Implementation of Authentic Assessments in Daarul Qur'an International Primary School

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Article Info	Abstract
	This study explores alternative assessment techniques in a grade six English class at Daarul Qur'an Primary School, Tangerang, with an emphasis on real-world applications and continuous improvement. While traditional assessments are still common, the introduction of Indonesia's 2024 Merdeka Curriculum highlights the need for more authentic assessments of language use. Using a descriptive qualitative method, data were gathered through observations, structured interviews, and document analysis. The study incorporates contextual teaching activities, such as video observations, email reading, role-playing, collaborative discussions, and group work, to enhance students' comprehension, pronunciation, vocabulary, and confidence in using English. These activities are designed to support the functional use of English in real-life scenarios. Formative assessments, including role plays, performance-based presentations, portfolios, and peer feedback, provide a comprehensive evaluation of students' progress. These methods foster active participation, creative thinking, and effective communication. The findings demonstrate that authentic assessments create a student-centered learning environment, promoting meaningful engagement and preparing students for practical communication challenges outside the classroom. By emphasizing real-world applications, these assessments lead to lasting learning outcomes and continuous improvement.

INTRODUCTION

Assessment is an ongoing process that enables both educators and students to evaluate the effectiveness of the teaching and learning activities being implemented. (Chandio and Jafferi (2015). The concept of assessment in education is pivotal, serving as a fundamental cornerstone that shapes the course of both

teaching and learning processes. There are two kinds of assessment commonly, they are traditional and alternative assessment. Traditional assessment as its name is a traditional method of testing which usually conducted in written form, results written document. Usually, the test is standardized aims at comprising tests to measure how much the students have learnt. The example of traditional assessment includes multiple-choice, true/false, matching the words, short answers, and essays.

Alternative assessment is ongoing in nature, it can signify the learners' language proficiency and reflect the developmental processes in the educational environment over time. Thus, it becomes possible to focus both on the process and product of learning (Hamayan, 1995). Alternative assessment created as the limitations of traditional assessment and the shift of educational paradigm. In the context of Indonesia, as the shift of the curriculum, from curriculum 2013 into the Merdeka Curriculum, the object of learning is also changing from teacher-centered to student-centered approach. Alternative assessment is conducted during the ongoing process of learning and given to find out the authentic ability of students on practicing the language, rather than understanding it. The purpose of this kind of assessment is to help both teacher and student running the English class effectively. Teacher can use the result of the alternative assessment to help learner identify weakness so that they can provide improvement. Learner will get authentic result from the feedback given during the process which is important for self-improvement.

There are some advantages of implementing alternative assessment, or usually also called as authentic assessment as Morris (2001) suggests, offers a holistic approach to evaluating learning by assessing both process and product. It enhances teaching by promoting continuous improvement and relevance to real-world contexts. By integrating insights from cognitive psychology, it enriches understanding of learning processes. Collaboration among students is encouraged, fostering peer learning and community. It also supports students' psychological needs and encourages autonomous learning, empowering students for lifelong success.

Authentic assessment encompasses a variety of tools, including portfolios, group work, role plays, reflective journals, and concept maps. These diverse methods enable educators to evaluate student learning in meaningful ways. Morris (2001) emphasizes that authentic assessment provides a comprehensive measure of academic growth by capturing the depth of student learning over time. This

approach goes beyond traditional testing methods, allowing for a more nuanced understanding of students' abilities and progress. Through the use of these tools, educators can assess not only what students know but also how they implement their knowledge and skills in authentic and contextual condition, preparing them for real-world challenges.

Even though there are so many advantages of authentic assessment, but English teachers at Daarul Qur'an International School are not familiar with it based on interview to the English teachers. Moreover, recent phenomenon related to English teachers in Indonesia are that they have to implement the new national curriculum officially launched in 2024. The name of the new curriculum that replaced the previous curriculum is the Merdeka Curriculum. According to the Guidelines of Teaching and Assessment created Agency for Education Standards, Curriculum, and Assessment Ministry of Education, Culture, Research and Technology Republic of Indonesia, 2022) the teachers have to understand the principle of learning and also the assessment itself. Teachers have to adjust the assessment in line with the curriculum's goal, learning principles and also assessment. Meanwhile, because the Curriculum Merdeka is officially launched as new curriculum, there is limit research about it, especially assessment and also about English subject itself, where English is just optional subject to be implemented in primary school level.

Previous studies by Nugraheni, F. W., Saleh, M., & Hartono, R. (2022) showed that the three teachers involved in their research made strong efforts to implement authentic assessment. They developed different types of assessments to evaluate students' reading comprehension. The types of the authentic assessments were oral interview (in speaking test), story or text retelling (in speaking), writing sample (in writing test), and experiment or demonstration. Furthermore, relating to the washback of authentic assessment, it has been confirmed by the teachers that its implementation can improves the student's English learning achievement. On the other hand, teachers also faced some difficulties in applying authentic assessment due to their lack of knowledge of authentic assessment. So, through this research, hopefully it can be part of solution for teachers and students so that they can do assessment appropriately to achieve effective teaching and learning process.

EFL teachers' assessment literacy was relatively low, indicating their limited knowledge and skills in assessment (Isnawati, I, 2023) moreover about assessment in English where English as a second language. Teachers prefer to use traditional

assessment, like giving written test in the form of multiple choice and essay. They do not know much about kinds of authentic assessment as an alternative to reach the student's competence.

The writer raises a fundamental question about the types of authentic assessments that can be implemented in English Language Teaching (ELT) and how alternative assessment methods can be effectively applied in language teaching. The objective of this study is to explore and describe various types of authentic assessments that can be used in ELT, as well as to investigate and explain their practical implementation.

METHOD

This research utilizes a descriptive qualitative research methodology. The writer observed the implementation of the alternative assessment into the teaching and learning of English subject on May 16 and 17, 2024. The implementation of the alternative assessment was conducted to the six graders of Daarul Qur'an Internasional Primary School in Tangerang during 120 minutes or two meetings. The research subjects are 20 (twenty) students in grade 6A, consist of 8 (eight) female and 12 (twelve) male students, while the informant is the English teacher at that school named AN. The data were taken from a non - participant observation, semi structured interview and document analysis.

In non-participant observation, the researcher seeks to gain a fresh perspective on the world, relationships, and interactions, free from existing classifications and judgments. In other word, a non-participant observer observes without directly engaging in interactions in the field. Ciesielska, M., Boström, K. W., & Öhlander, M. (2018). The researcher observes the implementation of the alternative assessment that was conducted to the six graders of Daarul Qur'an Internasional Primary School in Tangerang during 120 minutes or two meetings.

Semi structured interview according to Magaldi and Berler (2020) is an exploratory form of interviewing. They explain that it usually follows a guide and focuses on a central topic, offering a general framework. The informant of this semi structured interview is the English teacher at Daarul Qur'an Internasional Primary School named AN. The researcher asked seven questions to the teacher such as: Can you explain how you use authentic assessments in your English classes? How do these assessments connect to real-life language use? What challenges do you face

when implementing them, and how do you address these challenges? How do you adjust authentic assessments for students with different proficiency levels? How do you incorporate feedback into these assessments and ensure students use it to improve? How do you balance traditional assessments with authentic ones in your teaching? Finally, how have authentic assessments affected student engagement and learning outcomes in your classes?

Document analysis is also used in this research. At its core, documents bring up the question of authenticity, positioning text as a source of data Davie, G., & Wyatt, D. (2021). The researcher uses the lesson plan which talk about weekly plan, and the researcher also uses the document of Capaian Pembelajaran number 033 published by the center of curriculum and teaching learning Kemdikbudristek 2022.

According to Sugiyono (2008), in qualitative research, the researcher is the research instrument. But, to make this research valid and reliable, the researcher used video recorder to record the teaching and learning activity. She also used note taking when observing the English class. Interview to the English teacher directly also done with the help of mobile phone recorder.

For the trustworthiness of the data, the researcher uses triangulation, which are the researcher uses more than one method as mentioned above. The researcher also uses the theory of Miles and Huberman (2014) about data analysis which consist of data reduction, data display and drawing conclusion and verification. Data reduction means in this case, the researchers classify and filter appropriate data that support the topic of the research only. Data display means data selection process which simplifying information in the form of words, sentences, and narratives related to the research problem or about authentic assessment used by the English teacher.

The conclusion is the process of drawing the contents of the data collected in the form of a good statement and having clear data. Conclusion can reveal the implementation of authentic assessment at Daarul Qur'an Primary School Tangerang. Verification means testing the validity of temporary conclusions which show that after getting the data, it is analyzed continuously and its validity is verified.

RESULT

Table 1: Analysis of kinds of authentic assessment

Criteria	Role Plays	Oral Reading Presentation	Writing Project Presentation	Peer Feedback
Skills Assessed	High	Moderate	High	Moderate
Ease of Implementation	Moderate	High	Moderate	High
Student Engagement	High	Moderate	High	Moderate

Table 2: Implementation of authentic assessment and its impact

Assessment Method	Implementation	Impact on Learning
Role Plays	Students act out weekly routines as characters, using new vocabulary in context.	Enhances speaking skills, vocabulary application, and comprehension.
Oral Reading Presentation	Students read an email about routines and exemplify phrases orally.	Improves pronunciation, reading fluency, and confidence.
Writing Project Presentation	Group work to create and present written outputs about routines.	Fosters creativity, writing skills, collaboration, and presentation skills.
Peer Feedback	Students provide feedback using emoticons based on performance criteria.	Develops self-reflection, peer feedback skills, and continuous learning.

DISCUSSION

Kinds of Alternative Assessment Method Applied in English Language Teaching:

Role plays

The English teacher employs various types of assignments when teaching English in the classroom. The first one is role playing. Here, students are encouraged to apply their understanding by actively participating in demonstrating routine activities verbally. Following this, collaborative discussion sessions with the teacher offer an opportunity for students to delve deeper into their comprehension. Through these discussions, students are expected to effectively respond to a questionnaire, containing five inquiries concerning their own weekly routine activities, thereby showcasing their grasp of the material. The conversation is about two people named Mafaza and Malik. Both children are students, and they are talking about their routines activity. Actually, the activity is different between Mafaza and Malik. So,

when the students come forward to role play, they are supposed to be a girl and a boy. According to Altun (2015), role-play is a strategy where students act out specific roles by speaking, doing, or sharing something. Regarding alternative assessment, role-play helps students to link to the contextual vocabulary with the speaking skills being taught. New vocabulary is introduced through word aids, flashcards, and audio listening sessions, after which students apply these words in context through role-play. This role-playing process enhances students' comprehension of the vocabulary and its real-world application (Hung, 2015).

Based on the rubric score that the teacher uses, role plays have high skills assess, this is because through role plays, teacher can assess the speaking skills, vocabulary application and comprehension. Students participatory in these techniques is also good because students feel this is easy and fun, they can act something out using the appropriate expressions.

Meanwhile, according to the easiness of implementation, role plays categorized into moderate or medium, because the teacher has to prepare the contextual conversation which relate to student's life, and make it interesting too so that students get a high engagement. The teacher doesn't make conversation too long to make it easy on student's perception.

Presentation

Subsequently, in another scenario, the teacher used presentation for assessment. The teacher conducts two kinds of presentations, they are oral reading presentation and presenting the writing projects. The teacher takes the oral reading as formative assessment, while the final project writing presentation for summative one. For the oral reading presentation, students are presented with an email showcasing weekly routines, followed by the task of exemplifying five relevant phrases through written and oral expression. When reading the email, the teacher also conducts an assessment so some of the students who want to be volunteer in oral reading presentation. The teacher offers the students who want to read the email in front of the class. This section, the teacher is assessing student in the form of braveness, activeness and confidence to come to the front of the class. After that, the teacher also assesses student's reading ability through reading aloud because this technique created learners to enjoy learning pronunciation because it provides numerous benefits for creating a more effective teaching and learning environment. (Nurani, 2015). The teacher observes how student pronounce word by words in the

email. Sometimes, the teacher found mispronounce produced by the students, such as in the words music the student pronounce music not /ˈmjuː.zɪk/ and guitar not /ɡɪˈtɑːr/ but then the teacher gives the correct one and the teacher also asks students to repeat without giving a wrong judgments.

Oral reading presentation is one of the supporting tools to become the performance-based presentation. Based on the rubric score that the teacher uses, oral reading presentation comes to the medium skills assess, this is because teacher can assess reading fluency and pronunciation, vocabulary application and comprehension. Students participatory in these techniques categorized into moderate because students commonly feel these experiences, so nothing new for them. According to the easiness of implementation, oral reading presentation categorized into high because the teacher just directly takes an email or a text provided in the textbook.

Portfolio

Meanwhile, for the writing project presentation, the teacher takes performance based assessment. Here, group work becomes pivotal as students are tasked with creating differentiated written outputs, such as letters, dialogues, or descriptive essays, elucidating weekly routines. This collaborative endeavor not only fosters creativity but also encourages peer learning and diverse perspectives. Finally, students are required to present their collective outputs within their groups, thereby honing their presentation skills and fostering a sense of shared accomplishment. Presentations are essential communicative exercises that involve critical thinking, idea development, and drafting, followed by preparation, practice, and delivering the presentation. They serve as a strategy for EFL learners, incorporating planning, rehearsing, and actively involving the audience in the educational experience (Aljarf, 2021). There are three groups of students who present their project in front of the class. The teacher assesses their presenting skill based on rubric that have been prepared before. All member of the group has to present something. The leader of the group has to make sure about it. The result of the group project is a letter from one student to her/his pen pal talking about daily routine. They also present a dialogue between two people also talking about their daily routine. At that time the student creates the activity on weekend, such as they go to shopping center, watch a movie and have lunch at the mall. While the last group, the students write a free

descriptive essay which talk about students' holiday planning to Yogyakarta. They visit some tourism places there with their family.

This assessment belongs to the member of authentic assessment. This assessment enables students to carry out real-world tasks that showcase the practical application of crucial knowledge and skills (Moeller, 2015). Due to its similarity to real-life situations, it effectively identifies students' language abilities (Aksu Atac, 2012). English language teachers can utilize performance-based assessment through various methods. Because the teacher implemented differentiated instruction, so the methods are many according to the product that students made. Based on the rubric score that the teacher uses, presenting the project has high skills assess, because teacher can assess the writing skills, presentation, confidence, comprehension, collaboration and communication. Students participatory in these techniques is also comes to the high category because students can give their all-out competency during the discussion and also presentation. They can make the writing product that is suitable with their passion. While according to the level of easiness in making this project is categorized into moderate or not easy. This is because the English teacher has to prepare the suitable project, and she also needs to provide extra paper, and pencil color to decorate the project. The time allocated also given more to calculate the duration of finishing this project from the beginning to ending.

Peer Feedback

When students are performing, other group of students give the feedback. Reflective assessment involves students reflecting on specific criteria, principles, or learning goals to produce their own feedback based on their ongoing evaluation and contemplation of the inquiry process and its outcomes. This approach aims to enhance their continuous learning by tackling broader issues and consistently generating knowledge (Yang Y, 2016). The correlation to this report, the students are given a special moment for doing reflective assessment in both individual and group. The purpose of doing reflective assessment is to monitor student's progress during the teaching and learning process. The teacher gets a valid and original information directly from the students about the learning and teaching process. In this research, the students are given a series of emoticon showing happy or smile, sad, and angry. The teacher explains the meaning of each emoticon. Then, the students give the emoticon according to the series of criterion like the story is clear, they perform well

and other performance indicators. The student put the emoticon on the wall provided.

While for the skills assessed for peer feedback seems moderate. Even the skills to be assessed are less, but students have can take benefits from the reflection and feedback. The feedback format itself is recognized easy to create. The teacher can directly ask students to write something. Student engagement in this area are low, because this is an individual activity.

How to Implement the Authentic Assessment Method in Language Teaching?

Authentic assessment methods in English language class are conducted through a variety of interactive and practical activities designed to evaluate students' skills in realistic and meaningful contexts. The process begins with video observation, where students watch a video and identify five phrases depicting routine activities. Morris (2001) emphasizes that authentic assessment provides a comprehensive measure of academic growth by capturing the depth of student learning over time. This approach goes beyond traditional testing methods, allowing for a more nuanced understanding of students' abilities and progress. Through the use of these tools, educators can assess not only what students know but also how they apply their knowledge in authentic contexts, preparing them for real-world challenges.

At first, through the utilization of a scientific approach and problem-based learning model, the learning objectives aim to equip students with the necessary skills to engage with weekly routine activities comprehensively. The first task involves video observation, where students are required to keenly identify five phrases that accurately depict routine activities, both in written and oral forms. The video is about the weekly routine taking from the YouTube source English for kids. The teacher asks the question such as: ''*What is the video talk about*?'', and then ''*Why does the boy have to clean up the house?*'' and ''*What kinds of activity you can find from the video?* When students answer the questions, the teacher actually is taking an assessment because according to (Brown, 2004) the teacher can take assessment during the ongoing process, such when students answering questions, respond to the teacher, produce words even in the simplest one is also part of assessment.

Subsequently, in another scenario, students are presented with an email showcasing weekly routines, followed by the task of exemplifying five relevant phrases through written and oral expression. When reading the email, the teacher also conduct an assessment so some of the students who want to be volunteer in oral reading presentation. The teacher offers the students who want to read the email in front of the class. This section, the teacher is assessing student in the form of braveness, activeness and confidence to come to the front of the class. After that, the teacher also assesses student's reading ability through reading aloud because this technique created learners to enjoy learning pronunciation because it provides numerous benefits for creating a more effective teaching and learning environment. (Nurani,S et al 2015) During voluntary oral reading presentations, the teacher assesses students' bravery, activeness, and confidence, while reading aloud activities are used to evaluate pronunciation skills. The teacher provides corrective feedback on mispronounced words, fostering a supportive learning environment. The teacher corrects the mispronounced by repeating the words so the next students are hoped to be able to pronounce better. Sometime, if the sound of the student are too small, the teacher says ''your English is good, speak louder please, I really want to hear more from you'' The teacher observes how student pronounce word by words in the email. Sometimes, the teacher found mispronounce produced by the students, such as in the words music the student pronounce music not /ˈmjuː.zɪk/ and guitar not /ɡɪˈtɑːr/ but then the teacher gives the correct one and the teacher also asks students to repeat without giving a wrong judgments.

Role-playing sessions are then introduced, where students demonstrate routine activities verbally. The teacher observes and assesses their ability to use new vocabulary in context and their overall speaking skills. This method encourages students to make connections between vocabulary and real-world application. There are series of steps in conducting the role plays. (Razali,N et al 2017) Firstly, the teacher defines the goals of the role play activity that is to focus on the pronunciation and speaking ability. Secondly, the teacher sets a scenario that contextual and engage students. The teacher chooses kind of easy conversation to make students easy to practice it. Thirdly, the teacher also provides a context and role. The conversation is about two students who are planning to do series of activities related to the topic. One student represents a female student, while another one becomes male student. Fourthly, the teacher also prepares students by

doing a briefing and mini role play model. If students want to improve the scenario, as long as related to the topic is allowed. Fifthly, set up the role play. The students can use any appropriate items related to the topic. They can use anything provide in the classroom to support the role play. Sixthly, is time to perform the role plays. The students do it in pair. The teacher monitors and takes a note about the language use during the role play such as pronunciation and expression. When roleplaying the dialogue, the teacher asks the student to come to the front of the class. This activity breaks up the sleepy and laziness of the student instead of sit down all the time during the class.

Furthermore, group work becomes pivotal as students are tasked with creating differentiated written outputs, such as letters, dialogues, or descriptive essays, elucidating weekly routines. This collaborative endeavor not only fosters creativity but also encourages peer learning and diverse perspectives. Finally, students are required to present their collective outputs within their groups, thereby honing their presentation skills and fostering a sense of shared accomplishment. Oral presentations are essential communicative exercises that involve critical thinking, idea development, and drafting, followed by preparation, practice, and delivering the presentation. They serve as a strategy for EFL learners, incorporating planning, rehearsing, and actively involving the audience in the educational experience (Aljarf, 2021). There are three groups of students who present their project in front of the class. The teacher assesses their presenting skill based on rubric that have been prepared before. All member of the group has to present something. The leader of the group has to make sure about it. The result of the group project are a letter from one student to her/his pen pal talking about daily routine. They also present a dialogue between two people also talking about their daily routine. At that time the student creates the activity on weekend, such as they go to shopping center, watch a movie and have lunch at the mall. While the last group, the students write a free descriptive essay which talk about students' holiday planning to Yogyakarta. They visit some tourism places there with their family.

During the presentation, teacher takes performance-based assessment. This assessment belongs to the member of authentic assessment. This assessment enables students to carry out real-world tasks that showcase the practical application of crucial knowledge and skills (Moeller, 2015). Due to its similarity to real-life situations, it effectively identifies students' language abilities (Aksu Atac, 2012). English language

teachers can utilize performance-based assessment through various methods. In this report, methods such as oral presentations, picture story-telling, and writing project presentations are used.

Peer feedback and performance-based assessment are employed as students present their work, promoting peer learning and diverse perspectives. Performance-based assessment is also used during group presentations, allowing students to demonstrate their application of knowledge and skills in a real-world context, thus honing their presentation abilities. The teacher uses rubrics for presentation. The indicators are given to the group who present the product as required, formulate introduction, build up a presentation, uses correct spoken language, uses voice effectively, and uses body language. The teacher classifies the category into three group, they are needing improvement, develop well and inspiring group. (Nadolsky, 2021) When all of the student already finished presenting and giving feedback, the teacher discuss together. The teacher announces which group got the best emoticon and comment from another group. The students looked so enthusiastic seeing the result of the feedback.

Reflection plays a crucial role as students reflect on their learning process and provide feedback on their own and others' performances. During the reflection, the teacher uses 4F model of reflection, Fact, Feeling, Finding and Future. (Anam, 2023) This continuous assessment involves students generating their own feedback based on set criteria, fostering ongoing learning and self-improvement. Additionally, the teacher conducts informal interviews with two students, asking about what they experience and understanding about the materials, what they feel during learning English at that moment, what new perspective or new knowledge after learning, and what they want to know more about after the class. These interviews provide direct insights into students' experiences and learning needs, aiding in personalized feedback and support. The teacher asked the two students to be interviewed in front of the class. This is also to build student confidence to speak English and to stand up in front of their classmates.

CONCLUSION

Authentic assessment offers a valuable alternative to traditional methods by evaluating students based on their ability to apply knowledge and skills in real-life tasks. English teachers can integrate various forms of authentic assessments,

including role plays, presentations, portfolios, and peer feedback, into their teaching practices.

Role-playing allows students to act out characters in specific situations, promoting language development through authentic communication. Presentations provide structured opportunities for students to demonstrate their knowledge and skills, while portfolio-based assessments systematically collect student work over time, encouraging reflection and autonomy. Peer feedback allows students to engage with each other's work critically, fostering a collaborative learning environment.

To implement these methods in English language teaching, students engage in vocabulary-related role plays, oral reading presentations, and group writing projects. Peer feedback, often through emoticons, helps create an interactive and supportive classroom atmosphere. The variety of assessments used enhances student engagement, encouraging them to naturally demonstrate their skills and understanding. Authentic assessment aligns with the student-centered approach of Indonesia's Merdeka Curriculum, supporting communication skills and practical application.

The findings show that authentic assessment fosters active participation, creative thinking, and meaningful communication, preparing students for real-world contexts. It supports the development of functional English skills, making learning more impactful and lasting. These insights suggest the need for further research on its effectiveness in various educational contexts, as well as potential improvements in its application for enhanced learning outcomes.

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