

Authentic Assessment For Improving The Quality Of Learning

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Abstract

This research aims to determine the phenomenon of authentic assessment implementation in improving learning quality. The method used in this study uses library research or research literature. The study concluded that authentic assessments with project-based learning and problem-based learning approach could improve the learning quality, giving positive implications for the development of human resources. For example, building competence, positive, critical thinking, innovative, and doing work in the form of products. Thus, an authentic assessment (project-based learning, problem-based learning, and product assessment) can improve the quality of learning to give implications for the development of human resources in the future.

Keywords: *authentic assessment; quality of learning; human resources*

Abstrak

Penelitian ini bertujuan untuk mengetahui fenomena implementasi asesmen otentik dalam meningkatkan kualitas pembelajaran. Metode yang digunakan dalam penelitian ini menggunakan penelitian kepustakaan atau literatur penelitian. Studi ini menyimpulkan bahwa penilaian otentik dengan pembelajaran berbasis proyek dan pendekatan pembelajaran berbasis masalah dapat meningkatkan kualitas pembelajaran, memberikan implikasi positif untuk pengembangan sumber daya manusia. Misalnya, membangun kompetensi, berpikir positif, kritis, inovatif, dan melakukan pekerjaan dalam bentuk produk. Dengan demikian, penilaian otentik (pembelajaran berbasis proyek, pembelajaran berbasis masalah, dan penilaian produk) dapat meningkatkan kualitas pembelajaran untuk memberikan implikasi bagi pengembangan sumber daya manusia di masa depan.

Kata kunci: *filantropi islam; manajemen keuangan; institusi pendidikan*

Introduction

The 21st century of Indonesian education is faced with a number of challenges and opportunities. The opportunities and challenges of each generation certainly have a difference. The difference is the wrong indicator of the problem, and the problem should be corrected immediately. Improvement will result in quality objectives and achievements. Likewise with improved learning outcomes. To make the improvement of learning results one of the things to do is to implement the assessment process. Assessment is one of the main elements that are indicators of quality of learning outcomes. As it has been explained earlier that the change is very dynamic. This is also the same as the assessment changes that should be implemented to achieve maximum learning outcomes and adjusted to the level of human resource needs in its era. But seeing the reality that is in the institution is now still many use traditional assessment system (conventional). Moreover, nowadays information technology is so fast, so many are born and many are left behind.

Based on 21st century partnership Learning framework there are competence or expertise that must be owned by the human resources of the 21st century, including: a) critical thinking and problem solving, B) ability to communicate and cooperate, C) Creating and updating, d) Information and communication technology literacy, E) Competency Learning contextual Learning, f) information competence and media literacy. (at-Taubany, 2017)

Assessments were created, developed and used for various purposes. One of them is used as to assess learning outcomes. Assessment is a process of collecting from a variety of data or information that can illustrate student learning developments, this assessment process needs to be known by educators to be aware of whether learners are experiencing the process Learn correctly, for assessment done at the end of each learning period but not every learning activity is done in an integrated. (Huriah, 2018) Then the learning results became a the culmination the and the final goal after the learning activities in the school.

Soedijarto, in (Huriah, 2018) states an education is said to be measured from its position to educate the nation's life and promote national culture, which is a successful education forming a young generation that is intelligent, characteristic, moral and personality. When reviewing learning objectives with learning quality, there is often misinterpretation in public life, which is only associated with the value/number of the test and graduation results. An educational institution is considered quality and qualified when the degree of graduation in the national exam reaches 100% and get a standard high value (above average). The purpose of learning does not make learners "pass exams and get high scores". If the objective of learning is only to pass and obtain high scores, the learning activities will be centered on how to do the exam questions, whether the exams conducted by teachers, schools and government-held exams known as National exams. The implementation of this kind of learning will result in actual learning objectives will never be achieved and will be further away from the quality of education expected. Ideally learning objectives are not only related to the outcome of values in Raport or diploma, but also closely related to the learning process.

Assessments are often regarded as one of the three main pillars that define learning activities. The three pillars are planning, implementation and assessment. If the three pillars are synergistic and sustainable, it will determine the quality of learning. Therefore the assessment must be designed and implemented in accordance with the planning and implementation of learning. The scoring system should be developed in line with the development of models and learning strategies. As known models and learning strategies have undergone considerable development, such as constructivistic, contextual, and neuroscience-based learning models. However, the trend is that the assessment system that is done by educators, schools and even by the government still uses traditional assessment, which is to provide a number of questions with short answers, fields or

questions Multiple selections and assess the limited number of tasks that may not match what was done during the learning process. This assessment also tends to only uncover cognitive aspects, even low levels of cognitive, i.e. aspects of memory and understanding. In this traditional assessment, it is also uncommon to assess all the skills and outcomes of students by monitoring their own learning and even rarely include questions that assess the emotional response to teaching (Santrock, 2007). The tendency to implement traditional assessment is essentially too menyederhanakan the capacity of students as learners. So it is necessary to change from traditional assessment to authentic assessment.

The study consisted of sophomore prospective teachers who study at Dicle University in the Ziya Gökalp Education Faculty Classroom Teaching Department during 2013-2014 academic spring term. The two classrooms in the department were randomly assigned as experimental group (Group B) and control group (Group A). The experimental group was given authentic tasks and asked to do them group work. The authentic tasks fulfilled by prospective teachers were analyzed in accordance with the authentic assessment approach. Authentic assessment tools such as self-assessment, group assessment, portfolio assessment, teacher-peer assessment, weekly performance assessment, and student journals were used in the experimental group. Meanwhile, control group activities were based on a subject-oriented curriculum design and teacher-centered traditional practices and assessment were carried out. Methods like verbal lectures, discussions, and question-answers were used. In addition, the evaluation process was conducted on the mid-term exam essay in traditional sense. While the pre-test and post-test results of the experimental group indicate a statistically significant positive difference for the post-test, the difference between pre- and post-test results for the control groups were not found to be statistically significant. Moreover, a comparative analysis of adjusted post-test results based on pre-test results of experimental and control groups indicated a statistically significant positive difference in favor of experimental group.

من طلب العلم للعمل و فقهه و من طلب العلم لغير العمل يزداد بالعلم فخرا

"Whoever seeks the knowledge (religion) to be practiced, Allah will continue to give to him. Whoever seeks the knowledge, not to be practiced, then the science is merely a Pride "(Hilyatul Auliya ', 2:378).(Dar el Fikr).

Who never knew that the students or the intelligent student in the frequent class was arrogant, because it felt confident that they had the ability to memorize and work properly. But is he capable of applying memorized knowledge? This is a big question. Let's see together when there are smart children (ranked I) at school. After graduating from school whether he became a successful person and was able to apply his knowledge. Certainly no answer. Because he was only able to memorize and not understand the intent and purpose of the science that was memorized. So this is what should be noted that the traditional assessment with an emphasis on its nature is memorizing not an assessment of an authentic sounding that is not based on child memorization ability.

Imam Ghazali said: "Science without charity is insane and at the same time, practice without science is a practice that will not happen and in vain."

This is the reason researchers are to examine that traditional assessments are less effective at improving the quality of learning so that authentic assessments are required. An authentic assessment provides an opportunity for all learners to explore their abilities without being constrained by the ability to memorize theories.

Methods

The method used in this study uses library research or research literature. This research investigates more dialogue with books, archives, old documents, journals, notes, photographic film documentation, monographs, statistical documents, diaries, letters, and others. Furthermore, in the literature research researchers used data collection techniques by reading and recording and processing research materials. Then in the data collection the researcher conducted a study and explored several journals, books and documents (both printed and electronic) and data sources or other information that was considered relevant to the research or study. (Ajat Rukajat, 2018)

Result and Discussion

Based on the research results researchers do with a literature study approach that authentic assessments prove to be able to improve learning quality:

Many professionals in education, psychology, sociology, and politics argue that existing schools will now experience changes to human needs and the environment is changing towards human and environmental needs. Surrounding. Opportunities to communicate, collaborate, and think critically – they should appear in each class. However, the science of education that supports these opportunities is still being rejected in the way that is used now in evaluating the progress of learning and learning outcomes of learners. The education experts agreed that the form of assessment that could facilitate this is the autentic assessment (authentic assessment). (Bundu, 2017)

What is an authentic assessment? Does it have something in common with the traditional assessments that have been conducted?

The English term '*authentic*' is associated with words as real, original, reliable, major, genuine, correct and main in Turkish. Authentic assessment is considered to be a new approach in assessment. This approach associates learning with real and complicated situations and contexts according to Olfos & Zulanta cited in (İsmail & Bağçeci, 2016)

According to Razmawaty Mohamed & Othman Lebar, as assessment for learning and able to measure higher-order thinking skills. The meeting point that indicates the suitability of authentic assessment and higher order thinking skills can be used to formulate assessment tasks for the next study. (Mohamed & Lebar, 2017)

Here are the differences in traditional assessment with authentic assessment:

Traditional Assessment	Authentic Assesment
One answer selection	One-task performance
Opinion/Theory	Real life
Memory/Introduction	Construction/Application
Structure – Teacher (teacher center)	Structure – Students (Student center)
Indirect reasons	Direct reasons

In the regulation of the minister of cultural education of the republic of Indonesia number 66 year 2013 about the standard of education assessment is contained that the valuation standard aims to ensure:

1. Student assessment planning in accordance with the competencies that will be achieved and based on the principles of assessment.
2. Conduct assessment of students professionally, open, educative, effective, efficient, and in accordance with socio-cultural context

3. Reporting of student assessment outcomes objectively, accountable and informative.

According to the curriculum center (2009) an authentic assessment is a process of collecting, reporting, and using information about the outcome of students ' learning by applying the principles of assessment, the continuation of the implementation, with the authentic, accurate evidence , and consistent as accountability.

The terminology of authentic terms is a synonym of the original word, real (actual), valid, and reliable. Among the authentic assessment types are work assessments, self-assessments, projects, portfolio assessments.

The authentic assessment according to Munif Chatib is very related to the learning activities, the more learning activities are able to be assessed in the portfolio, the better the learning outcomes. Then according to Patta Bundu, 2017 authentic assessment is to provide a more meaningful way of conducting an evaluation of the mastery of one field of study and learners assessed based on knowledge mastered and how capable Apply that knowledge to your daily life.

In this study, that project appraisal is one of the authentic assessments can be used to determine the understanding of learners in a specific field, knowing the ability of students to apply their knowledge in the investigation process and presents thoroughly. Through this project learners are given the opportunity to explore scientific or technological ideas in a particular problem. (Kadek Agus B P, DKK, 2019)

According to Wiggins (1993) claimed that the traditional methods used to do assessment learners ' learning outcomes (selection of available answers such as multiple choice, true false, and the like) have failed to uncover intellectual abilities Complex students and real experience skills in the field.

As a result, educators are more involved in the authentic assessment of battling a standard test that is still strictly recommended top-down. Then since the year 2002 was implemented the declaration of slogan, "No Child Left Behind."

This is what some educators often do to do assessment pseudo-results. One example:

"There is a person who has the ability to memorize (given) the material that has been learned categorized as a high-scoring smart student, while his friend who happens to have low recall (forgotten) with a low score, directly Assumed to be unclever learners. At assessment, the teacher is all (temporary) meaning that there is a possibility that the students who forgot to have the ability or skills to do something more than students who have strong memorization recall. "Salah satu penilaian autentik dengan menggunakan model pembelajaran (*project based learning*).

One of the components in the learning model of project based learning one form of his assignment is with authentic tasks. The following components can be used in the planning, describing, and writing of the project, as follows.

1. Environment that supports student-based learning (learner)
2. Collaboration
3. Content Curriculum
4. Authentic tasks, meaning associating a project task with a real world or a real profession surrounding it. Or the learning process with the world outside the class
5. Using a compound expression mode, the learners are given the freedom to use various technologies as a device to plan, develop, or present the project.
6. Time management, the students are given the opportunity to ponder, revise, and reflect the learning.

7. Innovative assessment, as the learning of Yaang is a process that takes place (on going) as well as various assessment and crust carried out, such as the assessment by teachers, assessors by peers, assessment by students themselves, and Reflection. The practice of assessment must be inclusive and understood by all learning, and they are given an opportunity in the assessment process. (Suryani, 2017)

The following authors present data on research results related to an authentic assessment:

Based on Rosendi Galih Susani, research about the implementation of authentic assessment in Extensive Reading on identifying the meanings of difficult words, idioms, and expressions. The obtained data show that the students' average extensive reading ability was 80 with a very high category. The implementation of authentic assessment could provide some benefits such as (a) identifying the direct measurement of expected competence indicators of students' performances; (b) encouraging students to demonstrate their performance in a real and meaningful situation; (c) providing students with the opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers are relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. It is then recommended that authentic assessment be applied in the teaching and learning of reading courses. (Susani, 2018)

The results of the research conducted by Nuraeni, 2018 under the title: Effectiveness of the implementation of authentic assessment of learning outcomes of Islamic religious education students SMK Negeri I Bantaeng Makasar. The following research has been conducted: 1) the implementation of authentic assessment in PAI learning in SMK Negeri I Bantaeng belongs to good category because it is at intervals (50-64), this can be seen from the results of the poll that is distributed to the participants Students. 2) The learning results of PAI students at SMK Negeri I Bantaeng, categorized as very good category because it is at intervals $52 >$, this is seen on the average of the learners PIE results is 79.10. 3) There is effectiveness of implementation of authentic assessment of the students ' PAI learning outcomes at SMK Negeri I Bantaeng, with the value to $= 17$ then to this (17 2.030) then it can be concluded that H_0 rejected H_1 accepted.

The results of the research conducted by Muhammad Faqih Irsyad, 2015 under the title: implementation of authentic Assessment on PAI learning and ethics and its implications for learning outcomes of class VIII students at SMP Negeri I8 Semarang. Here are the results of his research: the results showed that: SMP Negeri I8 Semarang has implemented an authentic assessment. With the implications of implementing an authentic assessment of student learning outcomes in general is a better behavioral change, students become more active and creative in the teaching and learning process.

The results of the research conducted by Hartati Muchtar, 2010 based on the Journal of Education, with the title: implementation of authentic assessment in the efforts to improve the quality of education, by looking at various problems in the assessment conducted by teachers in school, as well as in Implementation of UN, it needs to be done improvement and improvement in implementation of UN. One of the roads to boost the quality of national education in the better direction is required courage to take the policy of fixing the test system used as a valuation tool. In this regard, this article intends to present a form of assessment of learning outcomes that may be able to support the improvement of education quality, especially the implementation of authentic assessment. In this article, it will be discussed: Quality of education, assessment in the learning process, and application of authentic assessment.

The results of the research conducted by Chan Yuen Fook and Gunam Kaur Sidhu, 2010 with themes: Authentic Assessment and Pedagogical strategi in Higher Education, Conclusion/ Recommendations: The study identified that assessment strategies should be closely related to

teaching and learning. Assessing authentic performances should become integral parts of the instructional cycle and feedback provided by the lecturer and peers should be formative in order to help the students assess their strengths and weaknesses, identifying areas of needed growth and mobilizing current capacity. (Fook & Sidhu, 2010)

The results of the research conducted by Bundu, 2013 and Bundu, 2015 show that some teachers already understand the importance of authentic assessment with all variations of it, but only to the level of "knowing" but not yet to its implementation level. So that happens is still a lot in the process of judging still using traditional assesment. And one of his obstacles is because the teacher is still hard to switch authentic assessment such as the portfolio and the fact that some lecturers/teachers rarely use authentic assessment in class.

Thus the authentic assessment system is able to improve the quality of student learning outcomes. Although there are still many educators/lecturers do a traditional assessment. In the traditional judgment is a valuation where a student is asked to demonstrate his knowledge from one particular field in the form of multiple choice tests, incorrect questions, and a coined answer between answers. And keep in mind that this traditional form of judgment does not reflect learners in the process of thinking, but it only takes students up to the correct answers they specify. If this assessment is retained and does not seek solutions to the problem, how is the fate of future young generations. It should be an authentic assessment. An authentic assessment is one of the methods of learning evaluation by engaging learners to apply the knowledge and skills they possess to the tasks in real life everyday.

According to the Buck Institute for Education (Khamdi, 2007), Project based learning is a learning model that engages students in problem-solving activities and gives students the opportunity to work autonomously. The peak students produce valuable and realistic products. (Mawardi, 2015)

One example of an authentic, biased assessment developed to improve learning quality is Project based learning, product valuation, and problem-based learning:

A. Project Based Learning.

Project based learning is an assessment of tasks that must be completed within a specific period of time. The task is an investigation starting from planning, data collection, organizing, processing, and presenting data. Project assessments can be used to know the understanding, applying, auditing ability, and ability to inform learners of specific subjects on a gambling basis. (Titih Huriah, 2018)

According to the title, 2018, the project assessment has 4 things to consider:

1. Management, students are required to choose a topic, search for information, and manage data collection time, and report writing.
2. Relevance
3. Authenticity, product (work) produced by learners.
4. Innovation and creativity, with the assessment of projects are expected to be able to find innovation of a problem and bring new creativity.

In the opinion of Dodi Mawardi, 2015 guardian student of SMP Alam Cikeas stated that project based learning is an innovative student-centered learning (student centered) and placing teachers as Motivators and facilitators. This is what I think is the right concept of learning for school children, especially those who have been separated from children's labels. Junior high school students have begun to grow up. It has begun to think far forward, designing the future and organizing its life. The concept of project based learning allows students to prepare themselves as

human beings who are able to deal with problems and solve them with the right solution. Subjects are no longer at the core of the school's lessons. Subjects became a tool to solve a wide range of problems. Each student is familiarize with the problem (project), working in groups, and finding the most appropriate solution with a variety of subjects taught, and accompanied by teachers (facilitators).

Intellectual intelligence is no more important than the character building of each student.

1. Self-reliance and troubleshoot issues and complete a number of projects. It is very important to build the child's character. No need to memorize, no high value, because this life is not for memorization and owners of high value, but for those with character and great in resolving the problem. Agree?
2. Some research conducted on project based learning, one of which is [O.S.] Chua (2014) in (Sumarh Huriyah, 2018) explaining enhanced and conventional project based learning in an engineering design module performance and quality of Colloaboration in project based learning. In research aims to know if project based learning can improve learners ' cognitive abilities better and maximally. The research was conducted with a total of 60 learners divided into 2 classes, one being an Ecxperimentary class and one class being the control class. The result of this research is that there is a significant difference in knowledge scores. It can be concluded that learners who undergo a project based learning method get the score better and than those who do not use the method. Project based learning is capable of enhancing a better learning experience and improving problem-solving capabilities.
3. Project Based learning method when mostly used for higher education such as in universities, but there is one of the schools in Bogor described above who have used the learning method of project based learning.

B. Problem Based Learning

Going beyond the traditional approaches to learning requires instructors to come up with a variety of learning tools that will ensure students develop and nurture the desirable graduate attributes, and one such approach is problem- based learning. (Clara Nkhoma,et.al 2018) Problem based learning is a learning strategy that begins with confronts students in a real problem or simulated.

Why the assessment of problem-based learning is one of the authentic judgment, because today that is one of the problems of the education world is not able to students solve problems in life. For example what the purpose of children learns today. Does it just want to gain high science and value only? If today only pursue high scores and science this will be a big problem for the country. As the 4.0 industry revolution today demands that all learners have a critical sense of reason in addressing all of the problems of life in the future. So this is the author's basis that problem based learning becomes one of the authentic assessments to know how critical learners are to solve a problem.

Problem-based learning involves learners to think levels of made and solving a problem. Important parts of the problem-based learning assessment are as follows:

1. Planning, preparing the students role as self direct problem solvers by collaborating with other parties. Examine the nature of the problems being prepared while predicting and trying to solve the problem.
2. Investigation, the activity that is biased is to explore various explanations and events and their implications. He is collecting the information and distributing it.

3. Presentation of results, in the presentation process is made in the form of reports with various findings of each problem solving. (UPI, 2007)

Problem-based learning is the use of all sorts of intelligence required to confront real-world challenges, the ability to deal with everything new, and the complexity that exists, (Tan, 2000) Quoted in his book (Rusman, 2017)

C. Product Assessments

Product valuation is one of the authentic assessments. Product valuation is an assessment of the manufacturing process and product quality. Product assessments include assessment of the students ' ability to make technology and art products, such as food, clothing, artwork (sculpture, drawings, paintings) and other results.

In the product assessment includes several stages and each stage needs to be done assessment.

1. Preparation stages, including: Assessment of learners ' ability and renovate, dig, and develop ideas, and design products.
2. Stage of product manufacture (process), including assessment of students ' ability to select and use materials, tools and techniques.
3. The product valuation stage, including the assessments are conducted based on students ' criteria or creativity.

According to Novera Dwindi, 2018, the teachers difficulties in i mplementing authentic assessment because of the many instruments that should be made by teachers to assess learners, 2) teachers are st ill using assessment multiple-choice test to measure students' cognitive abilities, while the attitude and psychomotor no instrument vote, 3) teachers and students need a model of authentic assessment instruments developed especially in the subjects of biology, so it is not in accordance with the demands of the curriculum, 2013. (Novera Dwindi,et.al, 2018)

Thus, authentic assessments can improve the quality of learning and also improve the quality of education. This is based on some of the research results presented in the above discussion and also supported by the study of theories that have been conducted trials. Given the importance of authentic judgment, both in the assessment process and the improvement of learning quality. Thus, this method of assessment should be applied as a means to improve the learning process at once to improve the quality of education. One of the methods of assessment that can improve the quality of learning is Project based learning, problem based learning, and assessment product.

Conclusion

In the application of an authentic assessment of the school, a professional teacher who mastered the assessment method is aware of the importance of authentic judgment and a commitment to advancing education. It is therefore necessary to increase the awareness, willingness and ability of teachers to carry out an authentic judgment in improving learners ' learning outcomes. One of them with the evaluation method of project based learning, problem based learning and assessment product.

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