



Authentic Evaluation Model in Islamic Religious Education Curriculum: Assessing Values, Attitudes, and Social Practices

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ABSTRACT

This study aims to analyze authentic assessment in Islamic religious education learning. This type of research is qualitative, collecting data from literature studies in the form of journals and books known as library research, which contain information about authentic assessment in Islamic religious education learning. The data analysis technique in this study was content analysis. After data analysis, the research results obtained were that authentic assessment is very important to implement in Islamic religious education learning. Authentic assessment includes several aspects of assessment, such as affective, cognitive, and psychomotor. A teacher can use attitude assessment to evaluate student behavior while learning or outside the classroom. Spiritual and social attitude competencies must be implemented in learning through habits and examples demonstrated by students in their daily lives, therefore the achievement of these attitude competencies must be assessed by the teacher continuously. In addition, authentic assessment not only assesses learning outcomes, but also assesses the learning process carried out by students to acquire knowledge and apply it in everyday life. In conclusion, authentic assessment techniques pay attention to three things: : affective, cognitive, and psychomotor competencies.

Keywords: Evaluation Model, Authentic Assessment, Islamic Education Curriculum

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INTRODUCTION

The success of an educational institution is largely determined by the assessment or evaluation of learning conducted by educators on students. One form of assessment offered in the context of curriculum development is authentic assessment. Authentic assessment, often referred to as authentic assessment, refers to a type of learning outcome assessment that requires students to demonstrate achievement and learning skills (Henni Julia Citra Sitorus, et., al, 2023). Authentic assessment is a comprehensive assessment that assesses input, process, and output, encompassing attitudes, knowledge, and skills (Nikmah & Makhshun, 2019).

Authentic assessment, as an instrument for assessing student learning outcomes, is naturally constructed within the curriculum system, taking into account aspects of adaptation to needs, particularly the needs of students. These adjustments occur due to the dynamics of social life that demand changes in educational paradigms, which inevitably impact the curriculum. Failure to do so can lead to various problems, one of which is the unclear evaluation conducted by educators in schools, as the curriculum is no longer relevant to students' needs. Consequently, evaluation activities become merely formalities, focusing on quantitative grades as a prerequisite for graduation (Faradilah Intan

Sari, 2023).

The curriculum is adaptive, meaning it can keep pace with developments and advancements in science. With the curriculum in place, teachers are expected to prepare themselves to implement learning in accordance with the curriculum and be open to changes. One component of curriculum implementation that can be used to determine the extent of changes in students during learning is assessment. Assessment can be defined as the process of collecting and processing data to measure student learning outcomes. Griffin also explains that assessment is a statement based on several facts to describe a person's characteristics (Noor & Rizal Rifa'i, 2021).

According to previous research, the use of authentic assessment in Islamic religious education has several advantages, including: teachers can directly measure students' abilities, providing students with opportunities to present their learning outcomes, thus integrating the learning and assessment processes into a single whole. The application of authentic assessment to Islamic religious education can also enable students to understand and practice Islamic teachings in their daily lives, both at school and outside of school, for example by creating groups to practice congregational prayer (Afifah & Moh., 2022). One of the emphases in the 2013 curriculum is authentic assessment. The previous curriculum, the School Level Curriculum (KTSP), had already provided space for authentic assessment, but its implementation in the field had not been optimal. Through the 2013 curriculum, authentic assessment has become a serious emphasis, where teachers pay close attention to authentic assessment when assessing student learning outcomes (Abdul Majid, 2014).

These problems can be anticipated through improvements in the assessment of student learning outcomes by applying the latest curriculum system, namely the independent curriculum, one of which is authentic assessment, which is a product of the development of the previous curriculum. Essentially, authentic assessments carried out in the KTSP and the 2013 Curriculum have been running as they should, but there are still various shortcomings that must be corrected and optimized in the independent curriculum, considering that the dynamics of the curriculum will always occur in line with the times. Simply put, the Independent Curriculum opens up opportunities to optimize the concept of learning evaluation through authentic assessment with the aim of maximizing the quality of assessment for students. Research examining authentic assessment has been conducted previously, such as the research of Annisa Ulhusna, et.al., in their article discussing the implementation of authentic assessment in Islamic Religious Education subjects with the scope of discussion including the scale of attitudes in students in the implementation of learning evaluation through authentic assessment (Annisa Ulhusna, et. al, 2023).

Efforts to improve the quality of education will be successful if supported by the competence and determination of education administrators to continuously make improvements towards a better direction. Therefore, continuous educational innovation in learning programs is a must. The learning system, as a vital part of the education system, must be improved and developed by relevant parties. This includes curriculum development, teaching methods, learning media, teaching materials, teacher quality, learning evaluation, and other aspects to create an effective and future-oriented learning system. Therefore, future-oriented learning principles need to be developed, allowing students to become not only objects of learning but also subjects in the learning process. Education should no longer be solely centered on institutions or teachers who only produce low-quality graduates, but should instead focus on students as the center of learning, providing them with opportunities for creativity and self-development according to their intellectual potential (Miftahurrohman, 2014).

Assessment of the learning process uses an authentic assessment approach that assesses student readiness, the process, and learning outcomes holistically. The integration of these three components will reflect students' capacity, learning styles, and learning outcomes, and can even produce instructional and accompanying impacts on learning. Authentic assessment results can be used by teachers to plan remedial programs, enrichment programs, or counseling services. Furthermore, authentic assessment results can be used as material to improve the learning process in accordance with Educational Assessment Standards.

METHOD

This research uses a qualitative method that combines various approaches and data sources (Sumarna et al., 2024). Bogdan and Taylor, in Lexy Moleong, state that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words about observable human behavior (Kusnadi et al., 2018). In this learning evaluation model research, the author focused on data analysis that focused more on library research, which involved reading, reviewing, and examining books and other written sources relevant to the problem being discussed. The method applied in this study utilized a library research approach, which can be defined as a series of activities related to collecting library data, reading, recording, and processing research materials (Opan Rahayu, 2020).

Literature review is the activity of reviewing various reference books and previous research results of a similar nature with the aim of gaining a theoretical scientific foundation for a problem to be studied further (Milya Sari & Asmendri, 2020). In collecting the data, the author took references from various journal articles, papers, online articles and so on from sources that are in accordance with the topic of discussion in this article, so that all the data taken can be processed and analyzed and provide a clear reasoning construct and can provide solutions to the expected writing objectives.

RESULTS AND DISCUSSION

The term "learning evaluation" is often confused with "exams." While related, it doesn't fully encompass its true meaning. Daily tests administered by teachers in class, or even final exams, don't adequately capture the essence of learning evaluation, especially when linked to the implementation of the 2013 curriculum. Learning evaluation, fundamentally, assesses not only learning outcomes but also the processes educators and students undergo throughout the learning process.

A teacher can use attitude assessment to evaluate student behavior during and outside of class. Attitude assessment refers to KI-1 for spiritual attitudes and KI-2 for social attitudes. Knowledge assessment in KI-3 is used to assess students' mastery of the dimensions of factual, procedural, conceptual, and metacognitive knowledge at various levels of the thinking process. Meanwhile, skills assessment (KI-4) is conducted using performance appraisal techniques with projects and portfolios. In a balanced assessment, all three aspects are used as references. Do not concentrate on only one aspect (Wahyuni, 2023).

A teacher's evaluation may be successful, but the results may be poor. Therefore, to understand what constitutes a good evaluation, it's necessary to first determine what elements of the learning situation are considered important. In fact, the most important aspect of any learning process is the student's own goals. Learning begins with a need, a perceived pressing problem, or an experiential situation to be mastered.

The evaluation model used in this study is the CIPP. Referring to this evaluation model, the explanation of the research results includes the evaluation target components: context, input, process, and product.

1. Discussion of Context

The context in this evaluation research is the assessment techniques used by teachers in authentic assessment to assess learning outcomes in the affective, cognitive, and psychomotor aspects of Islamic Religious Education and Character Education subjects.

2. Input Discussion

The input for this evaluation research is the assessment plan and assessment instruments. The assessment plan is included in the academic calendar, semester program, syllabus, and lesson plan (RPP). The assessment plan included in the academic calendar and semester program includes the timing or schedule for the assessment. The assessment plan included in the syllabus and lesson plan is technical in nature. The assessment tools or instruments include the question outline, question text, answer keys or required questions, and assessment guidelines.

3. Process Discussion

The process in this evaluation research includes the assessment or grade-taking process, the parties involved in the grade-taking process, the assessment time, and the grade-processing process, both in the affective, cognitive, and psychomotor aspects of assessment. The grade-taking process in question is the process of applying assessment techniques to obtain student learning outcomes. The parties involved in the assessment process include teachers, students, and parents or guardians of students. The assessment implementation time is linked to a predetermined schedule. From the assessment process, data is obtained in the form of learning outcome scores. This data is processed in accordance with the technical guidelines for assessment in elementary schools. The final result of the grade-processing process is a report card score as a report on student progress to parents or guardians of students.

4. Product Discussion (results)

Product The outcome of authentic assessment is a written report on competency achievement scores, commonly referred to as a report card, written in a report book and the benefits of the assessment results. Student competency achievement scores in the aspects of attitude, knowledge, and skills are presented in a qualitative descriptive format. These scores explain the achievement of prominent competencies related to student abilities in each subject matter according to Core Competencies and the efforts to develop abilities in each subject matter to achieve core competencies in the class they attend (Sadikun, 2015).

No. 20 of 2003, Article 58, paragraphs 1 and 2, state that evaluation is a method of monitoring and assessing the process and results of teaching activities carried out by independent institutions in a continuous, regular, comprehensive, transparent, and systematic manner. Activities to assess national

education standards for achievement. In educational studies, there are several things that must be understood, regarding several activity processes that occur in a learning activity. If in teaching using students as input, school and class learning as processes, and graduate competencies as outcomes, then assessment occurs both at the beginning, during, and at the end of learning (Rani Tri Damayanti, et al., 2024).

In the evaluation literature, various evaluation models have been classified by various researchers. According to Worthen, Blaine R., and James R. Sanders, there are four classifications of evaluation models: (Andri Kurniawan, et al., 2022):

1. Measurement Model

In this evaluation model, the primary goal of educational assessment is to measure various aspects of student behavior, including learning outcomes, intelligence, talents, interests, attitudes, and other personality traits. The scope of the evaluation encompasses both the cognitive and affective aspects of student behavior or psychomotor skills.

Therefore, it is crucial for teachers to have the ability to evaluate or assess student learning outcomes in these three areas. This requires a holistic and diverse approach to the assessment process, including the use of various evaluation methods appropriate to each domain, such as written exams for cognitive assessment, observation and reflection for affective assessment, and practical assignments or projects for psychomotor assessment. This way, teachers can provide comprehensive feedback to students to help them develop understanding, values, and skills within the context of Islam (Nur Rifqah Nadiyah, 2024).

2. Congruence Model (Congruence Model)

The suitability evaluation model in Islamic Religious Education (PAI) learning is an authentic assessment method that assesses student readiness, the learning process, and learning outcomes comprehensively. This evaluation model integrates the evaluation of these three components to provide a comprehensive picture of students' learning capacities, styles, and achievements. This integrated assessment allows for a better understanding of how learning affects students' cognitive, affective, and psychomotor aspects. Suitability evaluation provides information not only on how well students understand the material but also on how they apply it in real-life situations.

Thus, this assessment can reflect the instructional impact, namely the extent to which learning successfully influences students' understanding and skills, as well as the accompanying impact, namely the extent to which learning influences students' attitudes, motivation, and personal development. The results of this evaluation can be used by teachers to plan remedial programs for students who need additional assistance, enrichment for students who already have a strong understanding, or counseling services for students who need help in overcoming personal or academic problems.

3. System Model

This model treats a program as a complex system, focusing primarily on the interactions between its components. Evaluation in this model involves assessing the relationships between the system's components, the processes within them, and their impact on the overall system. The essence of evaluation according to the systems model is to compare the performance of various dimensions of the system being developed against a number of specific criteria, ultimately arriving at a description and assessment of the system being evaluated.

4. Illuminative Model (Illuminative Model)

This model emphasizes a deep understanding of how a program works and affects its environment. Evaluation in this model focuses more on the program's internal processes and their impact on the understanding and knowledge of participants, stakeholders, or the communities involved.

The application of the illuminative evaluation model in Islamic Religious Education (PAI) learning in heterogeneous classrooms provides teachers with the opportunity to obtain evaluation results tailored to the diverse characteristics and psychological conditions of their students. This method emphasizes the assessment of the learning process and development, allowing for a holistic and personalized assessment of student progress without relying solely on numerical scores or tests.

Authentic Assessment Concept

Authentic assessment is the process of collecting various data that can provide a picture of student development. Teachers need to know this picture of student learning progress to ensure that students are experiencing the learning process correctly. (Abdul Majid, 2014). And authentic assessment is also a process of collecting information by teachers about the development and learning achievements of students through various techniques that are able to reveal, prove or show precisely that learning objectives and abilities (competencies) have been truly mastered and achieved (Abdul Majid, 2012).

Assessment in the learning process in the 2013 Curriculum prioritizes authentic assessment aspects. Authentic assessment is a type of evaluation in learning that can guide students to demonstrate learning outcomes that include their competencies and skills in solving problems.

Students are expected to represent all their potential as part of the learning evaluation process. Essentially, authentic assessment is carried out with the concept of searching for and collecting data related to the student's learning process so that the extent of development in the learning process can be identified, which can later be used as a basis for evaluation (Dianita Rahayu Sukmawati et. al., 2023).

According to Mueller, authentic assessment is defined as an assessment in which students are asked to utilize all the same knowledge, attitudes, and skills to be integrated into a specific work project in real life (Eny Winaryati, 2022). Simply put, authentic assessment can be understood as a type of evaluation of student performance conducted by an educator to measure the extent of the development of students' knowledge, skills, and attitudes in real time. This authentic assessment is considered an effective assessment instrument because an educator will know the students' learning outcomes immediately.

Spiritual and social attitude competencies must be implemented in learning through habits and role models demonstrated by students in their daily lives. Therefore, the achievement of these attitude competencies must be assessed by teachers continuously. Attitude is the tendency to act with like or dislike towards an object. Attitudes can be formed through observing and imitating something positive, then through observation and receiving verbal information. Changes in attitude can be observed in the learning process and consistency towards something. Attitude assessment is an assessment conducted to determine students' attitudes towards subjects, learning conditions, educators and so on (Aiman, 2016).

Authentic assessment has actually been discussed and implemented in previous curricula since the School-Level Curriculum (KTSP) era, then revised in the 2013 Curriculum and developed to date during the Independent Curriculum. However, there are several differences in the context of the learning orientation used in each curriculum implementation. For example, in the Independent Curriculum, authentic assessment is oriented towards aspects of learning projects and student performance, as well as the character profile of Pancasila students. Therefore, the practice of learning evaluation using authentic assessment remains the same, but there are several aspects of improvement and development based on considerations of relevance to the curriculum used. Therefore, authentic assessment is still considered relevant as a reference for educators in evaluating students in the learning context. In this regard, it is possible that this authentic assessment practice can still be used in practice now and in the future with all existing innovations (Citra Sitorus & Cahyani, 2024).

According to Schmitt & Allen, it is stated that there are six characteristics in authentic assessment, including, first, the tasks given must be representative of direct performance; second, orientation is given to teaching by paying attention to assessment criteria; third, the biggest role is centered on self-assessment; fourth, if necessary, students must provide direct exposure in public related to their work; fifth, there is good cooperation between other students with complex task loads; and sixth, authentic assessment is public in nature in accordance with previous practices and experiences (Winaryati, 2022).

Furthermore, according to Nurhadi, several characteristics of authentic assessment are that the assessment must be based on direct experience, the assessment is carried out during the learning process, the assessment is directed at the students themselves (self-assessment), it is continuous, integrated, and is carried out with the hope of providing feedback, and the criteria for the assessment, as well as the results of whether the assessment is good or bad, must be clearly known to the students (Lailan Aprina Siregar, 2020). This can be done by an educator by observing their behavior during learning projects, group discussions, and so on. This type of assessment can be in the form of tests and non-tests depending on the domain to be evaluated (Ansar Cs and Ade Yuni Sahruni, 2022).

Authentic assessment cannot be conducted haphazardly; there are principles that must be observed. Some of these principles include: First, authentic assessment is carried out in an integrated manner or is an integral part of or within the learning process, not the other way around. Second, assessment must be based on real-life aspects, not just within the school environment. Third, the assessment must be conducted using various measurement methods and all criteria are in line with the essence of the learning experience. And fourth, the assessment is carried out holistically, encompassing all domains of learning objectives, including cognitive, affective, and psychomotor. Based on this description, authentic assessment must be carried out with careful planning, especially for educators who are responsible for carrying out objective evaluation activities regarding student learning outcomes (Hari Wahyono, 2017).

Such a complex assessment model requires more teacher attention to obtain authentic scores. Therefore, teachers who frequently leave the classroom learning process will find it difficult to assess attitudes. Another obstacle in the assessment process is the need for large amounts of paper (Wulansari, 2016). Implementing authentic assessment requires good supervision and continuous monitoring. Every task will feel more meaningful if it successfully overcomes obstacles. Obstacles are a test in every action that must be faced with thorough preparation. In implementing authentic

assessment, there are still obstacles encountered. However, if these obstacles are faced together, the difficulties experienced will certainly be less severe (Berampu, 2016).

The learning process is a continuous activity over time. This process begins with planning, implementation, and assessment. Assessment is used by teachers to determine the extent to which students are able to master what they have learned. The change in the curriculum in education from KTSP to the 2013 Curriculum has shifted the paradigm of teachers from actors to instructors, automatically also changing the position of students who were initially as recipients of information now must play an active role in gathering information. This automatically also changes the assessment system in the world of education, which was originally only oriented towards aspects of knowledge, now includes aspects of attitudes, knowledge and skills that students must have. This assessment model is called authentic assessment (Hajaroh & Adawiyah, 2018).

Assessment Domains According to the Independent Curriculum

The implementation of authentic assessment in the Independent Curriculum is crucial for educators in schools to ensure that learning evaluation activities are carried out accurately and correctly, thus producing quality assessments. Authentic assessment, from the perspective of the Independent Curriculum, provides direction that the learning process must be conducted authentically. Authentic learning means linking assignment material, which includes problem-solving activities, to real-life situations outside of school (Slamet Rohmadi, 2022).

In this context, educators must not only deliver what is formally required by the curriculum, but also be skilled at developing higher-quality assessments. One way to develop authentic assessment is through the use of assessment rubrics. These rubrics can serve as a reference for assessing student skills by defining specific scales, such as low, medium, and high. These scales should be described in as much detail as possible, with clear indicators, to ensure that assessments are aligned with students' abilities.

Authentic Assessment in the Independent Curriculum

Authentic assessment in the Independent Curriculum can be formulated into several types of assessment, namely, performance assessment, project assessment, and portfolio assessment. Performance assessment is a type of assessment that measures students' abilities to carry out tasks closely related to the real world. One of the tasks that can be assigned to students is through practical activities or simulations of the material being taught, but in a contextual manner. From the perspective of the Independent Curriculum, this performance assessment aims to determine the extent to which students can apply or practice the knowledge they have learned during the learning process in relevant real-life contexts (Kompasiana, 2023). Thus, the material taught theoretically by educators is expected to have an impact on the application of knowledge in students' real lives. From this, we can see the usefulness of the material taught in schools.

Project assessment is an assessment activity within the framework of product-oriented learning evaluation. In this case, students can be given research-based assignments to be completed within a specific timeframe, depending on the level of complexity of the assigned task. Assignments must be designed in such a way that students can optimally implement all components of the assignment, such as planning, data collection and analysis, and reporting. The purpose of this project-based assessment is to measure the extent to which students apply and report on the material they have learned (Hery Suryawan, 2022). However, this type of project evaluation must be designed in such a way that the assignments seem enjoyable, in line with the flexibility of the Independent Curriculum (Mulik Cholilah et al., 2023).

There are three things that are considered in project assessment: first, management skills, meaning students are able to choose topics, dig up information and manage the time for data collection and report writing; second, relevance, namely the suitability between project tasks and subjects, by considering the stages of knowledge, understanding and skills in learning; third, authenticity, namely the projects carried out by students are not plagiarized but are the result of their own work, by considering the teacher's contribution in the form of guidance and support for student projects (Hoddin, 2023).

The next assessment is the portfolio. Portfolio assessment is a form of learning assessment developed in the Independent Curriculum. This assessment is a way to evaluate learning by collecting, selecting, and assessing student work as a comprehensive manifestation of the learning material presented. In this context, students can demonstrate their performance in terms of understanding concepts, processes, and critical thinking skills through assignment notes, presentations, and so on. As a measure of their learning achievement, this assessment can also serve as a benchmark for academic development and progress, as students experience change.

CONCLUSION

Attitude evaluation refers to KI-1 for spiritual attitudes and KI-2 for social attitudes. Knowledge assessment in KI-3 is used to assess students' mastery of the dimensions of factual, procedural, conceptual, and metacognitive knowledge at various levels of the thinking process. Meanwhile, skills assessment (KI-4) is carried out using performance appraisal techniques with projects and portfolios. In a balanced assessment, all three aspects are used as references. Authentic assessment has actually been discussed and implemented in previous curricula starting from the School Unit Level Curriculum (KTSP) era, then revised in the 2013 Curriculum and developed until now during the Merdeka Curriculum era.

Authentic assessment in the Independent Curriculum for Islamic Religious Education (PAI) subjects is an assessment conducted directly by an educator regarding a specific learning project, encompassing cognitive, affective, and psychomotor learning domains by combining process and product assessments. This makes assessment activities more objective, real, concrete, and accurate, and reflects the actual learning outcomes of students. Authentic assessment is implemented based on direct experience, conducted during the learning process, is directed at students, is continuous, integrated, and is carried out with the hope that it can be used as assessment criteria. Therefore, the author recommends readers to conduct further research or review of the gaps in this article as part of the improvement and development of science.

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