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Abstract

The aim of this research is to evaluate the impact of using authentic assessment on the motivation and learning achievement of students at SD IT Semarak Rejang Lebong, especially in learning Islamic Religious Education (PAI). This research applies a descriptive and qualitative approach with a focus on SD IT Semarak Rejang Lebong. In line with John Creswell's definition of qualitative research, this methodology involves open data collection, analysis of text or images, representation of information through figures and tables, and personal interpretation of findings. The implementation of authentic assessment in PAI learning at SDIT Semarak Rejang Lebong is believed to be able to improve learning outcomes and student creativity. In this context, authentic assessment is considered very effective because it encourages students to demonstrate their individual abilities. Although some students may have unsatisfactory learning results, the majority of them overall get good grades. If there are students who have not reached Minimum Competency (KKM), the teacher takes remedial steps to provide additional assistance and improve student understanding. Overall, this research highlights that the implementation of authentic assessment in PAI learning at SD IT Semarak Rejang Lebong has a positive impact on students' motivation and learning achievement, namely with remedial steps taken to support their development.

A. Introduction

Developments in the context of assessing student learning outcomes are closely related to the evolution of the curriculum being implemented. This phenomenon is caused by the strong connection between assessment and curriculum as two main components in the educational context (Gao et al., 2020; Ningrum, 2023; Sulistyo et al., 2020). The curriculum, which can be interpreted as a series of plans and regulations that regulate the objectives, content and learning materials, is the main guide in the implementation of learning activities to achieve certain goals. It can be explained as the implementation of teaching and learning activities with specific goals, as regulated in Government Regulation Number 19 2005 Article 3 (Wang et al., 2022; Wijayanti et al., 2022).

As the curriculum progresses, assessment of student learning outcomes also develops. The aim is not only limited to measuring students' understanding of the subject matter, but also includes other aspects relevant to achieving curriculum goals. To assess the extent to which the curriculum has been achieved at the school level, especially in terms of objectives and content, assessment of learning outcomes is a must.

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The implementation of learning outcomes assessment aims to assess the extent to which students achieve the stated curriculum objectives (Schellekens et al., 2021; Supena et al., 2021). Thus, assessment is not only an evaluation tool, but also a tool to ensure the effectiveness and success of curriculum implementation. Thus, developments in assessing learning outcomes are in line with the dynamics of curriculum development as a central foundation in the realm of education.

Education in Indonesia is currently faced with various challenges seriously affecting the quality and character of the nation's children (Madhakomala et al., 2022). There are two main issues that need attention. First, related to the low quality of the educational process and output. Although the education system so far has not been completely quality oriented, indicators such as proficiency in understanding material and techniques teaching, updating the assessment system and class administration shows that the middle value, average value, or average value. Teacher performance is still below standard, including teachers who have been certified. This conflicts with the core skills that teachers should have, as mentioned by Darling-Hammond, Nicholss, G. and Lang and Evans, namely mastery of material, conceptualization, learning processes, interpersonal communication, and reflection skills (Firmansyah & Saepuloh, 2022). The second problem is connected to the nature and values of national culture Symptoms among Indonesian society show an increasing weakening of the nation's character and culture which were previously believed to have strong roots. The emergence of corrupt practices, nepotism and collusion in culture, loss of shame, increasing dishonest behavior, decreasing and harming the potential of the nation's children by the nation itself is an increasingly disturbing problem. This condition is not only worrying but also a disgrace to education in Indonesia. In facing this challenge, concrete steps are needed to improve the quality of education and strengthen the nation's character and culture. A comprehensive evaluation of the education system, improving teacher training, and instilling moral and ethical values in the curriculum can be strategic steps to respond to the problems faced (Abidin, 2012).

Based on interviews conducted with class II teachers on the date 19 September 2023, received information that SDIT Semarak Rejang Lebong. Authentic assessment of Islamic Religious Education (PAI) learning in increasing the enthusiasm and academic achievement of students at SDIT Semarak Rejang Lebong, PAI teachers not only receive lesson material, but teachers can also increase student teaching motivation and also student achievement. The use of authentic evaluation can provide support to teachers in monitoring student progress. The obstacles It is experienced by teachers that it takes quite a long time to group basic competencies (KD) according to subjects. Research that provides support for this can be found in the Study conducted by Nuryati (2015) entitled "Implementation of Authentic Assessment in Integrated Thematic Learning for Class IV B at SD HJ. Isriati Baiturrahman1 Semarang Academic Year 2014/2015". Thesis from a college Islam Country Walisongo Semarang. This research was conducted with the aim of understanding the application of five authentic evaluations in the learning process for grade IV SDHj themes. Isriati Baiturrahman 1 Semarang, including assessment methods and tools used, challenges, challenges faced, supporting factors, obstacles in the successful implementation of authentic assessment.

Evaluation activities are an inseparable part of the entire learning process (Suardipa & Primayana, 2020). Through evaluation, information regarding the level of learning success of students and the ability of teachers (lecturers) in providing learning to students can be obtained (Sirait, 2021). Evaluation also serves as an important feedback mechanism. In this context, evaluation can be considered as quality control of the implementation of learning activities (Sofia et al., 2023). Therefore, adequate attention must be given to the evaluation process in learning

Considering this context, authentic assessment has a very important role in supporting the implementation of learning in increasing enthusiasm, motivation and also learning achievement. Therefore, researchers will carrying out research on the application of authentic assessment with the title "On PAI learning in increasing student motivation and learning achievement at SDIT Semarak Rejang Lebong".

B. Research Methods

This research applies this research using a qualitative approach to explain descriptive methods. Which was carried out at SDIT Semarak Rejang Lebong According to Creswell, qualitative research involves collecting data that presents an open-ended character, analyzing text or images, and depicting information through various formats such as tables, along with personal interpretation of all findings (Creswell, 2014). By applying observation, interview and documentation techniques, this research involved Class II PAI teachers and school principals as informants. The research process was carried out in the period 13-15 September 2023. Researchers observed various aspects related to assessment, including the authentic assessment

methods used by teachers and the documents involved. Data analysis in this research involves the use of certain techniques: a) data reduction through summarization, b) data display to present information, and c) drawing conclusions.

C. Result and Discussion

Determining the Type of Assessment

In this research, skills assessment was carried out using a portfolio instrument, in accordance with the principles of authentic assessment techniques. Although there are four authentic assessment techniques, this research focuses on two of them, namely observation and portfolio. By using these two techniques, this research covers three aspects of authentic assessment that involve students' understanding, skills and attitudes (Jhonson, 2002). Findings from research show the average student learning achievement evaluated using authentic assessment methods. is above the Minimum Graduation Standard (KKM). Assessments that cover aspects of understanding, skills and attitudes provide a comprehensive picture of student achievement. Students who are assessed with authentic assessments tend to achieve better results, creating a learning environment that encourages discipline, motivation, and creativity.

Despite this, research shows that some students still achieve academic achievement. Below the standard KKM value. This is reflected in the scores obtained in the semester exams. original student indicating that remedial is necessary. This condition is caused by students' lack of understanding of certain material.

With a comprehensive authentic assessment, students are encouraged to study harder and have a positive attitude in the learning process. In this context, authentic evaluation not only functions as an assessment instrument, but also as a trigger for student motivation and creativity. Therefore, these findings provide support for the success of authentic assessment in improving student learning outcomes, although remedial action needs to be taken for students who need additional assistance in understanding the material.

Relatedness to Research Findings Related to This Topic is Related

This study is connected based on previous studies, which have relevance, especially in the context of implementing authentic assessment in different subjects. Tuti Alawiyah had previously conducted research on the application of authentic assessment in mathematics subjects in her thesis entitled "Increasing Students' Mathematics Learning Motivation through the Application of Authentic Assessment.". In her research, Tuti Alawiyah used the Classroom Action Research method and found that the implementation of authentic evaluation was effective in increasing students' learning motivation in mathematics subjects.

This research expands the context of using authentic assessment into the context of Islamic Religious Education (PAI) subjects at SDIT Semarak Rejang Lebong. Based on research findings conducted by the researcher himself, by adopting a qualitative research method approach using a case study approach as the research method, it can be seen that the application of authentic evaluation in PAI learning also has a positive impact. Even though the learning outcomes of some students may be low, overall there has been a significant improvement in Increasing Students' Mathematics Learning Motivation through the Implementation of Authentic Assessment.

Second This study makes a significant contribution to our understanding of success. Authentic assessment in various subjects. While Tuti Alawiyah focuses on mathematics, this research proves that the principles of authentic assessment can be adopted and successfully applied in the PAI learning context. Thus, these findings provide additional support for the relevance and sustainability of the concept of authentic assessment as an effective strategy in increasing student motivation and learning achievement in various learning contexts.

D. Conclusion

Application of authentic assessment in the Islamic Religious Education learning process (PAI) at SDIT The vibrancy of Rejang Lebong has a positive impact on student motivation and learning achievement. Authentic assessment is an effective tool in an effort to improve learning achievement and student creativity. Together with this assessment method, students are encouraged to demonstrate their abilities more clearly. The success of authentic assessment in improving learning outcomes can be seen from the majority of students achieving good average scores. Students respond positively to this assessment approach because they feel more appreciated and recognized for the efforts and abilities they demonstrate.

This creates a learning environment that motivates students to participate actively and develop their potential

Although there are some students who may not have achieved optimal learning outcomes, overall, the majority of students have succeeded in achieving or exceeding the set standards. For students who achieve below the Minimum Completion Criteria (KKM), remedial steps are the strategy adopted by the teacher. Through remediation, teachers can provide additional help and support to students who need it, so that they have the opportunity to improve their understanding and achieve the KKM. The application of authentic assessment in PAI learning not only measures students' knowledge, but also recognizes and appreciates their various forms of intelligence and creativity. This creates an inclusive learning atmosphere and encourages a holistic process of growth and change in students. Thus, authentic assessment becomes an important tool in creating meaningful learning and stimulating student development at SDIT Semarak Rejang Lebong.

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