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EFFECTIVENESS OF AUTHENTIC ASSESSMENT MANAGEMENT IN IMPROVING STUDENT LEARNING OUTCOMES A STUDY ON IMPROVING LEARNING OUTCOMES IN CLASS XIB MA NURUL HASAN MARON PROBOLINGGO

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Abstract: Authentic assessment is an evaluation approach that emphasizes the active involvement of students in the learning process through contextual and meaningful tasks. This study aims to determine the effectiveness of authentic assessment management in improving student learning outcomes in class XIB MA Nurul Hasan, Maron, Probolinggo. This study used the Classroom Action Research (CAR) method which was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The research subjects were 18 class XIB students. Data were collected through observation, interviews, documentation, and learning outcome tests. The results showed that the implementation of structured and systematic authentic assessment management can significantly improve student learning outcomes. This is evident from the increase in students' average grades in each cycle and increased student engagement in learning activities. Important elements in authentic assessment management include the use of clear rubrics, project-based assessments, portfolios, and student self-reflection. With proper management, authentic assessment can encourage students to think critically, creatively, and take responsibility for their learning process. Therefore, authentic assessment management is very effective in improving the quality of learning and student learning outcomes.
Keywords: Authentic Assessment Management, learning Outcomes, Student Engagement, Madrasah Aliyah

Introduction

In modern education, learning approaches no longer focus solely on academic achievement but also on a meaningful and sustainable learning process. One way to achieve this goal is through the implementation of authentic assessment, a form of evaluation that assesses students' abilities holistically through contextual and applicable tasks. Authentic assessment is believed to provide a more comprehensive picture of student abilities because it encompasses cognitive, affective, and psychomotor aspects. However, the effectiveness of this assessment depends heavily on how it is managed within the school environment. Good assessment management encompasses systematic and consistent planning, implementation, and evaluation.

This study aims to determine and analyze the effectiveness of authentic assessment management in improving the learning outcomes of class XI-B students at MA Nurul Hasan, Maron, Probolinggo. Specifically, this study aims to describe how teachers design, implement, and evaluate authentic assessment in learning, as well as how it impacts the improvement of student learning outcomes. Authentic assessment is seen as an approach that is able to describe students' abilities comprehensively, because it involves real situations and meaningful tasks in

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the learning evaluation process (Mueller, 2018). In this context, systematic and planned management of authentic assessment is very important so that the results obtained are not only valid but also able to encourage active student involvement.

Furthermore, this study also aims to evaluate the extent to which classroom action research focused on strengthening authentic assessment management can contribute to improving student learning outcomes. This process includes intervention planning, action implementation, observation, and reflection as part of the classroom action research cycle (Kemmis & McTaggart, 1988). Through this approach, it is hoped that teachers can critically evaluate their assessment practices and make continuous improvements to enhance the quality of learning. Therefore, this research is not only practically beneficial for teachers and schools, but also theoretically, enriching the body of knowledge in the field of learning evaluation.

Education is a fundamental aspect in developing quality human resources. The learning process in schools emphasizes not only mastery of material but also assessments that reflect students' actual abilities in everyday life. In the context of the Independent Curriculum and the previous 2013 Curriculum, the authentic assessment approach is highly relevant because it assesses students holistically, encompassing knowledge, skills, and attitudes. (Permendikbud No. 23 Tahun 2016)

21st-century education demands learning that is not solely oriented toward cognitive achievement, but also focuses on the development of critical thinking, creativity, communication, and collaboration skills. In line with this paradigm shift, assessment in the learning process must also undergo a transformation from traditional forms to authentic assessment. Authentic assessment is an evaluation process that assesses students' abilities through tasks that are relevant to real life and reflect the application of knowledge in meaningful contexts (Wiggins, 1998). However, the success of authentic assessment is largely determined by how teachers manage it, from planning and implementation to follow-up on assessment results. In practice, many teachers still do not optimally manage authentic assessment systematically, so the positive potential of this approach is not fully felt by students.

However, the implementation of authentic assessment in the field often faces various challenges, one of which is the effectiveness of assessment management by teachers. Assessment management encompasses planning, implementation, monitoring, and evaluation of assessments. Without proper management, authentic assessments risk being inconsistent, non-objective, and confusing for students (Arifin, 2021). At MA Nurul Hasan, Maron, Probolinggo, particularly in grade XI-B, student learning outcomes in several subjects have been unsatisfactory. Initial observations revealed that one of the causes is the use of assessments that tend to be conventional and do not actively engage students in the learning process. However, with proper authentic assessment management, teachers can create a more contextual and meaningful learning environment, thereby encouraging student engagement and improving learning outcomes (Mueller, 2018). Therefore, through this classroom action research, the researchers sought to explore how the implementation and management of authentic assessments can significantly improve student learning outcomes and contribute to improving classroom teaching practices.

Authentic assessment is an approach to learning evaluation that emphasizes the connection between assessment tasks and real-life contexts and assesses the learning process and product holistically. In an educational context, authentic assessment encourages students

to apply knowledge, skills, and attitudes in real-life situations through assignments such as projects, portfolios, case studies, and presentations (Zubaidah, 2016). For effective implementation, authentic assessment must be managed systematically through a management process that encompasses planning, implementation, and evaluation. Authentic assessment management involves teachers' ability to design relevant assessment instruments, provide constructive feedback, and reflect on assessment results for learning development (Sartono, 2021). When this management is carried out well, authentic assessment can increase student engagement and create a meaningful learning environment. In other words, the effectiveness of authentic assessment management significantly determines the quality of learning and the overall achievement of student competencies. Authentic assessment emphasizes contextual and meaningful learning processes and outcomes. This assessment involves tasks that reflect real-world situations, such as projects, presentations, reflective journals, and portfolios (Mueller, 2018). Therefore, authentic assessment assesses not only what students know but also how they use that knowledge in real-world situations.

Learning outcomes are the primary indicator for measuring the success of the educational process. Learning outcomes are viewed not only from the cognitive (knowledge) aspect, but also from the affective (attitude) and psychomotor (skills) aspects. In the context of the independent curriculum and competency-based learning approach, good learning outcomes are characterized by students' ability to think critically, solve problems, and innovate (Kemdikbudristek, 2022). According to Slavin (2012), improving student learning outcomes depends not only on the material taught, but also on how the learning and assessment processes are implemented. Well-managed authentic assessment is believed to increase student motivation and understanding, thereby improving learning outcomes. According to Mulyasa (2018), learning outcomes are greatly influenced by the assessment approach used. If teachers rely solely on conventional written tests, the measurement of student abilities will tend to be limited. Conversely, implementing well-managed authentic assessments can help students develop a deeper understanding of the material and increase motivation and independence in learning.

Effective management of authentic assessments enables teachers to conduct valid and reliable assessments and provide constructive feedback to students (Arikunto, 2013). This allows students to clearly understand their strengths and weaknesses, which motivates them to improve their learning outcomes (Black & Wiliam, 1998). Research by Putra and Sari (2020) shows that implementing authentic assessment with good management can significantly improve student learning outcomes, especially in competencies that require application and analysis, not just memorization.

Method

This research uses a qualitative approach with a specific type of study. The qualitative approach was chosen because it aimed to gain a deeper understanding of the effectiveness of authentic assessment management in a real-world context, particularly in improving student learning outcomes (Moleong, 2017). A case study was chosen as the research method because the researcher wanted to conduct an in-depth exploration of authentic assessment management practices implemented in class XI B at MA Nurul Hasan, and its impact on student learning outcomes (Yin, 2016). This research was conducted at MA Nurul Hasan, located in Brani

Wetan Village, Maron District, Probolinggo Regency, East Java. This location was chosen because the school has implemented an authentic assessment approach in its learning. The research took place from August to September 2025.

The subjects in this study were class XI B students as the objects of the authentic assessment process, as well as subject teachers, homeroom teachers, and the principal as implementers and policymakers in assessment management. Determination of informants using purposive sampling techniques, namely selecting informants based on certain criteria that are relevant to the research focus (Sugiyono, 2017). Informant criteria: Teachers directly involved in implementing authentic assessment, students participating in learning in grade XI B, principals who understand assessment management policies

Data collection techniques in this study included presentations, photographs, and videos. Overview of the Research Location. MA Nurul Hasan is a private Islamic high school (madrasah aliyah) located in Maron District, Probolinggo Regency. This school's vision is to produce graduates who are devout, knowledgeable, and have noble character. In grade XI B, authentic assessment has been implemented since the 2023/2024 academic year as part of a strategy to improve the quality of learning and student learning outcomes. Grade XI B consists of 18 students from diverse socioeconomic backgrounds. Subject teachers actively use a project-based learning approach and performance-based assessment to assess students' comprehensive abilities.

Data analysis was conducted using the Miles and Huberman model, which consists of three stages (Miles, Huberman & Saldana, 2014): Data reduction: the process of selecting, focusing, and simplifying data from fieldwork. Data presentation: organizing information in narrative form, tables, or charts to facilitate understanding. Conclusion drawing and verification: researchers draw conclusions from the analyzed data and continuously verify them. To ensure data validity, triangulation techniques were used across data sources and data collection methods (Denzin, 2012). Data validity was tested using the following techniques: Triangulation of sources and techniques – comparing data from observations, interviews, and documentation. Member checking – requesting confirmation from informants regarding the accuracy of the data obtained. Referential adequacy – using relevant literature and theories to compare and strengthen the findings.

Research Procedures: Pre-fieldwork: determining the research location and informants, data collection: observation, interviews, and documentation, interim data analysis: conducted concurrently with data collection, final data analysis: after the data is complete, a comprehensive analysis is conducted, reporting research results: systematically compiling the research report

Results and Discussion

MA Nurul Hasan is a private Islamic high school (madrasah aliyah) located in Maron District, Probolinggo Regency. This school's vision is to produce graduates who are devout, knowledgeable, and have noble character. In grade XI B, authentic assessment has been implemented since the 2024/2025 academic year, as part of a strategy to improve the quality of learning and student learning outcomes. Grade XI B consists of 18 students from diverse

socioeconomic backgrounds. Subject teachers actively use a project-based learning approach and performance-based assessment to assess students' comprehensive abilities.

Research findings, authentic assessment management planning observations and interviews show that teachers develop authentic assessment plans through lesson plans (RPP) tailored to the Core Competencies (KD) and learning objectives. In the RPP, teachers include: Types of authentic assessment (project, performance, and portfolio assessment), assessment criteria and indicators, clear assessment rubrics. This plan is developed in collaboration with the school's Subject Teachers' Consultation (MGMP) team and reviewed by the Deputy Head of Curriculum. "We always develop rubrics and determine indicators from the start. This way, students know what will be assessed on each assignment," (Interview with teacher, August 21, 2025).

Implementing authentic assessment, teachers conduct ongoing assessments throughout the learning process. Students are assessed not only on their final results but also on their work processes. Assessment is conducted through: Group and individual project assignments, hands-on practice (demonstration), learning reflection and portfolio. Teachers also provide direct feedback and encourage students to make improvements to assignments that do not meet the criteria. Observation results show that students are more active and motivated when assessment tasks are linked to real-life contexts. Evaluation is conducted through regular teacher meetings, discussing student achievement based on authentic assessment results. Teachers also use assessment results to design remedial or enrichment activities. Furthermore, parental involvement in monitoring student assignments through monitoring books or learning apps is also being implemented.

The impact of authentic assessment on student learning outcomes, based on assessment documents and interviews with teachers and students, it was found that the implementation of authentic assessment had a positive impact on learning outcomes, including: An increase in the average student grade from 73 to 82 in Indonesian. Improved critical thinking skills, as evidenced by the quality of arguments and creativity in project assignments. Increased student motivation to learn, as they felt valued for their learning process, not just the final result.

"This way, learning becomes more exciting. We can demonstrate our abilities in various ways, not just through written exams," (Interview with student, August 22, 2025).

Discussion

Authentic assessment management at MA Nurul Hasan has proven effective because it has three essential components: thorough planning, consistent implementation, and reflective evaluation. This aligns with Wiggins' (1998) opinion that authentic assessment should focus on tasks that reflect real-world applications. Authentic assessment also encourages teachers to be more creative and responsive to students' needs. This supports constructivist theory, which states that students learn better when they are actively involved in the learning process (Vygotsky, 1978).

Authentic assessment not only improves students' cognitive skills but also their affective and psychomotor skills. This aligns with Bloom's (1956) theory, which states that learning outcomes encompass three main domains: cognitive, affective, and psychomotor. Improved learning outcomes demonstrate that an assessment system that emphasizes the process and active participation is more effective than conventional assessments that focus solely on

outcomes. Supporting factors: Commitment from teachers and school management, availability of supporting resources such as rubrics and assessment sheets, and high student engagement.

Inhibiting factors: Limited time for individual observations, teacher administrative burden, and lack of teacher training on authentic assessment. The results of this study demonstrate the importance of management's role in ensuring that authentic assessment is carried out systematically and purposefully. Other schools can use the practices at MA Nurul Hasan as an example in developing more meaningful assessment systems oriented towards improving the quality of learning. Effective implementation of authentic assessment management requires careful planning, disciplined implementation, and ongoing monitoring and evaluation (Purwanto, 2014). The school and teachers at MA Nurul Hasan can continue to improve the quality of assessment management with training and support facilities.

Conclusion

1Based on the results of research conducted on the effectiveness of authentic assessment management in improving student learning outcomes in grade XI B of MA Nurul Hasan, Maron, Probolinggo, the following conclusions can be drawn: Authentic assessment management at MA Nurul Hasan has been planned, implemented, and evaluated systematically and in a focused manner. Teachers develop lesson plans that explicitly incorporate authentic assessment, including rubrics, indicators, and assessment techniques that align with the characteristics of the material and core competencies. Authentic assessment is implemented through various methods, such as project assignments, performance, portfolios, and direct observation. Teachers actively provide feedback to students to improve their work, making the learning process more meaningful and participatory. The implementation of authentic assessment management has a positive impact on student learning outcomes, across cognitive, affective, and psychomotor domains. This is evident in the increase in students' average grades, increased student engagement in the learning process, and improved critical and creative thinking skills. 4. Supporting factors for the effectiveness of authentic assessment management include teacher commitment, school management support, and active student participation. Meanwhile, inhibiting factors include time constraints, teacher administrative burdens, and a lack of technical training for teachers in designing and implementing authentic assessments. Overall, authentic assessment management has proven effective in improving the quality of learning and student learning outcomes in grade XI B of MA Nurul Hasan and can serve as a model of good practice that can be implemented in other schools with adjustments to suit their respective contexts.

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