

Authentic Assessment Practice Teachers' Perceived Knowledge

Luh Gede Eka Wahyuni^{1*}, Ni Luh Putu Eka Sulistia Dewi¹, A.A. Gede Yudha
Paramartha¹

¹ Universitas Pendidikan Ganesha, Indonesia

*Corresponding author. Email: ekawahyuni_echa@yahoo.com

ABSTRACT

Due to the global outbreak of novel corona-virus disease, the teachers are demanded to carry out authentic assessments to support the 21st century learning activities, especially at junior high school level. The quality of teachers' authentic assessment practice is reflected by their authentic assessment knowledge. In accordance with it, this descriptive study is aimed at describing teachers' perceived knowledge of authentic assessment implementation and English language learning skills. Questionnaire and interview were conducted to collect the data of teachers' perceived knowledge. The instrument was constructed based on the theory of authentic assessment characteristics. This study showed that teachers had sufficient knowledge with the mean score of 61.67. All teachers have adjusted the assessments to the English language competencies and integrated them in learning process, so the students' progress could be observed individually. They also believed that authentic assessment was suitable to use as the learning outcome should focus on students' knowledge, attitude, and skills. However, not all authentic assessment could exactly measure the competency. Most teachers were also found to have difficulty in involving students in the assessment process. They have less knowledge in accustoming students to do self-assessment. Regarding to this, related workshop or seminar needs to be held to facilitate the teachers.

Keywords: *Language Assessment, Authentic Assessment Implementation, Perceived Knowledge*

1. INTRODUCTION

The change in educational paradigm was carried out because of problems related to students' readiness to face real-world problems [1]. This unpreparedness occurs due to gaps between school standards (what is taught in schools) which are not in harmony with the world of work [2]. As a consequence, the assessments used to assess students are often not in accordance with what students actually need for their learning [2]. All learning activities only require students to understand, memorize, remember, etc. In addition, this ability is often measured through tests where students are given several choices and they must choose one of them as the best answer. In fact, if they are involved in the show, they just do it according to the script and there is no creativity development. In other words, there are no activities in the classroom that require students to use their knowledge in an applicable way. Starting from this problem, the assessment procedure in learning has changed.

Following the change in the educational paradigm in the 21st century, teacher assessment does not only focus on the cognitive aspects of students, but also the affective and psychomotor aspects of students to see the overall competence of students. In other words, the implementation of assessment in the current educational paradigm places more emphasis on learning processes and outcomes. For example, teachers no longer use standard conventional tests to assess student learning processes, but provide activities that ask students to demonstrate their abilities and skills based on real-world contexts. By bringing students' real life situations into the learning process, learning activities will feel more contextual. This contextual learning process is able to influence the quality of student learning outcomes so that students are expected to be able to develop their competence to the maximum, unlike in the previous paradigm which has not been able to ensure this.

Related to the context of learning in the classroom, authentic assessment holds the principle of contextual

learning, where the assignments given are based on students' daily life. Because it brings students' real situations into learning, authentic assessment can be used as a direct measurement of student performance as an indicator of student achievement. This direct measurement will automatically be meaningful to students because it reflects their acquisition and competence [3]. Therefore, the meaning of authentic assessment as in contextual learning is needed to enable students to show what they have understood and to apply their knowledge and abilities in completing authentic performance tasks as a way to reflect their competence [4]. Because authentic assessment involves assessment, process, and students' work products as an integral part of the teaching and learning process, authentic assessment provides accurate information about the development of student learning [5].

Authentic assessments also provide opportunities for students to build their own knowledge and develop an understanding of scientific concepts [6]. Students become active and have the courage to take responsibility for their own learning, while the teacher is no longer a learning center but becomes a facilitator for students. Authentic assessment makes students active during the learning process [7], namely through collaborative activities. Authentic assessment will provide a learning experience to see the quality of students as a whole, while improving student learning outcomes and development. By building their own knowledge, students can make answers that are relevant and meaningful to solve certain problems. Therefore, authentic assessment will provide opportunities for students to demonstrate their knowledge and skills in various ways [3]. After teachers and students benefit from the implementation of the authentic assessment, the quality of teaching and students' achievement will improve. That is why it is believed that the use of authentic assessment in the teaching and learning process is beneficial.

Practically, the authenticity of an assessment is defined based on a person's perception of understanding it [8]. Because the assessment, in this study, was prepared and carried out by the teachers in their classrooms, the authenticity of an assessment is determined based on the perceptions of the teacher and students. A study has found that there are differences between teacher and student perceptions in perceiving the level of authenticity of the assessment [8]. Teachers' perceptions of authentic assessment determine how well teachers, as people who mostly use authentic assessment, do it according to what they think is authentic. Meanwhile, students' perceptions are also taken into account to determine what and how students learn as a result of their learning process. The definition is explained to show that authentic assessment is not only totally defined by its similarity to the work situation, but also by who is viewing it. Whatever the definition is, the application of authentic assessment must be carried out in accordance with the rules.

In its implementation, English teachers at the junior high school level have received a lot of training related to the implementation of the new curriculum and are expected to be able to apply various types of authentic assessment in student-learning process [9][10], including in distance learning. Although not all teachers get the same opportunity, at least MGMP discussions are still held. This shows that the teachers have considered the benefits of implementing authentic assessment. Thus, it can be assumed that they already have a fairly good knowledge of planning and implementation. Now the problem is whether they have implemented the authentic assessment properly or not. If what is planned and implemented is in accordance with their perceptions, then the application of authentic assessment has been carried out properly. However, if the opposite is true, it indicates that there is a gap in the field.

Based on these thoughts, this study was conducted to describe teachers' perceived knowledge of the authentic assessment practice in junior high schools, especially in Buleleng District. This study involved four final year students who were preparing their final project. Thus, this study will provide an overview of assessment practices in language learning, especially English in junior high schools in Buleleng District.

2. METHOD(S)

This is a descriptive research which aims to describe how teachers perceive the application of authentic assessment during online learning. This research was carried out in public junior high schools that apply Curriculum 2013 (K13) in Buleleng District in the even semester of the 2019/2020 school year. The schools selected as research sites were SMP Negeri 1 Singaraja, SMP Negeri 3 Singaraja, SMP Negeri 4 Singaraja, and SMP Negeri 6 Singaraja. As the current situation is still during the outbreak of COVID-19, this study was conducted online. Around 12 English teachers participated as data sources.

Questionnaire, document study, and interview were conducted to gather the data. Self-rated questionnaire was constructed based on theory of authentic assessment characteristics by Marhaeni (2010) and meaningful assessment for language skills by Brown (2004). It was used to measure teachers' perceived knowledge level and to see how they perceive themselves in authentic assessment implementation. Document study was conducted to know whether the teachers' assessment practice is in accordance with the concept. Interview guide was as the supporting tool to complete the data. The data analysis followed Creswell's data analysis procedure which involved data reduction, data classification and analysis, and data verification. Firstly, the data were focused to the types of authentic assessment. The data were then classified to answer the research problem in which the instruments was

administered. The result of the questionnaire was calculated to find out the mean scores which were then

compared to the conversion data table to determine teachers' perceived knowledge level.

Table 1. Category of teachers' perceived knowledge of authentic assessment implementation

No	Interval	Category
1	$X \geq 90$	Very good
2	$70 \leq X < 90$	Good
3	$50 \leq X < 70$	Sufficient
4	$30 \leq X < 50$	Less
5	$X < 30$	Poor

The data were interpreted with detail description and explanation which were also supported by the result of interview. According to the data interpretation, conclusion and expected recommendations are also stated as a reference for reflecting on the way of the assessments are in accordance with what is required by the curriculum, so that the implementation could be better than before.

Information regarding to the data of the English teachers' perceived knowledge about the implementation of online authentic assessment in learning was collected by distributing questionnaires and conducting interviews. The percentage of teachers' perceived knowledge is shown in the following chart.

3. FINDINGS AND DISCUSSION

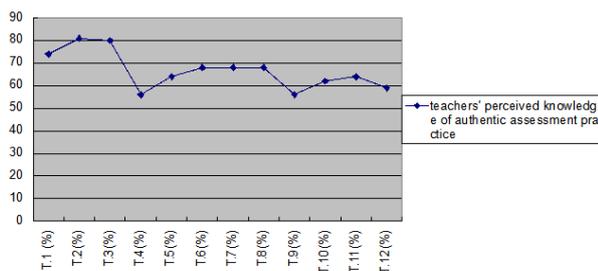


Figure 1. Percentage of English teachers' perceived knowledge of authentic assessment practice in secondary schools.

Based on the above chart, each teacher received a score ranging from 50s to 80s. This score is obtained from the way the teacher views himself in carrying out online authentic assessments. In general, the overall score of the teachers' perceived knowledge was 61.67, which means that the teacher perceived a sufficient understanding of the implementation of the online authentic assessment.

3.1. Teachers' Perceived Knowledge on Authentic Assessment Implementation

Responding to the questionnaire, the English teachers referred to a fairly positive understanding. Most of the teachers perceived that their assessment had been adjusted according to the curriculum. They referred to

basic competencies so that learning objectives could be achieved appropriately. Based on the results of the interviews, the teachers had planned to ask students to write conversations according to the expectations of the competency. They perceived that adjusting the material into the required competencies would enable them to be close with their real world. When the assessments could resemble the students' real-world life, their knowledge and skills to solve real-world problems will be accessible and usable Hanna & [11].

However, not all authentic assessment could measure the competencies in a proper way. In speaking, for example, the teachers perceived that they have assessed the students' speaking competency through performance such as having conversations. The teacher also perceived that he has used the appropriate rubric in giving a score. However, such mentioned assessment activity was not yet able to measure the required competency. Instead of asking students to perform their own ideas, the teachers instructed them to play the prepared dialogue.

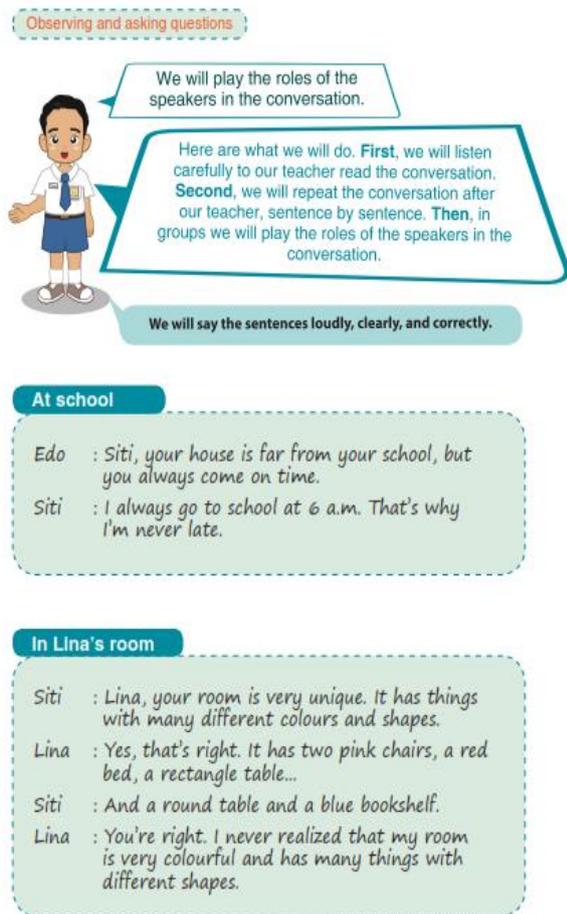


Figure 2. Example of speaking assessment.

As seen in the example above, the students performed a conversation using the provided text. They practiced it first and then memorized it for their performance. The students were not given opportunity to creatively use their knowledge. Even though, the basic competency requires them to be able to compose their own transactional texts (oral and written). In compiling texts, it is suggested that students must be able to get the opportunity to apply knowledge through performance both oral and written [12]. If the assessment activity is carried out in such a way, they have not had the intended opportunity. In the end, the competency have not been achieved yet.

Another example is in building writing competency, for example, students appear to be very rarely involved in performance assessments. The teachers argued that this pandemic condition demanded them to focus on students' comprehension more and put students' skills aside. They added that current situation made them difficult to administer writing performance for students. Even though authentic assessment is an appropriate assessment to assess writing skills where teachers can check students' work in detail [13], the data obtained shows that the assessment does not fully represent the student's life in the real world.

Representing real life means that teacher assessments must be contextual, that is, assessments that are able to connect real-world contexts to learning [14]. In addition, authentic assessment requires students to demonstrate their essential knowledge by doing more complex tasks such as in the real world, authentic assessment asks students to show tasks as they usually do in everyday life [15]. Instead of remembering knowledge, authentic assessment assignments provide students with opportunities to apply, analyze, and synthesize what they have learned. Related to this explanation, the results of the questionnaire showed that teachers often gave assignments whose assessment sources could be from television, the internet, or other relevant books. The teacher assumed that the given assessment required students to construct their knowledge as it happened in the real world.

When teacher assessments have been carried out based on the competencies and represented to the daily life, the results of these assessments will show the competence of students as individuals. Competency-based assessment shows performance appraisal which refers to individual understanding [14]. Performance appraisal can be assessed through individual understanding and group performance [16]. Based on the teacher's response, the teacher felt that he had assessed students both individually and in groups. Even though they worked in groups to share their knowledge and obtained group scores, each member also received an individual score. However, the way it was scored appears to be imprecise.

“When in group working, I only assess the group task and the give the same score for each student. Then, for the individual score, the tasks will be different.” (T.2.6)

The teachers used students' group scores as individual scores for each member. They said that they gave another assignment to assess the individual performance of the students. They thought that students had the right to get the same scores when working in groups. The consideration was that they have worked together and deserved the same result.

In carrying out authentic assessments, teachers need to assess students individually when doing group work. Assessing students in group work and giving the same score does not show the students' true abilities [1]. Individual assessment refers to individual student performance and provides detailed student information such as strengths and weaknesses [17][14]. The use of group scores as individual scores cannot be used to reveal their actual abilities in cooperative learning [17]. It is added that giving individual marks as appropriate is needed to show the weaknesses and strengths of students.

Otherwise, the teacher will not be able to observe the progress of individual students.

When the assessment is really able to show students' competency as an individual, then the assessment is unstructured and open-ended. This means that students are truly given the freedom to show their performance to achieve their competencies according to their abilities and creativity. Because the application of authentic assessment describes the real life of students, the assessment given allows students to express their creativity [14]. In this study, the teachers perceived that they have given a task that required students to use their abilities and creativity. Even though sometimes students were given the procedure for doing it, they were still allowed to show their performance in their own way. By providing such freedom, students will be able to hone their learning creativity as well as increase their thinking skills [18].

Once students are able to show their understanding according to their abilities and creativity, authentic assessment will require student-centered learning activities [14]. Here, teachers are asked to involve students in the assessment process from planning to implementation. Its purpose is to provide an idea of what needs to be achieved and how. Involving students in assessment planning and determining assessment criteria provides an initial understanding of how to assess themselves and their peers [1].

However, the teacher's understanding of this seems to be very low.

"For student assessment, I think it's enough if everything is done by me personally. If I involve students, they also don't really understand the assessment process. It will be a bit useless." (T.4.3)

This response indicated that teachers never involved their students in planning assessments and assessing their own or their peers' work. One of the reasons was students did not have a good understanding to do so, so that giving feedback to students was considered quite helpful in improving students' understanding. Teachers need to understand well that self-assessment is a basic part of the learning process that is useful for students to reflect on themselves in the learning process [19]. Asking students to do self-assessment and peer-assessment makes the learning environment supportive where students are allowed to build closer relationships and get to know each other through self-assessment and peer-assessment [20]. In addition, self-assessment will provide students with an understanding of their strengths and weaknesses [21].

Regarding to the implementation of self and peer-assessment in language learning activities, teachers

argued that they were not ready to carry out self-assessment and peer-assessment.

"I don't know, I just feel that my students are not ready yet for it. I don't really understand how to do it and so do my students. I just worry that if I ask the students to use self- and peer-assessment, the result might not be meaningful for them. Last semester before the pandemic, students tended to score themselves higher. In fact, they did not perform well." (T.5.3)

"If it is a must to use self- or peer-assessment, it is quite difficult to do it, because the learning is done online now. So, the students cannot meet and see the other students. And it is difficult for me too to take control. They need preparation first." (T.3.6)

This unpreparedness is one of the reasons why self- and peer-assessments were not carried out. At the first attempt, teachers felt that students need to be prepared well, while teachers were still confused about their role in implementing self-assessment properly.

Authentic assessment must also be integrated with the learning process. In response to this, the English teachers seemed to think that they have carried out an integrated assessment with the learning process. One of the ways was observation to find out the development of students during the online learning process. Observations were done through taking notes. Teacher observations are almost always carried out by teachers to collect student information in class [19]. In addition, teacher observations are used to fill students' daily activities including student attendance, list of activities, and learning material as teacher notes in assessing students [22].

"Observation is always done. But, online observation is quite difficult to do, I see how students in joining the class and collecting the assignments." (T.3.6)

"In online learning, I assess students' participation in responding every question or material discussion as well as students' attendance. I also assess students' assignment." (T.8.5)

These responses indicates that they have not been able to optimally see students' development during online learning process. As they had limited access to observe all students, the teacher only focused on students' activeness during online discussions as well as the

completeness of the collected assignments. This is due to the conditions of online learning where learning activities cannot always be carried out synchronously.

The implementation of an integrated assessment in the learning process has an impact on the assessment process that continuously follows the learning process [14]. The responses to the questionnaire indicated that sometimes the assignment given by the teacher to students took more than one meeting. It is possible to carry out the teaching and learning process as usual in online learning during the world-breakout of COVID-19; however, it is only focused on discussing material to build student knowledge. Then, the activity was continued with individual assignments. This shows that the teachers have conducted on-going assessments.

3.2. Teachers' Perceived Knowledge of Authentic Assessment in Language Skills

The information collected through distributing questionnaires was also used to determine the English teacher's perceived knowledge of the online authentic assessment of English language skills. These English skills include listening skills, speaking skills, reading skills, and writing skills. Based on the results of the questionnaire analysis, English teachers in Buleleng District perceive sufficient knowledge of the implementation of online authentic assessment in learning English skills.

Based on the questionnaire items, most of the teachers used authentic assessment to assess students' speaking and writing skills. Listening and reading skills were rarely assessed because it was quite difficult to do. Teachers mostly assessed listening and reading skills by giving multiple-choice tests or fill-in questions. In line with that, authentic assessment completed with assessment rubric is more suitable for assessing speaking and writing skills [23], although it can also be adjusted to assess listening and reading.

However, the teacher often used the same assessment rubric for all learning materials, both speaking and writing skills. The use of the same assessment rubric on different materials to assess speaking and writing skills causes student skills to not be specifically assessed considering that each learning material has different achievement indicators [12].

Before the world-breakout of COVID-19 when online learning was implemented, students' listening competency was assessed by asking students to retell a story and respond to conversations or report what they have heard. The listening activity was integrated with speaking activity. The assessment of students' listening comprehension will be reflected in the students' speaking ability [19][24].

"I used to assess students' listening skill integrated with speaking skill. Yet, considering the pandemic situation, I have not (yet) assess listening skill. It is because quite difficult to assess through online platform." (T.3.3)

However, the current situation made them to use multiple choice tests more frequently in assessing students' listening abilities. This is a proof that the teachers have not yet assessed the students' listening skill considering some obstacles they encountered during the online learning process. They also argued that they were not prepared well for it.

In assessing students' speaking skills, the teachers perceived that they used authentic assessment; for example, the teacher asked students to do role plays and debate. They viewed that students' speaking skills should be assessed through performance and they could directly observe students' language production. Authentic assessment in learning to speak must be able to assess students' ability to interpret and convey meaning in an interactive context [13]. English teachers often assessed students' speaking skills by asking them to have conversations based on pictures or their own. The teachers also often did questions and answers in class.

Unfortunately, this current situation made teachers difficult in administering speaking performance for students. As students have limited access to each other, teachers changed their way of their assessment. Students' speaking assessment was focused more on their pronunciation only. They were asked to send a voice-note reading a dialogue in the book. Then, they were scored accordingly. Teachers perceived that speaking competency could also be assessed by paying attention on how well students in reading. To give various speaking activity, they also assessed students by having them listen to the audio and retell it in their own words. This activity is actually not considered a speaking assessment because it does not require students to verbally produce something based on their own thoughts.

Different case occurs in writing competency, that teachers perceived themselves to conduct appropriate writing assessment. Teachers perceived that they could see students' writing development when they were involved in writing something. Although they still used fill-in-the-blank task, they tend to use more task like writing summary. They also used picture cued task to assess students' competency in writing conversation according to the picture. They often told the students to write about a description about something or their own experience. Writing a response to a text and essay were also used. Teachers believe that students would be more expressive in written as it is a media to express students' creativity [25].

The good thing is teachers perceived themselves to use scoring rubric. The teachers prepared the assessment rubric as a guidance in assessing student performance and providing feedback [19]. A good assessment rubric contains detail criteria to avoid the inconsistency of giving score [11] as well as provides a source as a pathway to look for and get expected results [6]. However, the assessment rubric seemed to be holistic consisting of a set of systematic descriptors to guide the evaluators in scoring.

“Sure, I assess the students’ speaking by using scoring rubric. It has several aspects. For example, students’ fluency is scored ranging from 10-100, and so do the others.”
(T.1.6)

The teacher's response shows that this holistic assessment was only able to provide information about students' language skills in general. As a result, the teachers could only provide general feedback to students, not even an accurate and detailed information. As explained before, it seems that there are still some deviations regarding the use of authentic assessment in assessing speaking skills.

For the assessment of reading skills, the results of the questionnaire emphasized an adequate use of authentic assessment. Although teachers still used dictation methods, matching pictures or true-false tasks, scanning methods, making summaries, or writing short opinions about a text were more emphasized. After reading, students were asked to convey the information obtained. Especially in the assessment of reading learning, activities were carried out integrally with speaking and writing skills; that is, students restated the information they have read orally or in written form.

4. CONCLUSIONS

Based on the above discussion, it can be concluded that English teachers of secondary school in Buleleng District perceived sufficient knowledge of authentic assessment implementation and language assessment skills. It can be seen from its mean score which was 61.67. It means that teachers has improved their knowledge of authentic assessment practice, although some misconception was still found. This study implies that the use of authentic assessment needs to be frequently administered as it benefits both teachers and students. As the discussion is limited to the result of questionnaire, document study, and interview, some misinformation may arise. Seeing so many things that are not in accordance with the rules of implementing authentic assessment in learning, intensive supervision by school supervisors is needed to check teacher performance in planning and using authentic assessment. Furthermore, to provide teachers with appropriate

knowledge, seminars, workshops, and mentoring need to be carried out evenly to increase teachers' understanding and skills in applying authentic assessments. At last, as this study was conducted during the world outbreak of COVID-19, further study needs to be conducted by adding observation methods to collect the data, so that the data interpretation could be supported by the empirical result.

AUTHORS’ CONTRIBUTIONS

In the accomplishment of this study, the authors have different roles. The first author mainly contributed in preparing the instrument, collecting the data, analyzing and interpreting the data, and writing the study result. The second and third author helped in collecting the data, reviewing and revising the data interpretation, and reviewing the content of the article. Although they have different job description, they work together and support each other.

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