



THE INFLUENCE OF IMPLEMENTING AUTHENTIC ASSESSMENT ON STUDENT'S LEARNING ACHIEVEMENT IN THE FIQH SUBJECT AT MA NURUL JADID PAITON PROBOLINGGO

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Abstract:

Teachers' difficulty in evaluating learning, especially in fiqh subjects, is one of the problems in achieving learning objectives. Therefore, an assessment is needed to measure the effectiveness of the use of curriculum, strategies, and learning processes. As with the use of the 2013 curriculum, which applies a system of assessment of attitudes, knowledge and skills. This assessment is often called authentic assessment. Therefore, the purpose of this study is to determine how much influence the application of authentic assessment has on student learning achievement in fiqh subjects. This study involved 67 students of MA Nurul Jadid class XII IPA Regular 2 and XII IPA Regular 3. This research uses quantitative methods of correlative or causal associative techniques, with correlation analysis using person product moment. Data collection was obtained from the results of written tests and questionnaires. The analysis results show the correlation between variables x and y, which is 0.064 with a value of $r = 0.227$. These results when consulted to the interpretation column show a low correlation between x and y which is in the range of 0.20 -0, 399. so the Sig. (2-tailed) value = 0.064 which is greater than 0.05 ($0.064 > 0.05$). So it can be concluded that H_a is accepted and H_0 is rejected. That is, there is an influence between the application of authentic assessment on student learning achievement but it is still low..

Keywords: *Authentic Assessment, Learning Achievement, Jurisprudence*

INTRODUCTION

Assessment is an integral part of the teaching and learning process. It serves as a tool to measure the achievement of learning objectives. The assessment process helps teachers gauge the effectiveness of curriculum, strategies, and learning processes. In the context of the 2013 curriculum, which emphasizes Student Centered Learning (SCL) by observing assessments of knowledge, attitudes, and skills, this process is often referred to as authentic assessment.

According to Abdul Majid, authentic assessment is an activity conducted by teachers to integrate data on students' achievements and progress through techniques that can prove or demonstrate that students can master the learning. Elin Rosalind, on the other hand, defines authentic assessment as an evaluation that shows students'

progress in learning outcomes using various methods, not just one (Idris and Asyafah 2020). This means that evaluation here is not only based on assignments but encompasses all cognitive, affective, and psychomotor aspects of students, which are meaningful and essential tasks.

Authentic assessment is a process of evaluating the learning process and measuring students' ability to apply learning materials in terms of cognitive, affective, and psychomotor aspects. The implementation of authentic assessment is considered crucial because it requires teachers to provide interesting and meaningful feedback to students. On the other hand, authentic assessment also helps students develop critical thinking, sharpen their skills, and solve problems. With a systematic assessment like authentic assessment, the learning process can be well-achieved, and it can certainly boost students' learning enthusiasm. Once the internal motivation for learning arises within the students, the desired achievements become easier to attain.

Linguistically, the term "achievement" originates from the Netherlands and means the result of effort, as per Wikipedia. According to Poerwanto, achievement is a student's attainment resulting from efforts (learning) to achieve the best predicate, as stated in the report card. Conversely, Nasution believes that achievement means the completeness obtained by students in all aspects of learning, including cognitive, affective, and psychomotor aspects. Similarly, achievement is considered less perfect if it does not meet these three criteria. From the above explanations, it can be concluded that academic achievement is the highest attainment of a student in the learning process, capable of fulfilling the three aspects of learning: cognitive, affective, and psychomotor. This is highly relevant to the achievement of authentic assessment, which must involve or combine all three criteria.

Authentic assessment has been applied to all branches of Islamic religious education, encompassing subjects such as fiqh, the history of Islamic culture, the Quran and hadith, and *aqidah akhlak*. In the context of Islamic religious education, fiqh plays a crucial role in shaping students' characters (Ubaidillah 2023). Fiqh is a set of rules that includes laws governing human interactions with God and among themselves (Mansir 2021). In this context, fiqh emphasizes the manners of conducting transactions and practicing worship correctly and according to the rules of sharia. According to Dede Rosyada, fiqh learning is a process aimed at equipping students to know and understand the essence of Islamic law more broadly and in detail, both in terms of rational and textual evidence. The characteristic of fiqh learning material emphasizes the ability to understand Islamic laws deeply, both in the manners of worship and in conducting transactions properly. This is expected to shape the students' character into independent, responsible individuals with good morals.

Several challenges arise when implementing authentic assessment, including difficulties in managing the learning path, managing non-conducive situations, and the teacher's competence in implementing the authentic assessment process (Nurfidah, Rostati 2022). Given these challenges, the author is interested in examining the implementation of authentic assessment in a specific context. A comprehensive assessment has been carried out in the Islamic Religious Education learning path at the Senior High School level. The research was conducted in the regular class of Grade XII IPA at Nurul Jadid Paliton Probolinggo High School during the PPL (Field Experience Program). Following the implementation of the 2013 curriculum, as well as the authentic assessment outlined in the curriculum, the duration of the Fiqh learning path in this setting is approximately one hour per week for regular classes and two hours per week for advanced classes. In regular classes, Fiqh learning is based on the Ministry of Religious Affairs' textbooks, while in advanced classes, especially PK (Sports and Arts) classes, it is based on various Fiqh books.

Before investigating the implementation of authentic assessment, the author conducted discussions with Fiqh teachers. During the learning process, teachers consistently perform authentic assessment. In this context, teachers who teach Fiqh emphasize the need for adjustments to the 2013 curriculum, as teachers must delve into the differences in curriculum implementation compared to the previous

curriculum. While the previous curriculum required teachers to create exam questions, teachers must now provide assessments that cover all three aspects: cognitive, affective, and psychomotor. This adjustment is crucial for both teachers and students, as students also need guidance in adjusting to the use of authentic assessment.

RESEARCH METHODS

This research employs the quantitative method. Quantitative method is a research approach that involves gathering information based on words and non-numeric measurements. This approach aims to describe, explain, and test relationships among variables. Its goal is to provide detailed insights into the research phenomena through the collection of measurable data (Jailani 2023).

The quantitative research method used here is a comparative descriptive method that highlights the inherent characteristics of selected variables. Ex-post facto is considered one type of comparative descriptive research method. Ex-post facto functions as a systematic empirical observation in a scientific field that cannot directly control variables due to their uncontrollable or unmanipulable nature (Yati Kurniati, Muhammad Erfan 2022).

RESULTS AND DISCUSSION

Understanding Authentic Assessment

The term assessment implies having measurements, evaluations, and constant evaluation. Meanwhile, authentic assessment has a true synonym, namely Valid. According to Abdul Majid, authentic assessment is the process of collecting data by teachers to recognize students' learning achievements comprehensively until they can prove their abilities and apply them in real-life situations.

Callison and Nurgiyantoro's perspectives on authentic assessment are related to the process of understanding all aspects of students' performance before, during, and after learning. Authentic Assessment has another goal, which is to assess students' performance through various learning activities and real-world situations

Jon Mueller, in his viewpoint, emphasizes that authentic assessment is a form of evaluation based on the demonstration of specific skills by students in certain real-life situations. In contrast, Elin Rosallin highlights that authentic assessment is about what students learn and not just what teachers teach (Idris and Asyafah, 2020).

From the perspectives of these scholars, the conclusion is that authentic assessment involves various aspects of student performance and aims to apply academic competence to real-world situations, encouraging students to apply their academic abilities in real-life situations.

Characteristics of Authentic Assessment

Several characteristics of authentic assessment are outlined, including: Performance and learning outcomes of students become the main measures of the learning process, Providing tasks that reflect real-life situations for students, Data collection is obtained from various sources and not limited to traditional tests, Assessment occurs both before and after the learning process, Application of assessments from various sources and types, Emphasis on depth in knowledge and skills.

Objectives of Authentic Assessment

There are various models of assessment, including authentic assessment and traditional assessment. Traditional assessment is also known as traditional testing and has not been able to measure students' abilities comprehensively, only focusing on one aspect. In contrast, authentic assessment aims to: Improve educational quality, Assess the abilities of each individual through specific tasks, Ensure institutional accountability, Determine educational needs, Develop teaching strategies, Motivate students to learn more actively, Stimulate teachers in teaching.

Principles of Authentic Assessment

Several principles of authentic assessment, according to Santoso, are:
Always Checking Up: Teachers are required to continually assess significant aspects of

students that may impact their learning, Always Finding Out: Teachers must actively seek weaknesses in the learning process to prevent errors, Always Keeping Track: Teachers need to monitor students' progress to understand the success of learning plans, Always Summing Up: Teachers must conclude and summarize whether students have achieved the learning objectives.

Types of Authentic Assessment

Before conducting authentic assessment, teachers are required to delve deeper into various types, as outlined by Umami (2018), namely:

Portfolio Assessment

Portfolio is a collection of tasks given to students in certain subjects to obtain details about them. It is also referred to as an extended evaluation containing various details that contribute to assessing students, such as test results, student outputs, and other relevant information in line with the cognitive, affective, and psychomotor aspects. The focus of portfolio assessment includes problem-solving, writing, and students' self-positioning as learners. Key aspects of portfolio assessment include:

Explanation of the essence of the assessment before its implementation by the teacher, Teachers need to assign portfolio tasks that align with the students' field of study, Students should be able to organize the portfolio provided by the teacher, Teachers must preserve student portfolios in line with the data collection schedule, Teachers should assess student portfolios based on predetermined criteria, After conducting the assessment, teachers should provide feedback on the portfolio, Teachers should offer constructive feedback on the portfolio that has been completed.

Written Assessment

Written assessment is an evaluation method that involves questions and assignments in written form, such as essays, matching questions, and essays. Multiple-choice questions are the simplest written test, as students are required to choose the correct answer. Matching questions are also relatively easy but test students' ability to focus on selecting the correct option. On the other hand, essay questions require students to respond in detail to specific questions. This form of assessment aims to cover all aspects of students, including cognitive, affective, and psychomotor skills.

Project Assessment

Project assessment is defined as an evaluation carried out by students through projects within a specified period. The components of this alternative assessment include planning, execution, and project product. To carry out these components, teachers need to consider various aspects of assessment, both formal and detailed. In the process of student learning, this form of assessment demonstrates their capabilities in all aspects: knowledge, skills, and performance. Therefore, teachers need to emphasize:

Students determining the theme of the project, collecting information, organizing data, and creating project reports, The relevance of the discussion topic with the related knowledge, Originality of ideas created by students.

Performance Assessment

In assessing students' abilities, performance assessment is one form of assessment used in authentic assessment. In evaluating students' real abilities, teachers can apply assessment methods by observing students' behavior and interacting directly with them. In implementing this form of assessment, teachers can:

Create a checklist that includes columns containing indicators and sub-indicators for specific actions and events, Narrative assessment involves small narratives about students' activities and actions that are performed, Rating Scale is a scale used to determine student predictions with numeric values.

No.	Prediction	Level
1	Very Poor	1
2	Poor	2
3	Fair	3

4	Good	4
5	Very Good	5

Table 2.1
Scoring Scale

Memory Always Remembered (Memory Approach) Memory approach refers to the activity performed by the teacher in recalling students' memories when conducting specific activities. RubricA rubric is a measurement tool that has a scale value corresponding to predetermined criteria.

Journal

A journal consists of small entries created by students about what they have learned during a certain topic. In this context, journals are used to summarize the main points of the lesson, difficulties and successes encountered in the learning process, as well as comments and reflections from students on the learning process.

Performance in Learning

Understanding of Learning Performance

Learning is a change in behavior that occurs as a result of experiences that not only involve cognitive and affective aspects but also encompass knowledge and skills obtained through the learning process (Astuti, 2015). In the context of performance, Wikipedia defines it as the outcome of an individual's effort, often involving the creation of products from one's endeavors.

According to Winkel, learning performance is an indicator of a teacher's success in guiding students through the learning process. Furthermore, Nalsution states that learning performance is the success of students in thinking within a framework. Individuals with abilities in three domains (cognitive, affective, and psychomotor) can achieve success and perform well. According to Poerwanto, learning performance is the result achieved by students through their efforts and contributions.

Sugihartono also contributes to this discussion, stating that the assessment made by the teacher regarding the material presented and the questions asked to measure various aspects of students' understanding of the material is also referred to as learning performance. Learning performance can be identified after conducting assessments based on students' learning outcomes.

Thus, learning performance can be seen as an evaluation made by students through activities such as discussing, mastering materials, and demonstrating skills, responding to all the teacher's given assignments.

Factors Influencing Learning Performance

Internal Factors (from within) and External Factors (from outside) are factors influencing student learning performance (Umar, 2015). Several internal (from within) and external (from outside) factors are as follows:

Internal Factors (From Within)

Internal factors are those that arise from within an individual and play a dual role, namely: 1) Physiological factors are related to the physical condition and sensory perception. According to Salmato, a student's performance may decrease if their physical health or sensory perception is disturbed. Similarly, if the sensory perception is disrupted, the performance may also be affected and decline rapidly. This is consistent with the opinion of Sumaldi Suryabrata, stating that sensory perception affecting the learning process includes sight and hearing. If both are disrupted, the potential for learning will decrease. 2) Psychological factors are related to the mental and emotional conditions of an individual. These psychological conditions are related to motivation, intelligence, and mental and emotional stability. According to Muhibbin Syah, intelligence and cognitive ability have a significant impact on a student's learning performance. A student with high intelligence will undoubtedly shift their performance to a higher level. However, if the intelligence level is low, the possibility of achieving

performance is also small.

External Factors (From Outside)

External factors are those that support an individual's potential and come from external sources. External factors can be categorized into three groups:

Family, This environment is the smallest scope in a person's life. Families are the first place where individuals grow and develop. From the family environment, an individual's character is formed. Thus, the presence of family support is crucial for the development of one's learning performance.

School, Institutions that provide education along with the learning process are schools. The learning process includes materials and guidance from teachers; this is what becomes a supporting factor for individuals to perform well and is essential within the school environment.

Socio-Cultural Environment, The socio-cultural environment is a broader aspect that is more complex. Factors in this socio-cultural environment include various elements of life and other influences such as different educational backgrounds. The socio-cultural environment is included in external factors that support the learning performance of individuals. Therefore, individuals must always be guided when interacting with the socio-cultural environment. If individuals in the socio-cultural environment do not interact with each other, not only will they not interact with their peers, but they will also meet people who are older or younger.

In the implementation of authentic assessment, there are still aspects that have not been carried out by teachers during the teaching and learning process. Authentic assessment has been carried out for several years, coinciding with the implementation of the 2013 curriculum. Similarly, with the implementation at MA Nurul Jadid Paliton Probolinggo, this assessment is not new and has become a routine for both teachers and students. In this study, the author attempts to explore the implementation of authentic assessment in classes that the author observed, namely Class XII IPA Regular 2 and Class XII IPA Regular 3. The implementation of authentic assessment has been carried out quite well, but there are still aspects that need to be considered, especially for students who mostly reside in boarding schools. Certainly, it is different from handling students who attend schools outside boarding schools. Teachers must truly provide all the necessary learning facilities to motivate students to understand explanations from teachers. Therefore, the teacher's role in providing learning facilities is a determinant of the success of the learning process.

This can be evidenced by the results of the data obtained from the respondents, which involved a total of 67 students from two classes, namely XII IPA 2 and XII IPA 3, located at MA Nurul Jadid Paliton Probolinggo. This is indicated by the following table:

Correlations

		X	Y
X	Pearson Correlation	1	.227
	Sig. (2-tailed)		.064
	N	67	67
Y	Pearson Correlation	.227	1
	Sig. (2-tailed)	.064	
	N	67	67

From the results of the analysis, it is evident that the correlation coefficient between variable X (authentic assessment) and Y (learning achievement) is 0.064.

After examining the magnitude of the influence of general authentic assessment, it can be observed through the application of Pearson Correlation and Pearson Product Moment analysis. The obtained value of 0.227 for the correlation coefficient (Product Moment) is then consulted in the interpretation table of the correlation coefficient (Product Moment) as follows:

Interval koefisien	Relationship level
0,80 - 1,000	very powerful
0,60 - 0,799	Strong
0,40 - 0, 599	Strong Enough
0,20 - 0, 399	Low
0,00 - 0,199	Very Low

After consulting the interpretation table, the value of the correlation coefficient (Product Moment) is low, indicating a weak correlation between X (authentic assessment) and Y (learning achievement), which falls within the range of 0.20–0.399. Similarly, in the hypothesis testing results, the Sig. value (2-tailed) is 0.064, which is greater than 0.05 ($0.064 > 0.05$). Therefore, H_a is accepted, and H_0 is rejected. This implies that the influence of authentic assessment on learning achievement is still considered low.

This situation can be attributed to some teachers who are not yet familiar with correctly implementing the techniques of authentic assessment. Despite the low correlation, certain steps need to be taken to improve the situation, including: 1) Identifying the standard competency of learning, 2) Establishing success criteria that must be achieved by students, 3) Defining authentic tasks, 4) Developing assessment instruments, 5) Conducting assessments, 6) Managing and analyzing the assessment results.

The study also aligns with previous research (Sutrisna, Nasrun, and Bangka 2020), which employed a qualitative method with 33 student respondents using documentation and questionnaires. The study resulted in a correlation coefficient (Product Moment) of 0.377 between variable X and Y, indicating a low correlation between authentic assessment and student learning achievement at SMAN 1 Simpang Kalimantan. Despite the low correlation, there is a relationship.

Several challenges affecting the authenticity of the authentic assessment implementation process were identified during the study at MAN Nurul Jadid Paliton Probolinggo: 1) Lack of teacher mastery in the technical aspects of authentic assessment, 2) Teachers frequently being absent from class, affecting the effectiveness of the learning process, 3) Delay in conducting assessments (evaluation) after completing the learning material. This is due to time constraints, as each learning session lasts only 30 minutes.

Addressing these challenges is crucial for enhancing the authenticity of the assessment process and ensuring that it positively influences students' learning achievement. Moreover, previous research findings suggest additional strategies for improving authentic assessment and, consequently, students' learning achievement:

Providing initial information to students about the importance of the upcoming assessment, Creating a contract forum before starting the learning process, Aligning assessments with previously established contract forums to avoid disappointing students with unexpected evaluations, as this can affect their learning achievement, Encouraging and motivating students regularly, as students' motivation plays a significant role in their performance, Providing feedback on the learning process and encouraging students to provide self-assessment through critiques and other reflections on the learning process.

In conclusion, the overall process of authentic assessment needs to be aligned with the steps mentioned above, especially when considering the identified challenges.

This holistic approach aims to improve students' learning achievement effectively.

CONCLUSION

Based on the analysis results, several conclusions can be drawn as follows:

Authentic assessment significantly influences students' learning achievement, as evidenced by the low scores obtained by the 67 students, supporting the acceptance of H_a and the rejection of H_0 .

Authentic assessment has a low influence on students' learning achievement, indicated by the correlation coefficient (Product Moment) of 0.064 ($r = 0.227$) when correlating X (authentic assessment) with Y (learning achievement). The interpretation column indicates a low result, as the Sig. value (2-tailed) is 0.064, which is greater than 0.05 ($0.064 > 0.05$). This implies that the influence of authentic assessment on students' learning achievement is considered low, falling within the range of 0.20–0.399.

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