Authentic Assessment Techniques on Cognitive Aspects in Islamic Religious Education Learning at Elementary School Level

Ghufran Hasyim Achmad[1*], Andi Prastowo[2]

[1,2] Islamic Religious Education, State Islamic University, Yogyakarta, Indonesia

A B S T R A K

Guru belum memahami tentang pelaksanaan penilaian yang valid secara baik dan benar, sehingga siswa kurang memahami tentang pelaksanaan penilaian yang valid. Tujuan dalam penelitian ini ialah untuk menganalisis bagaimana teknik penilain autentik pada aspek kognitif yang digunakan guru pendidikan agama Islam di sekolah dasar. Jenis penelitian yang digunakan ialah penelitian kualitatif dengan pendekatan deskriptif. Dalam penelitian ini menggunakan desain studi kasus dalam artian peneliti akan mengungkapkan secara mendalam ataupun menganalisis tentang masalah penelitian untuk mendapkan hasil yang lebih spesifik. Subjek dalam penelitian ialah satu guru pendidikan agama Islam dan dua peserta didik. Pengumpulan data yang digunakan ialah sumber primer dan sekunder. Sumber primer yang digunakan adalah observasi, wawancara dan dokumentasi, sedangkan sumber sekunder ialah buku dan jurnal bereputasi yang sesuai dengan tema yang dibahas. Analisis data menggunakan deksriptif-analitik yang terbagi atas tiga tahap yaitu tahap analisis kritis, interprestasi kritik, dan penarikan kesimpulan. Hasil dari penelitian ini terdapat beberapa teknik penilaian autentik pada aspek kognitif yang digunakan guru pendidikan agama Islam antara lain tes tulis, tes lisan dan penugasan. Teknik penilaian ini digunakan untuk mendapatkan gambaran secara utuh tentang ketercapaian kompetensi peserta didik pada ranah pengetahuan sekaligus dan dapat dijadikan sebagai alat ukur tingkat keberhasilan pembelajaran, sehingga penilaian memiliki peran penting dalam pendidikan.

A B S T R A C T

The teacher does not correctly and adequately understand the implementation of a valid assessment, so students do not understand the implementation of a valid assessment. This study aims to analyze how authentic assessment techniques on cognitive aspects are used by Islamic religious education teachers in elementary schools. The type of research used is qualitative research with a descriptive approach. This research uses a case study design because the researcher will reveal in-depth or analyze the research problem to obtain more specific results. The subjects in the study were one teacher of Islamic religious education and two students. The data collection used is primary and secondary sources. The primary sources used were observation, interviews, and documentation, while the secondary sources were reputable books and journals that matched the themes discussed. The data analysis using descriptive-analytic is divided into three stages, namely the critical analysis stage, critical interpretation, and concluding. The results of this study are several authentic assessment techniques on cognitive aspects used by Islamic religious education teachers, including written tests, oral tests, and assignments. This assessment technique is used to get a complete picture of student competencies in the realm of knowledge and can be used as a measuring tool for learning success so that assessment has an essential role in education.

1. INTRODUCTION

Assessment is an activity or movement that processes information data obtained through estimates to dissect and analyze and consider the implementation of student studies on relevant tasks. This activity is also used to survey materials, projects, or arrangements with the aim of determining the value of a student's capacity or ability (Huang et al., 2020; McGarr & Gallchóir, 2021). Assessment which is one of

Corresponding author
E-mail addresses: ghufrandjeri@gmail.com (Ghufran Hasyim Achmad)

the standards or principles in the learning cycle. The results of the assessment can be used as a benchmark to consider whether the targets or learning objectives listed in the lesson plan have been achieved or not (Alruwais et al., 2018; Barnard et al., 2021; Jalali et al., 2016). In fact, even in this current situation, it can also be used to study the extent to which the desire to learn is fulfilled in accordance with the changing times or changes in the current learning program (Schildkamp et al., 2020; Ulya et al., 2019). Assessment in learning is an interaction or effort to get some data about the progress of students during learning exercises as raw material for educators' decision making to recognize and work on cycles and student learning outcomes (Ozan, 2019; Saito et al., 2021). This assessment is also inseparable from the aim of considering whether students can recognize the material for further abilities, or whether students should be given the opportunity to re-learn until the material in these abilities can be mastered well. Assessment is characterized as a system used to obtain data, to measure the level of information and abilities of students whose results will be used for purposes. Therefore, the consequences of the evaluation or assessment can be used as a reason for therapy and progress. The implementation of evaluation in schools is very important for the learning system, especially the ability to understand the development of knowledge and the progress of individual thinking of students (Danniels et al., 2020; Granberg et al., 2021; Radmehr & Drake, 2018).

The 2013 curriculum combines three points that balance knowledge, attitudes and skills (Lestari, 2018; Maharani, 2015; Maryani & Martaningsih, 2017). Through these three aspects which are the benchmarks in assessing competency achievement in the 2013 curriculum. Learning assessment should be carried out in depth, covering all aspects, both knowledge aspects, aspects of affective, and skill aspects (Barnard et al., 2021; Setiawan, 2017; Wildan, 2017). Assessment should also focus on learning procedures to the acquisition of learning outcomes. The assessment instrument or technique used is capable of being used in conducting learning assessments that can be realized through assessment in the form of tests, non-tests or assignments (Darmaji et al., 2020; Kuntoro & Wardani, 2020; Safitri & Harjono, 2021). From the three aspects above, it is known as Bloom's Taxonomy, namely knowledge or cognitive, attitude or affective, and skills or psychomotor. From these assessments, it is often known or echoed in the education area, namely Authentic Assessment in the 2013 curriculum. The accuracy of the assessment carried out by educators or teachers, especially with regard to the assessment of the achievement of student learning outcomes which is seen as one of the important elements that determine the achievement of the system and learning outcomes, although, the assessment is not precise, the assessment is not only a method used by educators or teachers to survey learning outcomes (Arif, 2016; Krismony et al., 2020). Assessment activities can provide educators with information to develop their performance capacity and help students achieve their ideal learning improvement (Danniels et al., 2020; Granberg et al., 2021; Radmehr & Drake, 2018).

The knowledge aspect or cognitive aspect in Islamic education is an integral part that requires a separate assessment technique, in order to measure the level of understanding or knowledge of students on the material that has been taught. This cognitive relates to mastery or understanding of the content of the lesson material (Fazal et al., 2022; Sönmez, 2017; Soucy et al., 2016). Cognitive is a domain that includes mental training or anything related to brain activity (Fadilah & Efendi, 2020; Kuboja & Ngussa, 2015). This means that the assessment is carried out thoroughly on the ability to think, memorize, understand, apply, analyze, synthesize and evaluate the ability (Muzlikhatun Umami, 2018; Redifer et al., 2021). Although authentic assessment is appropriate and very good for use in evaluating abilities and capacities in mental space or individual knowledge, in its application there are still many educators or teachers who do not understand about the proper and correct implementation of valid assessments, so that students are still not persuaded to learn. Teachers often complain about this insight into Core Competencies and Basic Competencies. Educators also experience challenges in learning strategies and the assessment process, so that insight into authentic assessment is only understood, for application and matching with the 2013 curriculum there is still confusion. The teachers or teachers try very well to introduce values that are relative to the abilities of students in schools (Kartowagiran & Jaedun, 2016; Pantiwati, 2016; Wildan, 2017).

Authentic assessment is identified with an assessment that is based on genuine conditions and is directly centered on dynamic instructions and calculations that are not always fixed, but have clear benchmarks (Astuti & Darsinah, 2018; Hidayat & Andriani, 2020; Rahayu, 2020). Previous research conducted by Muhammad Tamrin on authentic assessment focused on the analysis of authentic assessments such as analyzing the preparation and implementation of authentic assessments and the obstacles found in learning Islamic religious education (Wajdi, 2017; Muhammad Tamrin, 2021). The results of the research still only reveal the meaning of authentic assessment and authentic assessment techniques in general in learning Islamic religious education at the elementary school and college level. The results of some of the studies above are still general in nature and have broad explanations in revealing authentic assessments that exist in the 2013 curriculum. So the authors or researchers choose to focus on conducting research on authentic assessments that exist in the realm or cognitive aspects or knowledge in

Islamic religious education learning in Indonesia. Elementary school level, especially at the Inpres Ndona 3 Elementary School (Anis Marfuah, dkk, 2019; Dedy Rosyidi, 2020).

The assessment at the elementary school level is planned with the reason that at the elementary school level the assessment design or technique is more dominant using the knowledge or cognitive aspect assessment method than the assessment on the affective and psychomotor aspects. This is because at the elementary school level it focuses more on the competence of understanding and mastering learning materials that students have. In this case, the object of this research is the teacher in charge of Islamic religious education at the Inpres Ndona 3 Elementary School. The school is one of the schools located in Ende district, East Nusa Tenggara province, and also the school has implemented an authentic assessment that is more dominant using assessments on cognitive aspects or aspects of knowledge in Islamic religious education learning with reference to the 2013 curriculum. Thus, the study aims to find out how authentic assessment techniques on cognitive aspects are used by Islamic religious education teachers in elementary schools.

2. METHOD

This research was conducted with the type of qualitative research with a descriptive approach model. Defining qualitative research according to Bogdan and Taylor, suggests that qualitative research is part of the research aspect that can provide descriptive information data in the form of written data or oral data. In this study, the researcher determines the informants by using a purposive sampling strategy, namely the sample that focuses on selected sources that are rich in cases to be investigated in depth. This implies that the sample was chosen on the grounds that it is definitely a rich data source to investigate and explore. This research was conducted at the Inpres Ndona 3 Elementary School, which is located in the District of Ndona, Ende Regency, East Nusa Tenggara.

In this research there are two sources of data. First, primary and secondary data sources. Primary data in this study include; observation, interview. In this study, the informants needed in data collection include teachers and students, the teacher intended in this study is a teacher in charge of Islamic religious education subjects. The two secondary data sources are data collected through the existing literature in the form of books, and articles or scientific journals that are relevant to the theme raised. The available time is used starting from digging in depth data collection information without the need for engineering or data manipulation, to the preparation of research reports with the expected results that researchers obtain a clear picture of authentic assessment of cognitive aspects at the elementary school level. The data collection techniques used in this study are as follows: first, the research seeks information or data and collects data related to the themes discussed. Second, data analysis used content analysis method. This research method is carried out by identifying information objectively and systematically. For data analysis techniques, after the data deemed relevant have been collected, the data is analyzed using a descriptive-analytic approach. The approach is divided into three phases, namely the first critical analysis (critical analysis) of the information or data collected, the information or data collected has relevance to the theme and object of the research material. Second, critical interpretation of the information or data collected and described in order to give a conclusion to the formulation of the problem that has been determined. Third, drawing conclusions. Based on the purpose of the content analysis method is used to describe and conclude the data or information found. So after the data is analyzed, then conclusions are made from the results of the data analysis conclusion. Based on the purpose of the content analysis method is used to describe and conclude the data or information found. So after the data is analyzed, then conclusions are made from the results of the data analysis (Hamzah, 2020; Lilis Suwandari & Euis Nani Mulyati, 2021).

3. RESULT AND DISCUSSION

Result

The results in this discussion are the authors or researchers describe the results or data found in the field with the theory used in this study, as follows: Authentic assessment techniques in the realm of knowledge in Islamic religious education learning. Assessment in the realm of cognitive or knowledge is the ability of students who are at a lower level. These low-level abilities include knowledge, understanding, and application. In learning Islamic religious education, teachers at SD Inpres Ndona 3 school conduct a knowledge assessment by using an assessment into several tests, including: oral test, written test, and assignments. This is to measure the extent to which students understand the information on the material that has been given. In the implementation of the assessment carried out by Islamic religious education teachers at the Inpres Ndona 3 Elementary School, this depends on the scientific theory hypothesis of Bloom's Taxonomy. In Bloom's Taxonomy classification there are six levels, namely knowledge,

understanding, application, analysis, integration, and assessment. The cognitive domain occupies the first and foremost position for quite a long time with research units, especially in educational goals from primary to secondary schools. This cognitive domain is an area that is regulated by thought actions or brain activity and scientific capacity. In The cognitive domain occupies the first and foremost position for quite a long time with research units, especially in educational goals from primary to secondary schools. This cognitive domain is an area that is regulated by thought actions or brain activity and scientific capacity. In The cognitive domain occupies the first and foremost position for quite a long time with research units, especially in educational goals from primary to secondary schools. This cognitive domain is an area that is regulated by thought actions or brain activity and scientific capacity. In Cognitive development is essentially a mental process of recognizing, remembering, connecting (connections and affiliations), clarifying, investigating, analyzing, and applying something.

Assessment of knowledge information capacity is an assessment carried out by a teacher or educator to measure the level of achievement of the capacity or ability of students in information areas, including memory or recognition, understanding, application, examination or investigation, combination and assessment. In the 2013 education curriculum, knowledge capacity is the center of Core Competency 3 (KI 3). Knowledge ability reflects logical ideas that must be obtained by students in the education and learning process. In the development of knowledge or mentality possessed by individual students, this is related to the way in which the abilities possessed by students are related to the material that has been obtained or that has been given through learning. In the following, the author will describe the knowledge competence (knowledge conference) in the 2013 curriculum. The use of authentic assessments that are implemented or carried out by Islamic religious education teachers at the Inpres Ndona 3 Elementary School, which is an absolute necessity with the implementation of the 2013 curriculum, as revealed by sources (informants), namely:

> "As an interest in implementing the 2013 education plan, the assessment action that must be carried out by educators is the use of correct assessment. Authentic assessment according to educators is to survey interactions and learning outcomes. Assessment is carried out during the teaching and learning process that takes place and after learning ends. The assessment was carried out covering, among others, readiness, cycles and overall learning outcomes of students. Authentic assessment is carried out not only to measure the level of students' abilities in the realm of knowledge, but also includes the mentality and abilities of students. Actually, what is felt in the learning activities that we do, the assessment activities for students only underline the achievement of the level of skills and abilities in the field of knowledge and slightly ignore the space or assessment of effective and psychomotor aspects"

Assessment in the realm of knowledge or cognitive aspects of this assessment is carried out using several techniques, including; written, oral, assignment and also perform appropriate instrumental to assess the cognitive area. Educators assess abilities on aspects of students' knowledge through written, oral, and assignment tests.

> "In the assessment technique I use several methods such as written tests, oral tests and giving assignments or assignments. There are several forms of test assessment, including multiple choice tests, fill-in tests, description tests, matchmaking tests, tests to determine true and false, short answer tests. However, at this time due to the Covid-19 outbreak and also having limited access to the internet, I give more assignments to children besides that in learning I also use pretest and posttest"

Islamic religious education teachers at the Inpres Ndona 3 Elementary School use several methods of assessment used to measure the level of students' knowledge of the material that has been given, including: written tests, oral tests and assignments. Tests or tests which are a set of instruments or procedures that are organized and objective toobtain the necessary data information against a person in a correct and appropriate way. The test is a set of instruments or other devices used to measure the abilities, knowledge, information and talents or expertise of individuals or groups. Therefore, the test or testing is a set of tools used to measure competence, expertise, and knowledge or information. Assessment technique is a technique used to identify or find out student learning outcomes by using test equipment, the test tools used include; First, test written. *Test Written* is a test that allows teachers to write questions and answers in the form of multiple choice tests, fill-in tests, true-false tests, short answer tests, matching tests and description tests. *Multiple Choice Test* is a set of instruments made by the teacher objectively to collect knowledge acquisition data, and there are answers with wrong choices and right choices. At the lower grade level, Elementary School or Madrasah Ibtidaiyah (SD/MI) prefer to use answer choices consisting of three possibilities including two incorrect answers and one correct answer. For example, the teacher gives several questions with several answer choices, one of which is "True", then students work on the questions by choosing the answer according to which the answer is the correct answer. *Test stuffing* is a test to determine

learning outcomes with the aim of obtaining information about the level of knowledge of students in the form of memory by filling in unfinished sentences made by the teacher. For example, the teacher gives several questions (QS. al-Kafirun consists of ..... paragraphs), then the students give their answers to complete the prepared points.

Test Short Answer is an instrument in the form of a written test in which the teacher explains to students by requiring answers spontaneously or briefly. This written test instrument is very suitable for measuring memory or stored knowledge abilities. For example, the teacher asks a question (One of the prohibitions in QS. Al-Maidah verse 3 is...), then the students give a brief response. *Test True-False Test* is an instrument or tool that can be used by the teacher to obtain or obtain information about the level of knowledge of students by selecting the "True" or "False" option for what has been said or a statement that has been prepared by the teacher. For example, the teacher gives a statement in the form of a verse translation (And I have never been a worshiper of what you worship is the meaning of QS. Al-Kafirun verse 4), then students provide answers by determining or choosing whether the statement given is a true statement or not. *Test Matchmaking* is a tool or instrument for assessing learning outcomes, one of which is on the aspect of knowledge that teachers can use to measure the level of ability of students to achieve learning outcomes by selecting or determining answers that are in accordance with statements made by teachers or educators with conformity to the material. An example of a matching test in Table 1.

Tabel 1. Example of matchmaking

1.	Angel in charge of conveying revelation	a. Angel Izrail
2.	Angel of sustenance	b. Angel Mikail
3.	Angel of Death	c. Angel Jibril

So the teacher gives a statement and at the same time the answer is made randomly, then the students give answers by matching the statements that are appropriate or true. Or simply the students match the correct and correct pairs. *Test Description* is a tool to assess learning outcomes in the aspect of knowledge and to test students' insights. These questions allow students to explore various answers freely, but are limited by instructions for solving problems. For example, the teacher gives a question (Explain asbabun nuzul the revelation of QS. Al-Kafirun), then students provide answers by explaining correctly and correctly. Second, *Test Oral test* is a test that measures the level of ability, especially at the level of ability in the aspect of knowledge, where the teacher asks students directly orally and students answer or respond directly using their own language style. Answers to oral tests can be in the form of words, phrases, sentences, or paragraphs. Oral tests can be done to evaluate discussions, questions and answers, and conversations. The oral test aims to test the acquisition of knowledge to promote a bold opinion and increase the desire to learn or motivation, self-confidence, and effective communication skills. Therefore, an oral test was conducted during the learning process. Oral tests are not only used in the teaching and learning process and measure learning achievement.

Third, *Assignment Test* is an instrument or tool in the form of giving assignments to students. It is used to measure and/or assist them in gaining or expanding their understanding of the material. As a method, the assignment or assignment has the aim of increasing the ability of the knowledge given before, during, and/or after the learning process. In completing the tasks given by students, they can be done individually or in groups, depending on the characteristics or forms of certain tasks carried out at school or at home. The development of an assignment or assignment technique instrument can be done in the form of a task guide. The task guide contains content and steps to carry out the task and can be carried out by students within the allotted processing time, as well as assignment assessment criteria completed by students. In determining knowledge assessment techniques and facilities, this can be determined by taking into account the Basic Competencies (KD) and Knowledge Core Competencies (KI-3), as well as Competency Achievement Indicators (IPK). In giving tests both written, oral and also assignments cannot be separated from making questions. Questions are the most important thing that must be done by educators or teachers in submitting questions to become a question bank. In making questions, one of them is analyzing the quality of the items. Both questions covering cognitive, affective and psychomotor aspects. The steps taken in analyzing the items include determining the validity, reliability, level of difficulty and level of discrimination as well as the quality of distractors on objective questions.

"The use of authentic assessment in Islamic religious education learning is that before starting the learning system, it begins with conducting a pretest which means determining the capacity or ability of students to the material to be taught. By doing this pretest, it is possible to know the ability of students. Then, at that time, after the pretest was carried out, it was continued with the delivery of learning materials which at the same time asked for an assessment. This assessment is planned

to analyze the ability of individual students, especially at the level of achievement of students' abilities in the intellectual space or aspects of knowledge. After the learning system occurs, the results are carried out by directing the posttest which means measuring the level of capacity or capability of members or students after following the learning system in class. The posttest is made as an oral question to students and improvements with assignments that must be done at home and collected at the next meeting".

The data above is supported by the students' answers as follows:

"The teacher always gives us assignments, sometimes the teacher always gives us questions that we will do in class and also homework, usually the teacher gives us questions and we answer directly and who answers correctly, the teacher will give us a gift or grade the good one".

In addition to the assessment of written tests, oral tests and assignments, Islamic religious education teachers at the Inpres Ndona 3 Elementary School also conducted pre-test and post-test to measure the knowledge capacity of students. The pre-test is carried out before the teaching and learning process begins with the aim of knowing and determining the capacity of students in obtaining the material (knowledge and skills) given. For this situation, the capacity of the Pre-test is to compare the results of the pre-test with the results of the post-test, and after that really see the effectiveness of a lesson. Post-test is the last test in each class. Post-test is used to find out how well a student has achieved the learning objectives or the material provided (knowledge and skills) after completing the process of learning activities. The test is a set of questions or exercises to measure competence, expertise, or knowledge, and also as a tool or system to determine student learning outcomes. The tests used include: first, a written test in the form of multiple choice tests, fill-in tests, true-false tests, short answer tests, matching tests and description tests. Second, the oral test in the form of words, phrases, sentences, or paragraphs that are adjusted. Oral tests can be done for discussion, question and answer, and conversation. Third, the assignment is in the form of giving assignments either individually or in groups with questions that have been made or designed wisely. In addition to the written test, oral test, and the assignment of Islamic religious education teachers at the Inpres Ndona 3 Elementary School, they also provide assessments through pre-test and post-test methods.

The pre-test and post-test assessments were carried out by educators or teachers of Islamic religious education at the Inpres Ndona 3 Elementary School to survey students individually and observe differences in the ability of each student to understand the material that has been obtained. This is also expressed or supported by the results of a study led by Fifih Nurafiah, et al, in 2013, which stated that the pre-test assessment was carried out before the start of learning with the aim of finding out how to determine the basic abilities of each student, then, towards the end of the lesson. Learning is done post-test. Thus, the test results on the pretest data information show differences in the basic abilities of students, so that the next analyzed data information is record acquisition data or Gain Index. From the results of the inference test, it is known that the two Gain Index data are usually not normally distributed, so the Kruskal Wallis test with an importance level, = 5%. From the test obtained Asymp.Sig of 0.000 (below 0.05). This shows that there is a difference in the improvement of students' critical thinking skills between the Means-Ends Analysis (MEA) class, the Problem Based Learning (PBL) class and the conventional class. In the end, there are differences in the improvement of students' critical thinking skills between those who receive Means-Ends Analysis (MEA) learning, Problem Based Learning (PBL) and general or conventional learning.

"In the preparation of test questions, there are several ways that we do, namely the questions are made by a subject teacher and made by a team" (Wawancara Guru: MYM, 2021).

As part of the planning and preparation of questions at the Inpres Ndona 3 Elementary School, it is carried out not only within the institution itself, but also between other agencies. There are questions made by teachers in charge of Islamic religious education subjects, such as daily tests, and also the form of test questions made by a group of journalists or each subject teacher from various other schools at the elementary school level which is commonly called the MGMP (Teachers' Consultation). Subjects) for example planning and preparation of mid-semester exam questions and semester exams. If the learning outcomes (values) achieved beyond the Minimum Completeness Criteria (KKM), means that the student has succeeded and excelled in obtaining the specified ability. Otherwise, if the student does not meet the Minimum Completeness Criteria (KKM) standard, this means that the student has not achieved the specified ability mastery value. Students who have not obtained the completeness must undergo remedial activities until they exceed the KKM that has been set. For Islamic religious education subjects at the Inpres Ndona 3 Elementary School, the student's score must exceed the predetermined criteria and must be corrected if the score does not meet these criteria (Permendikbud No.23 Tahun 2016). Remedial restrictions, especially in the classroom, according to Good defines remedial as a group of specially selected students who require further teaching in certain subjects than students in regular classes or regular classes. The remedial class action is in the form of repetition with material that can be repeated with related steps or with lessons or giving in the form of supplements with questions or questions and exercises in general, this is also the most

important part of the technique used by the teacher (Ismet Basuki & Hariyanto, 2016; M. Ngalim Purwanto, 2012).

Discussion

Weaknesses and strengths found in conducting authentic assessments in the realm of knowledge, as conveyed by the informant.

> "The perceived shortcomings are that as a teacher they are still not good enough in conducting authentic assessments, teachers are still confused in sorting and choosing from the three aspects of assessment, attitudes, skills and knowledge, many characteristics of students who are not supportive, different abilities of students, teachers do not use assessment instruments properly and only use memory, inaccurate assessments due to limited time allocation, too many versions of questions, too many and complicated assessment formats that make it difficult for teachers to carry out assessments of students, assessment must be done simultaneously with the teaching and learning process, so that learning becomes less effective. While the advantage is that the teacher makes a well-structured assessment in the realm of attitudes, skills and knowledge, demands teachers to be more professional, demands teacher creativity in teaching, teachers are able to identify material, can measure the success rate of students and the level of learning success"

Islamic religious education teachers at the Inpres Ndona 3 Elementary School in conducting authentic assessments adjust to the 2013 curriculum, so that they can measure the success of the ability or development of students (Damanik & Setiawan, 2016; Muzlikhatun Umami, 2018). In conducting the assessment, they found shortcomings and their strengths, the drawbacks were that the teacher was still not good enough in conducting authentic assessments, the teacher was still confused in sorting and choosing from the three aspects of assessment, attitudes, skills and knowledge, the use of instruments that were not appropriate, the time used was limited because This assessment is carried out simultaneously with the teaching and learning process, and so on, then the advantages. In authentic assessment the teacher can measure the success of student achievement not only in the knowledge aspect but also in the skills, social and spiritual attitudes (Pantiwati, 2016; Wildan, 2017). The assessment carried out by Islamic religious education teachers at the Inpres Ndona 3 Elementary School uses authentic assessments contained in the 2013 curriculum, which is an intense emphasis where educators survey student learning outcomes and really have to focus on all aspects or interests, abilities (Damanik & Setiawan, 2016; Marfuah, 2019). Assessment of learning outcomes is carried out by Islamic religious education teachers at the Inpres Ndona 3 Elementary School with different procedures, especially in assessing learning outcomes on aspects of knowledge or information that are in accordance with the characteristics of the material or competency demands. The achievement of competencies or abilities of students cannot be equated with the abilities of other students, but is contrasted with predetermined guidelines, namely the Minimum Completeness Criteria (KKM) (Friantary & Martina, 2018; Setiadi, 2016). KKM is carried out carefully and precisely so that it can be used as a reference for students' mastery in learning and the learning system by educators.

The assessment technique carried out by Islamic religious education teachers at the Inpres Ndona 3 Elementary School, specifically in the cognitive domain or in the field of knowledge, is to use several assessment strategies or techniques, namely the assessment of written tests, oral tests and assignments (Gunawan & Paluti, 2017; Nugraha et al., 2017; Utami & Wardani, 2020). In the written test assessment, Islamic religious education teachers conduct an assessment by giving multiple choice, filling, true-false test questions, short answers, matching and descriptions, then also through oral test assessments and also assignment assessments. In addition, there are advantages in carrying out assessment techniques in the cognitive domain, teachers can measure the level of understanding of students, measure learning success, teachers can identify material, while the drawback is that it is difficult for teachers to assess the characteristics of students because of the different abilities of students and also have difficulty in conducting tests because of the many versions of the question format, the format or the assessment system that is too complicated, and also the limited time and references in conducting the test evaluation. So that in conducting an assessment the teacher only knows the meaning of authentic assessment, but not by deepening and understanding how it should be in carrying out assessment techniques that should be in order to achieve a learning goal and be able to know the skills and success of each individual student (Momang, 2021; Pantiwati, 2016; Umami, 2018).

The findings of previous studies also state that authenticity is needed by teachers because it can measure the performance and results of activities obtained by students during learning (Kartowagiran & Jaedun, 2016; Umami, 2018). Other research findings also state that authentic assessment is very necessary because it is related to efforts to achieve student attitudes, knowledge and skills competencies (Ozan, 2019; Sergeeva & Kortantamer, 2021; Wiana et al., 2017). From some of the findings above, the authors would like to conclude that authentic assessment in the 2013 curriculum is very good and suitable to be used and

evaluate the skills and abilities of teachers to conduct assessments, especially in the aspect of knowledge, but not all teachers can understand how to implement authentic assessment in learning accurately and well. This is because the teacher's insight about authentic assessment is only in the sense of authentic assessment and only matches the 2013 curriculum.

4. CONCLUSION

The authentic assessment carried out by the Islamic religious education teacher at the Inpres Ndona 3 Elementary School was very good, especially in the cognitive or knowledge aspect. It is hoped that the abilities possessed by teachers or educators, especially educators or teachers in charge of Islamic religious education subjects at the Inpres Ndona 3 Elementary School can be improved again.

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