

DOI: <https://doi.org/10.63332/joph.v5i5.1599>

The Implementation of Authentic Assessment in Contextual Approach in Civics Education at a Junior High School in Malang Regency

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Abstract

This research examines the implementation of authentic assessment within a contextual approach in Civics Education at a Junior High School in Malang Regency. The contextual approach consists of seven components: (a) constructivism, (b) inquiry, (c) questioning, (d) learning community, (e) modeling, (f) reflection, and (g) authentic assessment. This study focuses on the seventh component. Using a qualitative case study approach, data were collected through observations, interviews, documentation studies, and literature reviews. The subjects include eighth-grade students, the Civics teacher, and the deputy head of curriculum affairs. Data analysis follows Miles and Huberman's interactive method, with validation through source triangulation. Findings show that the school applies a contextual approach, integrating authentic assessment through performance, attitude, essay-based written, project, product, portfolio, and self-assessments.

Keywords: Authentic Assessment, Contextual Approach, Civic Education, Model School, Middle School.

Introduction

Many countries support the 12 years of education represents that all students should attend school from primary to secondary school, designed to prepare students to be ready to attend higher education or enter the job market (Tshukudu et al., 2023; Heintz, 2021; Su, Zhong, & Ng, 2022; Johnson et al., 2023; Arantes, 2021). The fourth goal in the Sustainable Development Goals (SDGs) quality education program also ensures that all girls and boys complete free, equitable, and quality primary and secondary education, leading to relevant and effective learning outcomes (United Nations, 2015). Based on the SDG's progress in 2024, the completion rates in primary and lower secondary levels of education continue on an upward curve, while the percentage of students who complete the upper secondary level increase from 53% to 59% from 2015 to 2023 (United Nation, 2024). The secondary level of education becomes important to prepare students to be ready for higher education as it relates to the capabilities of independence, self-directedness, and self-regulation (Vosniadou, 2020). Lower secondary school also becomes a crucial time as it is a complex and challenging transition for students, such as social and educational changes and puberty hit (Strand, 2020; Chambers & Coffey, 2019). Transition experiences can impact students' academic achievement and social and emotional health (Strand, 2020). Smoothing them can promote positive experiences and better academic, social, and emotional progress (Chambers & Coffey, 2019).

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Civic and citizenship education in secondary school can help students in social transition and progress by equipping young people with knowledge, understanding, and dispositions for successful societal participation, promoting engagement with principles, critical judgment, and appreciation of citizens' rights (Schulz, 2022). Civic education aims to foster active citizenship, equip students with democratic values and morals, and empower them to take charge of their learning and personal growth (Sava, Fartusnic, & Iacobescu, 2022). In Indonesia, students from kindergarten to college must study civics as part of the national education curriculum, which carries out the national objective to educate the Indonesian people's life by imparting the principles of Pancasila and responsibility as a good citizen (Usmi, Siregar, & Soesilo, 2024). Forming good citizens is the mission of this subject, which is required in schools. Its vision is to empower citizens and build nationalism (Pangalila, Tuerah, & Umar, 2020). In total, knowledge, attitudes, and civic skills that result in a contextual approach to integrating textual content with real life must be realized for the organization to fulfill its vision and goal (Widodo et al., 2020). The development of civic competencies in civic education should focus on the three competencies of civic knowledge, civic skills, and civic disposition, which are necessary for responsible, productive, and engaged citizenship (Owen & Irion-Groth, 2022; Sulistyarini et al., 2020). Teachers should be proficient in selecting and implementing effective, engaging, and enjoyable methods for teaching civics in schools.

Contextual Teaching Learning (CTL) is effective in learning as it facilitates meaningful connections between abstract thinking and practical applications in the real world (Noviasari, 2020; Samsudin & Raharjo, 2023; Rahman et al., 2023). Contextual learning connects material content with daily life, providing students with the meaning of life. It is particularly useful in civics learning, preparing students to become good citizens and solving civics problems urgently (Suhartono, 2019). A study by Kemala and Murdiono (2020) stated that the CTL learning model significantly influences the student's motivation and learning outcomes in civic education. Another study by Indrayati & Kuni (2022) reveals that contextual teaching-learning significantly impacts learning achievement, outcomes, and competency, with competency and achievement learning acting as mediating variables. There are 7 components of CTL: (1) constructivism, (2) inquiry, (3) questioning, (4) learning community, (5) modeling, (6) reflection, and (7) authentic assessment (Dirjen Dikdasmen Depdiknas RI, 2003). The contextual approach requires all components to be present in contextual-based learning, with their optimal occurrence indicating the level of contextual implementation.

One of the Junior High School as a model school in Malang Regency is very feasible in implementing Civics learning using a contextual approach based on preliminary studies and searches conducted by researchers on junior high school civics learning. However, field research on authentic assessment is rarely conducted by teachers, and teachers are not familiar with authentic assessment. The school has a vision of "Achievement Based on Faith and Piety and Environmental Awareness", and one of its missions is to realize the development of innovative learning processes and realize the development of a creative assessment system according to national education standards.

As a model school, this school has become a pilot test for learning models, one of which is the application of a contextual approach that includes the components of (a) constructivism, (b) inquiry, (c) questioning, (d) learning community, (e) modeling, (f) reflection, and (g) authentic assessment. In this school, the contextual approach is a specialty in Civics education. However, this research will only focus on the seventh component of the contextual approach, the application of authentic assessment. Therefore, the researcher intends to conduct in-depth

empirical research on applying authentic assessment in the contextual approach to Civics education. The research results are expected to contribute in the form of a model for implementing authentic assessment in Civics education based on the contextual approach in junior high schools in Malang Regency and other regions.

Method

This research uses the case study method with a qualitative approach. A case study is a valuable research method for an in-depth understanding of a specific real-world subject, allowing exploration of key characteristics, meanings, and implications (Hartley, 2004). The research aims to explore the use of authentic assessment in Civics education through a CTL approach. This research was conducted at a Junior High School in Malang Regency, East Java Province. The school, a reputable model school, was chosen for its qualitative research. As the main instrument, the researcher collected and analyzed data directly at the location through observation or in-depth interviews, ensuring a thorough understanding of the subject matter.

The types of data sought in this study are data about (a) contextual approach in learning Civics, which includes: 1) application of the components of constructivism; 2) inquiry; 3) questioning; 4) learning community; 5) modeling; 6) reflection; and 7) authentic assessment. Then b) Data on applying authentic assessment in the contextual approach to Civics learning. Furthermore, the research subjects are Civics teachers, students, vice principals for curriculum affairs, supervisors, and the entire school academic community involved in the Civics learning process. Then, the data collection method in this study uses observation, interviews, documentation studies, and literature studies. The research was conducted using various techniques, from planning and organizing the data collection, including member checks, orientation, and exploration, to data analysis and report production. Furthermore, member checks and triangulation were used to ensure the veracity of the data in this study.

The data analysis was examined using Miles & Huberman (1994), which contains 4 steps: data collection, data reduction, data display, and conclusion (drawing/verifying).

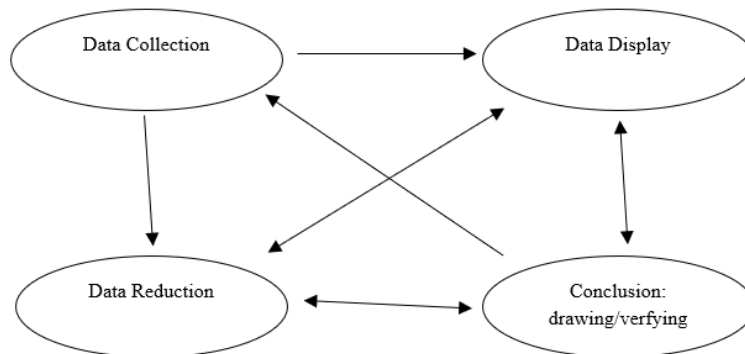


Figure 1. Components of Data Analysis (Miles & Huberman, 1994)

Data Collection

Data on the use of contextual techniques in civics education with authentic evaluation are gathered methodically, often, and continuously (Miles & Huberman, 1994). Since researchers participate directly in data gathering, it is an essential component of data analysis operations. Observation methods, interviews, documentation studies, and literature reviews were all used to gather data.

Data Reduction

The study uses a contextual approach to collect data on school civics learning. Researchers summarize and reduce the collected data to identify important themes and points (Miles & Huberman, 1994). This process involves summarizing the data thoroughly, sorting it into concepts, categories, or themes, choosing the main points, identifying themes and patterns, and eliminating unnecessary elements. This process provides a clear picture and facilitates easy observation of the study's results.

In this research, interviews are used to explore information about civic learning in schools. The main questions in this research will be asked to participants consisting of practitioners or civic learning teachers consisting of 4 resource persons. Source 1 is coded (N1), source 2 (N2), source 3 (N3) and source 4 (N4). All participants will be interviewed based on the questions that have been made, which does not rule out the possibility that more in-depth questions will arise in the interview process. The questions given are related to how this school has used authentic assessment in performance assessment (H1), written assessment (H2), project assessment (H3), product assessment (H4), portfolio assessment (H5), self-assessment (H6). Furthermore, the results of the interviews will be validated. The final goal in the research process is to collect as complete data as possible from various sources to describe and analyses the application of authentic assessment with a contextual approach in Citizenship Education at a Junior High School in Malang Regency.

Data Display

Displays, such as matrices, graphs, charts, and networks, are integral to analysis, allowing analysts to organize organized information into a compact, easily accessible format (Miles & Huberman, 1994). These displays are designed to help analysts draw conclusions or move on to the next analysis step, making them a crucial part of data reduction. In this study, data display was used using tables.

Conclusion: Drawing/Verifying

The process involves drawing conclusions and verifying data, which may initially be tentative and doubtful (Miles & Huberman, 1994). With more data, the conclusions become solid. Data collection is conducted after presenting the data in descriptive form with logical interpretation, allowing for an understanding of authentic assessment in the contextual approach.

Results

Based on the field study, the following conclusions were drawn: (1) Constructivism, inquisitiveness, questioning, learning communities, modeling, reflection, and authentic assessment are the seven main components of the contextual approach to civics education at the studied model school. (2) Authentic assessment is applied in the contextual approach to civics education through performance assessments, attitude assessments, written assessments in the form of descriptions, project assessments, product assessments, portfolio assessments, and self-assessments.

The research findings on authentic assessment in the contextual approach to Civics learning in the studied model school, Malang Regency, East Java, will be presented below. These findings come from the various empirical tests of authentic assessment mentioned above. They demonstrate how this school has used authentic assessment in performance assessments, attitude assessments, written assessments, project assessments, product assessments, portfolio assessments, and self-assessments.

Performance Assessment

Performance assessment observes students' performance in completing tasks, including interactions between students (Rosidah et al., 2022). It evaluates competencies requiring practical application, such as laboratory practice, judicial practice, DPR session practice, presentations, discussions, role-playing, and artistic performances (Rosidah et al., 2022). This method focuses on the process and is considered more authentic than written tests as it better reflects students' abilities (Hart, 1994).

The demonstration technique assesses students' knowledge and skills in various contexts (Hart, 1994). Performance observation should be conducted in different settings, such as group discussions, speeches, and storytelling, to gain a comprehensive understanding of learners' abilities. Instruments like rating scales and checklists are used to monitor classroom performance.

Check List

Assessors can use checklists to observe the standards for learners' mastery of particular competencies (good-not-good, right-wrong, observable-unobservable). Checklists have the benefit of allowing for the observation of numerous subjects. The drawback of this approach is that students will not receive a score if they cannot demonstrate mastery of specific criteria. Furthermore, there is no medium score; the assessor is only given the options of true or untrue or good or not good (Corebima, 2008).

Rating Scale

Mastery of certain competencies can be scored against mastery of the performance with more than two options, such as a checklist. The level of analysis varies from somewhat good to very good. For example, 1 = poor, 2 = fair, 3 = good, and 4 = excellent. To ensure that research findings are more objective, research should be conducted by more than one person (Corebima, 2008).

Attituded Assessment

Attitude assessment is an organized observation or brief investigation to evaluate how learning activities influence students' attitudes. It assesses students' behavior and perspectives toward specific subjects, reflecting their emotions (likes or dislikes) and their tendency to respond in a certain way. Attitudes consist of affective (emotional response), cognitive (beliefs), and conative (behavioral tendency) components (Hart, 1994).

According to Kartowagiran, Jaedun, & Retnawati (2012), about 33.3% of school teachers do not conduct attitude assessments due to time constraints, reliance on religious teachers, and prior attitude evaluations. Observing students' attitudes is challenging due to large class sizes. In civics education, attitude assessment techniques include behavior observation, direct questioning, and personal reports.

Behavioral Observation

Behavioral observation can assess an individual's attitude by observing their inclination towards a particular thing. Democratic individuals, for instance, are generally thought to respect the viewpoints of others. Teachers are, therefore, able to observe the kids they mentor. The observation's findings can be applied to coaching as feedback. Behavioral observation can be carried out in classrooms using a journal of occurrences about students while they are in school (Corebima, 2008). Plenty of good and bad events are listed in the events section. Not only are notes in the book sheet helpful for documenting and evaluating student behavior, but they are also highly beneficial for evaluating student attitudes. They can serve as a source of information for evaluating students' overall growth.

Daily notes in sociometry form

No	Aspect	Student Number in Class									
		1	2	3	4	5	6	7	8	9	10
1	Discipline (obedience to the rules)										
2	Appearance (neatness and fairness)										
3	Behavioral politeness										
4	Ability to work in team										
5	Communication skills										
6	Commitment										
7	Modeling										
8	Spirit/Passion										
9	Empathy										
10	Responsibility										

Notes:

Skor	100	90	80	70	60	50	40	30	20	10

Figure 2. Sociometry Form

Moreover, checklists that include specific behaviors anticipated to manifest in students generally or under particular conditions might be used in behavioral observations.

Direct Questions

Direct questions or in-person interviews regarding an individual's attitude toward a certain topic might be used for attitude assessment. The learner's attitude towards the attitude object can be inferred from the response and other reactions that surface during the response process.

Example: "How do you respond to the government's, people's, and society's efforts to promote, respect, and uphold human rights?"

It is possible to infer the learners' attitudes about the object of attitude from their responses and reactions.

Personal Report

When using personal report strategies, students must create evaluations with comments regarding a topic that focuses on attitude. From their responses, it is possible to infer the learners' inclination toward certain attitudes.

Examples of Personal Reports: Students are requested to write about incidents of human rights abuses in Indonesia, for instance.

Personal report on personal and social skills assessment

No	Aspect	Descriptor	Yes	No
1	Responsibility	Carry out tasks from the teacher that have been agreed upon with full responsibility Complete and submit tasks from the teacher on time		
2	Honesty	Not manipulating attendance, forging signatures, and not lying in relation to the implementation of mutually agreed tasks Not committing acts of theft, extortion, and so on		
3	Discipline	Attend school according to the number and effective hours in accordance with the school rules and be on time Carry out all the rules and customs prescribed by the school.		
4	Leadership	Can manage all tasks that are his/her responsibility correctly and systematically Can cooperate with fellow comrades and related parties in accordance with the tasks for which he is responsible.		
5	Tidiness	Dress and uniform properly according to school regulations and be polite and not excessive.		
6	Socializing	Can get along with all elements in the school (Principal, All Teachers, Students, TU Staff, and peers) in accordance with the norms of politeness.		

Notes:

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Scoring Criteria: Each descriptor gets a score of 2, descriptors that appear imperfectly get a score of 1, and no descriptors get a score of 0.

Maximum score $2 \times 10 = 20$

$$\text{Final Score} = \frac{\text{Students score gained}}{20} \times 100$$

Figure 3. Personal Report

The four interviewees agreed that learning objectives are the foundation of performance assessment design and emphasized the importance of assessment rubrics. One interviewee detailed the design stages, including identifying assessment indicators, preparing task instruments, facilitating assessment activities, observing student performance, providing feedback, and using results for learning improvement (N2/H1/06/01/25).

Regarding assessment criteria, all interviewees highlighted understanding the material, process skills, creativity, collaboration, communication, problem-solving, attitude, and work ethics (N1/N2/H1/06/01/25). One interviewee also emphasized answer accuracy, teamwork, presentation skills, and timeliness (N3/H1/06/01/25). These differences indicate flexible assessment criteria based on learning objectives.

Assessment methods include observation, projects, portfolios, presentations, self-reflection, task-based assessment, peer assessment, performance tests, oral assessments, and case studies (N1/N2/N3/N4/H1/06/01/25).

Challenges include student ability gaps, time constraints, subjectivity, and limited teacher competence (N1/N2/N3/N4/06/01/25). Solutions suggested include varied tasks, teacher training, structured scheduling, clear criteria, and time limits (N3/H1/06/01/25).

Written Assessment

Written assessment is used in this strategy to administer questions and answers to students. Students can respond to questions by writing them down or using other methods, including speaking, gesturing, coloring, drawing, acting out a task, etc.

Techniques for written evaluation can be completed using:

- a. Choosing answers (multiple choice, two-choice i.e. true-false, yes-no, matching and cause, and effect)
- b. Supplying answers (fill-in or complete, short or short answer, description).

True-false, short fill, matching, and cause-effect questions are not recommended in authentic assessments as they only measure low-level thinking and memorization (Corebima, 2008; Kennedy, 2013). Multiple-choice questions can assess higher-order thinking but often encourage guessing. In contrast, descriptive written assessments are more effective as they require students to recall, understand, and express concepts in their own words, assessing reasoning, opinions, and conclusions. However, they require more time to grade (Hart, 1994; Frey & Schmitt, 2007).

All interviewees agreed that learning objectives guide written assessments (N1/N2/N3/N4/H2/06/01/25). Interviewee 2 detailed the design process, including defining competencies, preparing question grids, ensuring cognitive diversity, and reflecting on results (N3/H2/06/01/25). Assessment focuses on concept understanding, analysis, and solutions, using rubrics, feedback, and reflection (N3/H2/06/01/25).

Challenges include assessment objectivity, differences in answer interpretation, and teacher bias. Time constraints and variations in student abilities further complicate fair assessment (N2/N3/H2/06/01/25).

Project Assessment

Project assessment evaluates a work completed over a set period, focusing on planning, data collection, organization, processing, and presentation. Unlike product evaluation, which prioritizes outcomes, project assessment emphasizes the process (Brookhart, 2019). This method effectively measures students' comprehension, application, research, and communication skills. Teachers must prepare all evaluation components, including designing, analyzing data, and reporting. Checklists and rating scales serve as assessment tools (Hart, 1994). Project assessment fosters problem-solving through real-world applications and structured learning (Rosidah et al., 2022).

All interviewees agreed that learning objectives guide project selection and planning (N1/N2/N3/N4/H3/06/01/25). Interviewee 2 highlighted steps such as providing examples, facilitating discussions, defining selection criteria, using templates, offering guidance, and

encouraging reflection (N2/H3/06/01/25). Interviewee 3 emphasized project planning and supervision (N3/H3/06/01/25).

Interviewees 1 and 3 noted that collaboration enhances understanding, idea integration, and project efficiency (N1/N3/H3/06/01/25). They also discussed time and resource management, including task delegation and scheduling (N1/N3/H3/06/01/25). Challenges include scheduling conflicts, workload division, and resource management difficulties (N1/N3/H3/06/01/25).

Final project results reflect concept application, analysis quality, creativity, and innovation. Evaluation methods include assessment rubrics, observation, and final product analysis based on set criteria (N1/N3/H3/06/01/25).

Product Assessment

A product's manufacturing process and/or quality are evaluated during the product assessment phase. One aspect of product assessment is evaluating students' technological and artistic abilities. Product evaluation is a subset of project assessment, according to Rosidah et al. (2022), which places more emphasis on a product than the process. As such, this test is highly appropriate for evaluating students' proficiency in creating a final output (Monteiro, Mata, & Santos, 2021). According to Corebima (2008), the process of evaluating a product goes through three stages:

- 1) The preparatory phase evaluates the capacity to organize, investigate generate concepts, and create goods.
- 2) The stage (process) of product development includes evaluating the applicant's aptitude for choosing and applying materials, tools, and processes.
- 3) product assessment (appraisal) involves evaluating products made in compliance with predetermined standards. Techniques for evaluating products can be both analytical and comprehensive (Hart, 1994).
 - a) Analytical technique, predicated on certain elements and is typically carried out on all criteria present at each stage of the development process, from preparation to product creation to assessment.
 - b) The holistic approach is centered on the product's overall impression and is typically only used during the product evaluation (appraisal) stage.

This is an illustration of a checklist-based product evaluation.

Please write a report or paper discussing the initiatives taken by the public, private, and societal sectors to advance, protect, and maintain human rights.

School :
 Class/Major :
 Group/Member :

No	Aspect	Descriptor	Yes	No
1	Title	Contains the title of the report, the name of the drafting team, and the name of the school (department, class). The title of the report is concise, brief, and clear		
2	Teacher's authorized	The report has been checked for accuracy and authorized by the teacher.		
3	Preface	Includes acknowledgments to those who assisted in the preparation of the report		
4	Introduction	Contains background, objectives and matters covered in the report.		
5	Content	Contains a complete description of efforts to promote, respect and uphold human rights carried out by the government, individuals and the community		
6	Closing	Contains conclusions and suggestions for promoting the respect and enforcement of human rights.		
7	Language	Free from spelling, word usage, and sentence structure errors		
8	Team work	The report is compiled by the whole team and each member has a clear task.		
9	On time submission	Report completed and submitted on time		

Scoring Criteria:

Each descriptor gets a score of 2, descriptors that appear imperfectly get a score of 1, and no descriptors get a score of 0. Maximum score $2 \times 10 = 20$.

$$\text{Final Score} = \frac{\text{Students score gained}}{20} \times 100$$

Malang,
 Teacher

.....

Figure 4. Product Evaluation

Students understand and apply product quality standards through teacher explanations, assessment rubrics, and participation in the product improvement process. Interviewee 2 noted that providing product examples helps students grasp these standards (N1/N2/H4/06/01/25).

All four interviewees identified technical and creative challenges in product-making. Technical difficulties included limited tools and materials, while creative challenges involved a lack of ideas, fear of criticism, and fear of failure (N1/N2/N3/N4/H4/06/01/25). Interviewees 3 and 4 suggested solutions such as careful planning, teacher encouragement, and reflection activities.

Interviewee 3 emphasized the importance of specific, constructive, positive, formative, question-based, and peer feedback (N3/N4/H4/06/01/25).

Portfolio Assessment

A portfolio assessment is a systematic and continuous evaluation of students' work (outputs) that demonstrates their skill development over a specific period. This assessment includes students' best-selected works, test answer sheets (highlighting correct and incorrect responses rather than grades), and other subject-specific competency-related materials.

According to Corebima (2008), students' works collected over a set period are assessed by both teachers and students to track learning progress and identify areas for improvement. Portfolios showcase students' learning progress through various works, including essays, poems, letters, music compositions, drawings, photos, paintings, book/literature reviews, research reports, and synopses.

Rosidah et al. (2022) highlight that portfolio assessment is highly effective for observing and evaluating a compilation of documents or products, making it a valuable tool for tracking student growth.

The portfolio assessment technique in the classroom, according to Hart (1994) requires the following steps:

- a. Students feel they have their portfolio.
- b. Determine together which works will be submitted.
- c. Collect and store students' work in one folder.
- d. Provide a creation date so that the difference in quality over time is visible.
- e. Establish criteria for assessing students' work.
- f. Ask students to evaluate their work continuously.
- g. After the work is assessed and unsatisfactory, allow them to improve it.

If necessary, scheduling a meeting with parents can further enhance students' motivation in portfolio assessment.

Based on interview results, Interviewee 1 and Interviewee 4 discussed using portfolio assessment to track individual student progress through collected works and self-reflection (N1/N4/H5/06/01/25). Interviewee 2 highlighted the importance of documenting progress and incorporating feedback from teachers and peers. Reflection within the portfolio involves progress analysis and discussions.

The main challenges identified in implementing portfolio assessment were consistency in assessment and time allocation. Interviewee 2 and Interviewee 3 emphasized how reflection within the portfolio helps students understand their strengths and areas for improvement (N1/N3/H5/06/01/25). Interviewee 3 provided details on teacher guidance in self-assessment, including setting clear rubrics, offering structured reflection guidance, facilitating class discussions, and giving constructive feedback. These efforts resulted in increased student confidence, better engagement, openness in sharing experiences, and improved motivation (N3/H5/06/01/25).

Self-assessment helps students recognize their strengths and weaknesses, develop self-awareness, and set achievement targets. Students utilize self-assessment to track their learning progress through reflection on experiences, daily journaling, and self-evaluation (N1/N3/H5/06/01/25).

Challenges in integrating self-assessment into the learning process, as identified by all four interviewees, include students' struggles in assessing themselves, lack of understanding of assessment criteria, and difficulties in time management. For teachers, challenges include monitoring self-assessment accuracy, allocating time for guidance, and adjusting to students' varying ability levels (N1/N2/N3/N4/H5/06/01/25).

Self-Assessment

Self-assessment is an evaluation technique where students assess themselves based on their condition, learning process, and competency level in a particular subject using predetermined criteria or benchmarks. According to Rosidah et al. (2022), self-assessment evaluates knowledge, attitudes, and skills, providing feedback on both the learning process and outcomes.

For teachers, self-assessment serves as a tool to improve the learning process, while for students, the results of self-assessment help them reflect on their progress and contribute to grade considerations. The importance of self-assessment grows alongside advancements in science and technology, which influence educational technology. These developments shift learning patterns, emphasizing student-centered learning and self-directed learning (autonomous learning).

According to Care & Kim (2018) and Hart (1994), self-assessment can be categorized into three types:

- a. Direct Assessment at the time or after completing a task, and specific to evaluate certain aspects of competence in a subject.
- b. Indirect assessment is conducted over a long period of time and holistically to provide an overall evaluation.
- c. Affective or emotional assessment that contains an outpouring of feelings towards a specific object.

According to Hart (1994), applying this method can have several benefits, such as:

- a. Students, because they are given the trust to assess themselves, will have their self-confidence increased.
- b. Students understand their strengths and weaknesses, allowing for self-reflection.
- c. Students are required to be honest and objective in their assessments, which fosters honesty and responsibility.

According to Gulikers, Bastiaens, & Kirschner (2004), self-assessment should be conducted based on clear and objective criteria for students to be objective, honest, and responsible. Therefore, it is necessary to pay attention to the following steps:

- a. Explaining the purpose of self-assessment.
- b. Identifying the competencies or aspects of ability to be assessed.

- c. Determining the assessment criteria to be used.
- d. Formulating the assessment format.
- e. Asking students to conduct self-assessments.
- f. The teacher reviews the assessment results so students can conduct self-assessments carefully and objectively.
- g. Providing feedback where teachers and students discuss together
- h. The process and results of the assessment.

Based on the interviews, all four interviewees acknowledged the importance of self-assessment in the learning process. They emphasized that self-assessment helps students recognize their strengths and weaknesses, increases self-awareness, and motivates learning.

Interviewee 3 highlighted the importance of clear assessment criteria (such as rubrics), structured reflection guidance, class discussions, and constructive feedback. Students responded positively to these strategies, showing increased confidence, better engagement in discussions, openness in sharing experiences, and higher motivation (N3/H6/06/01/25). Similarly, Interviewee 4 noted that self-assessment enables students to identify their strengths and weaknesses, ultimately enhancing self-awareness and helping them set achievement targets (N4/H6/06/01/25).

Interviewee 3 and Interviewee 4 explained how students use self-assessment to track their learning progress through reflection on learning experiences, maintaining daily journals, and conducting self-evaluations. They also highlighted its impact on motivation and self-awareness by making students more aware of their potential and areas for improvement, which encourages them to achieve their goals (N3/N4/H6/06/01/25).

Despite its benefits, integrating self-assessment into the learning process presents several challenges. All three interviewees agreed that students often struggle with self-assessment due to a lack of understanding of assessment criteria and difficulties in time management. Teachers also face challenges in monitoring the accuracy of students' self-assessments, allocating sufficient time for guidance, and adapting self-assessment methods to accommodate students' varying ability levels (N1/N2/N3/N4/H6/06/01/25).

Discussion

Authentic assessment is crucial in learning evaluation, reflecting true information and actual learning outcomes. It enhances the learning experience and provides comprehensive information to both teachers and students. Authentic assessment is essential for improving the quality of education and the meaningfulness of learning. It is a direct evaluation showing a child's abilities, aligning with Monteiro, Mata, & Santos (2021). Authentic assessment is student-oriented, contextual, and qualitative, focusing on applying knowledge and skills in real-life situations. When applied by teachers, authentic assessment enhances the meaningfulness of learning by focusing on students and real-life situations. This student-oriented approach emphasizes the child's characteristics and the application of knowledge and skills in real-life situations.

Authentic assessment in Indonesia's education is a new concept, as traditional assessment methods are still prevalent. The Merdeka curriculum, implemented nationwide, uses authentic assessment in primary, secondary, and higher education. However, field research indicates that teachers are still unfamiliar with and struggling with authentic assessment. Studies by Havnes et

al. (2012), and Adnan et al. (2019) showed that more teachers are implementing traditional assessment methods, making authentic assessment less meaningful. The significance of authentic assessment lies in helping students understand their achievements and areas for improvement, allowing them to recognize their capabilities. English et al. (2022) argue that traditional assessments must be transformed into authentic assessments to reflect children's true abilities accurately. The implementation of authentic assessment is crucial for ensuring the success of education in Indonesia.

Authentic assessment is crucial as it offers comprehensive information about a child's abilities and progress, revealing their strengths and weaknesses for improved learning. Research by Mustikarani & Ruhimat (2018) and Stiggins et al. (2012) supports this, stating that authentic assessment can provide information about children's progress and learning outcomes through direct involvement in the learning process. Frey & Schmitt (2007) and Azim & Khan (2012) also support this, stating that authentic assessment makes children more independent and responsible. Muijs & Reynolds (2008) argue that authentic assessment can improve student learning quality with teacher feedback. However, its weaknesses include weak validity and lack of understanding among teachers. Therefore, there is a need for practical training and guidance on authentic assessment. Authentic assessment is a crucial tool for enhancing the quality and meaningfulness of education. Numerous studies have shown that feedback makes learning more meaningful, improves student outcomes using the problem-based learning model, and enhances learning achievements. However, implementing authentic assessment can be challenging for teachers. Research on Indonesia, Lebanon, East Java, Ethiopia, Portugal, and West Java has also found that authentic assessment makes learning more active and increases student participation. In Ethiopia, primary schools have shown that assessments can make learning more meaningful. In Portugal, formative assessment and feedback are more prominent. Dewi, Efendi, & Sasmita (2021) found that authentic assessments can positively contribute to students' cognitive abilities. To improve the effectiveness of authentic assessment, traditional assessments in schools should be reformed into three aspects: the roles and relationships of teachers and students in the assessment, the learning assessment environment, and the educational outcomes from the assessment. These aspects are characteristic of authentic assessment and should be considered in developing new assessment methods. By incorporating authentic assessment into traditional assessments, schools can enhance the quality and meaningfulness of education.

Conclusion

The research on authentic assessment in a contextual approach to civics education learning at the studied Model School in Malang Regency, East Java, found that it involves seven main components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. The implementation includes performance, attitude, written, project, product, portfolio, and self-assessment. The study recommends that teachers and other schools implement contextual assessments, incorporating constructivism, questioning, inquiry, learning communities, modeling, reflection, and authentic assessment. It also suggests that civic education teachers should make authentic assessment a hallmark of civic education learning. Future research should involve multiple schools and fields of study, as well as empirical tests on applying authentic assessment across all fields of study.

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- 2096 *The Implementation of Authentic Assessment in Contextual*
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