

The Implementation of Authentic Assessment in Improving Learning Outcomes in Islamic Religious Education: A Case Study at SDN Trasak 2

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Abstract

Learning assessment is a crucial component in determining the success of the educational process. However, assessment practices in Islamic Religious Education (IRE) at the elementary school level often focus solely on cognitive aspects, failing to fully capture students' comprehensive abilities. This study aims to analyze the implementation of authentic assessment and its impact on improving student learning outcomes in the PAI subject at SDN Trasak 2. The research method used is descriptive qualitative approach. Data were collected through observation, interviews with teachers and students, as well as a review of relevant documentation and literature to obtain an overview of the implementation of authentic assessment in the learning process. The results of the study indicate that the implementation of authentic assessment is capable of improving student learning outcomes more comprehensively, not only in the cognitive aspect but also in the affective and psychomotor dimensions. Furthermore, the implementation of authentic assessment encourages students' active engagement in the learning process, thereby creating a more meaningful learning experience and enhancing learning motivation. Teachers also gain deeper assessment insights into students' skill development, enabling them to provide more precise feedback. This study concludes that authentic assessment is an effective evaluation approach in supporting the implementation of the Merdeka Curriculum in Islamic Education (PAI) at the elementary school level.

Keywords: *authentic assessment, learning outcomes, Islamic religious education, Merdeka Curriculum.*

1. INTRODUCTION

In the field of education, learning evaluation plays a crucial role in achieving the success of the learning process. Evaluation is necessary to measure the progress and success of students, teachers, and the education system as a whole. The function of evaluation focuses on optimizing the educational process by facilitating students in

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receiving useful feedback regarding their ability to understand and master the subject matter. Learning evaluation has a very broad scope in optimizing its role in the world of education. This naturally encompasses the entire learning process, from planning and implementation to the final outcomes. Learning evaluation is used to assess the overall effectiveness of learning programs, evaluate the learning methods and strategies employed, and identify students' needs in achieving learning objectives. (Miftha Huljannah, 2021)

In the learning process, there is a close relationship between learning evaluation and assessment, which serves as the initial step to determine students' competency achievements. Learning outcome assessment functions as a series of activities aimed at measuring the final results of the learning process. Learning outcome assessment is typically conducted through various instruments and serves as a data source incorporated into learning assessment as part of the overall evaluation process. Through assessments conducted to measure the achievement of learning objectives, learning evaluation can help ensure that students' competency achievements are assessed fairly and accurately. This enables the implementation of integrated learning evaluation as an effort to improve the quality of learning and achieve better educational goals in line with the vision and mission of the educational institution.

Assessment, as a process of collecting and analyzing information related to students' abilities, knowledge, and skills in a specific field, provides teachers with insights for creating and designing various assessment instruments for learning outcomes. The general purpose of assessment is to serve as a reference when evaluating students' progress toward achieving learning objectives. Assessment can be conducted in various ways. This is because the value of assessment extends beyond merely identifying students' weaknesses and shortcomings; it also involves identifying their strengths and capabilities. Thus, assessment can help provide feedback and recommendations to assist students in improving their abilities and achievements in a specific field, enabling them to play a significant role in the real world (Kalyana et al., 2025).

In various educational institutions, assessment is used as a measurement tool in the learning and evaluation process. This aligns with its function to measure the likelihood of success, progress, and the achievement of learning objectives, identify students' needs, and ensure that the learning process is effective. Therefore, the implementation of assessment relies on the competencies of teachers in observing and evaluating students' achievements and the attainment of learning objectives objectively and fairly. Furthermore, the observations and evaluations conducted during assessments must also consider various factors influencing students' abilities in a specific subject area, such as educational background, special needs, and learning styles. Through assessments, evaluations can be conducted optimally because they incorporate crucial data regarding students' development during the learning process, enabling feedback for refining and optimizing the learning process in accordance with students' needs and characteristics. The application of assessment instruments is tailored to student characteristics, the implemented curriculum, and the learning environment. Thus, from the many available assessment instruments, each institution can select those that meet the required criteria. Furthermore, the periodic transition of curricula, as frequently occurs, impacts the development of various aspects and components in education, including the implementation of assessments, which are increasingly enriched with new instruments aligned with contemporary advancements.

Every subject taught in various educational institutions naturally requires assessment as part of the learning evaluation process. Assessment focuses primarily on evaluating student learning outcomes to measure the extent to which students have understood the material and achieved the established learning objectives. Similarly, in Islamic Religious Education (IRE), the assessment process plays a significant role and is, of course, an area of study that continues to be developed. Research findings indicate that from 2014 to 2020, the implementation of authentic assessment in PAI instruction, particularly in elementary and secondary schools, remained at very low levels due to teachers' insufficient competencies (Prihantoro, 2021). These findings are likely to differ significantly from current developments. With the implementation of the Merdeka Curriculum, the focus of assessment and learning evaluation has begun to consider other indicators in its implementation, thereby enabling failures in the learning process to be prevented and addressed as soon as they are identified. Therefore, curriculum development, supported by enhanced teacher competencies, significantly influences the improvement of educational quality.

Other studies on assessment also indicate that the implementation of a curriculum in educational institutions capable of adapting to contemporary developments significantly influences the execution of the learning process, including planning, implementation, and assessment. This occurs due to the impact of a paradigm shift in educational methodology that has fully shifted toward constructivism, which demands that teachers continuously enhance their competencies and constantly update the learning process with a primary focus on students' characteristics and needs (Ujang Cepi Barlian et al., 2022). The curriculum, as a key factor in the selection and implementation of assessments, enables teachers to design lesson plans by selecting materials that align with what students encounter in their social environment.

Based on previous studies, the curriculum plays a decisive role in improving the quality of educational institutions. However, the transition to a new curriculum inevitably presents its own challenges. One study notes that among the factors hindering the implementation of a new curriculum—a common issue in schools—are resource readiness (including facilities and teaching staff), the maturity of the program to be implemented, stakeholder synergy, and limited references regarding the implementation of the new curriculum (Qomariyah, Nurul & Muliatul Maghfiroh, 2022). These various challenges can certainly be overcome by preparing educational institutions as thoroughly as possible to minimize obstacles that might hinder the implementation of the new curriculum in schools. This finding is also supported by other research, indicating that, institutionally, teachers' understanding of the Merdeka Curriculum can be enhanced through continuous training activities organized by government agencies in the field of education and face-to-face training (Alimuddin, 2023). This implicitly suggests that, fundamentally, teachers' initiative to independently seek out and understand the Merdeka Curriculum remains low. Consequently, the implementation of the Merdeka Curriculum in schools still requires effective strategies to provide education relevant to students' characteristics and needs, as well as a focus on the success of the learning process through a series of planning and assessment activities.

In its application, teachers play a central role in determining the success of learning in accordance with the implemented Merdeka Curriculum. From the planning process through to assessment, teachers act as planners, supervisors, evaluators, and assessors of learning outcomes that students can achieve. Assessment holds the most critical role in

providing an overview and serving as a basis for evaluation conducted by teachers (Nasution, 2021). In the Merdeka Curriculum, assessment in elementary schools is conducted through various methods and instruments. Teachers typically use diagnostic assessments, which aim to diagnose students' foundational abilities and determine their initial status, followed by the use of other assessments to ensure objective and accurate results in determining the success of the learning process.

Based on these facts, SDN Trasak 2, which has begun transitioning from the 2013 Curriculum to the Merdeka Curriculum, has also undergone several significant changes. Various lesson plans and assessments that were previously aligned with the 2013 Curriculum have been revised and adapted to the Merdeka Curriculum. Efforts are still being made to optimize these adjustments during the ongoing learning process in the current semester. Learning planning and assessment implementation have been applied across all subjects in Grade 4. Specifically for Islamic Education (PAI) instruction, the assessments used have been updated to align with the Merdeka Curriculum, which is expected to foster students' knowledge, enabling them to surpass the learning outcomes initially set by teachers at the start of the learning process planning.

2. METHODS

This study employs a qualitative approach with a field research design to gather empirical data on the application of authentic assessment in Islamic Religious Education (PAI) within the implementation of the Merdeka Curriculum at SDN Trasak 2. The research design used is a qualitative descriptive approach aimed at systematically describing the processes of planning, implementation, and evaluation of authentic assessment in learning. The research was conducted at SDN Trasak 2, focusing on fourth-grade PAI instruction that has implemented the Merdeka Curriculum. The research process began in July 2025 and lasted for approximately two months.

Research participants included PAI teachers, the school principal, the vice principal for curriculum, the vice principal for student affairs, and fourth-grade students. Informants were selected using purposive sampling, which involves selecting individuals deemed to possess knowledge and direct involvement in the implementation of authentic assessment. Data collection techniques included observation, interviews, documentation, and literature review. Observation was used to examine the learning process and the implementation of assessments; interviews to obtain in-depth information from informants; documentation to analyze learning materials and assessment results; and literature review to strengthen the research's conceptual framework. Data analysis employed qualitative descriptive analysis through three stages: data reduction, data presentation, and drawing conclusions. These stages were conducted systematically to yield a comprehensive understanding of the implementation of authentic assessment in Islamic Education (PAI) at SDN Trasak 2.

3. RESULTS and DISCUSSION

3.1 Profile of SDN Trasak 2

SDN Trasak 2 is a public elementary school located in Trasak Village, Larangan Subdistrict, Pamekasan Regency, East Java Province. SDN Trasak 2 was established in

1977 and is situated on Jalan Trasak Tengah, Rt 05 / Rw 02. To achieve this vision and mission, SDN Trasak 2 has educational objectives consisting of general and specific goals. The general objective is to lay the foundation for intelligence, knowledge, personality, noble character, and the skills needed for independent living and pursuing further education. Meanwhile, the specific objectives include fostering students' noble moral character and faith to cultivate piety toward Allah SWT, enhancing graduates' academic achievements to prepare them for further education, achieving success in various competitions and selection events at the sub-district, district, and provincial levels, improving students' creative skills, and fostering a sense of care for the school environment. With a clear vision, mission, and educational objectives, SDN Trasak 2 has a clear direction in developing a curriculum and educational programs that support the formation of students' outstanding character and ability to compete at the global level.

Based on an analysis of observation results regarding the potential that can be optimized at SDN Trasak 2, there are several strengths that can help improve the quality of learning, such as the school's strategic location, which allows it to attract students from several villages; a conducive school environment and support from the community, particularly from parents; and the high commitment and enthusiasm of all teachers to enhance the quality of learning. Additionally, the guidance and direction provided by the principal regarding challenges faced by teachers in implementing instruction, the principal's commitment to conducting planned and sustained supervision, and the role of the school supervisor in following up on the principal's supervision findings are also strengths possessed by SDN Trasak 2. The Teacher Working Group (KKG) and the Principal Working Group (KKKS), serving as platforms for the development of teachers' competencies and professionalism, are also functioning very effectively.

Nevertheless, SDN Trasak 2 also has several weaknesses, such as a lack of IT proficiency. This is evidenced by observations showing that not all teachers are able to operate or understand computers or laptops, which creates obstacles in the teaching process. Furthermore, some teachers lack adequate teaching materials, resulting in learning processes and outcomes that are not documented systematically or comprehensively. Additionally, not all teachers keep up with developments in the field of education, leading to a lack of access to updated information in the educational sector. However, in light of these weaknesses, the school's strengths can be leveraged to implement effective solutions to address these existing challenges. It is hoped that an analysis of the strengths and weaknesses identified at SDN Trasak 2 will help the school improve the quality of education and achieve better results in the future.

3.2 Implementation of the Merdeka Curriculum

SDN Trasak 2, as one of the schools implementing the National Curriculum, began transitioning from the 2013 Curriculum to the Merdeka Curriculum in 2021. This transition was undertaken with the aim of improving the quality of learning and fostering better character development in students. Previously, SDN Trasak 2 had implemented the 2013 Curriculum, which was the national curriculum prior to its update. The 2013 Curriculum (K13) is the national curriculum implemented in Indonesia in 2013. The Merdeka Curriculum emphasizes character-building-oriented learning, improved literacy skills, and the development of life skills (Daga, 2021). K13 began to be implemented at the elementary school level in 2014. However, in 2020, the government announced a

policy to replace K13 with the Merdeka Belajar Curriculum (KMB). As a new curriculum, KMB emphasizes character building, self-empowerment, and the development of competencies in a global context.

The curriculum transition currently being experienced by SDN Trasak 2 naturally impacts the simultaneous implementation of two curricula. The Merdeka Belajar Curriculum is implemented for grades 1 and 4, while grades 2, 3, 5, and 6 still follow the 2013 Curriculum. Consequently, there are several adjustments to the school's programs in response to the current situation and conditions. The school's work program is divided into three phases, all focused on optimizing the implementation of the Merdeka Belajar Curriculum. The first phase is planning. During this phase, teachers will plan and conduct evaluations to ensure that the Merdeka Belajar Curriculum being implemented aligns with students' needs and characteristics. In this stage, teachers will also create lesson plans aligned with the curriculum for each class. The second stage is implementation, during which teachers will carry out the lesson plans they have developed. In this stage, teachers will deliver subject matter relevant to the curriculum followed by each class and ensure students thoroughly understand the material presented. Additionally, teachers will periodically assess student progress and provide feedback to them. Next, in the third stage—evaluation—teachers will assess the effectiveness of the school program that has been implemented. In this stage, teachers review students' learning outcomes and compare them with previously established targets. Furthermore, teachers will also evaluate the learning programs that have been implemented and make improvements or adjustments as needed. With the school's work program divided into these three phases, it is hoped that the implementation of the Merdeka Belajar Curriculum at SDN Trasak 2 will proceed smoothly and improve student learning outcomes. These changes to the school's program can also help teachers navigate the challenges posed by the ongoing curriculum transition at the school.

3.3 Learning Assessment

Learning planning, as implemented based on the Merdeka Curriculum, must include several key components. These include learning objectives, learning steps, and learning assessments, all organized into a flexible, simple, and contextual document. Learning objectives are derived from learning outcomes, taking into account the unique characteristics of the educational institution. Furthermore, teachers must ensure that learning objectives align with students' developmental stages and needs. This document is commonly referred to as a teaching module.

The next process involves the implementation of instruction designed to provide a high-quality, interactive, and contextual learning experience. In this cycle, teachers are expected to conduct instruction characterized by: (1) interactivity; (2) inspiration; (3) enjoyment; (4) challenging; (5) motivating students to actively participate; and (6) providing sufficient space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. Throughout the learning process, teachers may conduct formative assessments to determine the extent to which learning objectives have been achieved by students. This formative assessment can be understood as an evaluation conducted by the teacher during the learning process by observing the progress made by each student in the series of learning activities carried out. Records of learning achievements in formative assessment can be documented in the

form of a portfolio or a series of photos of activities taken sequentially according to the student's developmental stages during the learning process (Suryani et al., 2019).

Once the learning process has concluded, the success of this process is evaluated based on the learning outcomes successfully achieved by each student since the first assessment was conducted. Assessment based on authentic assessment, which incorporates various assessment instruments, constitutes a holistic strategy for evaluating learning success. Assessment can take the form of diagnostic, formative, and summative assessments. Diagnostic assessment, conducted at the beginning of the learning process, is used to support differentiated instruction so that students can receive instruction tailored to their individual needs. Formative assessment, conducted throughout the learning process, aims to evaluate students' independence, attitudes, and skills in developing critical thinking as they process and construct their knowledge in relation to the daily life situations they face. Meanwhile, summative assessment at the end of the learning process is used to determine the extent of learning achievements that have been attained within a measurable timeframe (BSKAP, 2022).

These various assessment instruments can be integrated to serve as a foundation for reflecting on the entire learning process. Additionally, the assessments conducted function as a reference for planning future learning and making revisions if necessary. In implementing authentic assessment based on various aspects that can be precisely measured, teachers can engage in reflection—whether individually or with the assistance of fellow teachers, the school principal, or the school supervisor—to subsequently evaluate the process and identify areas that may need to be optimized for future learning activities. Therefore, the learning process and assessment form an integrated whole aimed at supporting student success in the classroom.

3.4 Analysis of the Implementation of Authentic Assessment in Islamic Education (PAI)

Based on the observations conducted at SDN Trasak 2, it can be understood that the implementation of authentic assessment has been optimized quite effectively. This is evidenced by the use of diverse assessment instruments within a single subject, particularly Islamic Education (PAI). The use of these varied instruments is intended to yield accurate assessment results regarding students' developmental progress across all aspects. An educator's assessment criteria are not solely outcome-oriented. As practiced at SDN Trasak 2, the criteria considered include attitude and behavior, observed at the beginning of instruction, during the learning process, in daily quizzes, Mid-Semester Assessments (PTS), and End-of-Semester Assessments (PAS). Assessment based on the student's learning process, such as engagement in the learning process, is part of formative assessment, whereas daily quizzes, Mid-Semester Assessments (PTS), and End-of-Semester Assessments (PAS) are forms of summative assessment (Magdalena & Kumarani, 2023). This means that authentic assessment is conducted to measure learning outcomes (CP) across various aspects, including religious and moral values, self-identity values, as well as foundational literacy and STEAM values.

Assessment at SDN Trasak 2 places strong emphasis on authentic, competency-based learning processes. One method employed is the pre-test and post-test approach. During the pre-test phase, teachers aim to assess students' initial proficiency levels at the

start of the session. This can be achieved through various methods. As explained by Rizal Umami during an interview conducted on March 21, 2023

“Initial assessment is obtained from the pre-test, such as storytelling, expressing ideas, providing comments, and others. The goal is to determine what students already understand regarding this lesson. This way, subsequent lessons can be adapted to the students’ abilities.”

In this way, teachers can assess the extent of students’ understanding of previous material or new material to be presented. Then, during the learning process, the teacher will present the material to students in various ways, depending on the grade level, characteristics, and learning environment of the students. For example, in lower-grade classes, the teacher will present the material in a simpler, oral manner, while in higher-grade classes, the teacher will develop the material using more engaging methods, such as presenting it via PowerPoint.

After the learning process is complete, the teacher will provide an opportunity for students to engage in reflection by allowing them to ask questions, share conclusions, and offer brief comments on the material presented. This is done during the post-test phase, which aims to reinforce students’ understanding and assign homework based on the results of the interview conducted by Rizal Umami as well:

“After the lesson, I ask the students what they’ve grasped, give them time to comment, or discuss their opinions with their classmates. After that, I provide a summary by addressing their confusion and clarifying their understanding based on the material presented.”

In this way, teachers can assess the extent of students’ understanding of the material presented and provide more specific feedback to improve students’ understanding of concepts they have not fully grasped. Through an authentic, competency-based assessment approach, it is hoped that students at SDN Trasak 2 can significantly enhance their academic abilities and soft skills. Conducting authentic assessment can help students develop critical and creative thinking skills, as well as prepare them to face various challenges in the future (A. Fahad Sadat et al., 2022).

In addition to using a pre-test and post-test approach, SDN Trasak 2 also employs various other types of authentic assessment to measure students’ ability to understand the learning material. Some of the assessment methods used include project-based assessment, portfolio assessment, and observational assessment. Project-based assessment is conducted by assigning students tasks to create a product that demonstrates their understanding of the material presented (Baharuddin et al., 2021). These tasks may include creating presentations, designing posters, and other similar activities. Portfolio assessment is conducted by collecting various student works produced during the learning period, such as notes, assignments, projects, and so on. In this way, teachers can track students’ progress in understanding the material over time and provide more specific feedback to improve students’ understanding of concepts they have not fully grasped. Observation-based assessment is conducted by directly observing students’ ability to complete tasks or engage in learning activities. Teachers will observe how students interact with classmates, how they express their opinions, and how they apply the knowledge they have acquired. In this way, teachers can assess the extent to which students have mastered the learning material and provide more specific feedback to improve students’ ability to understand the material.

KELAS 4 SEMESTER 1																											
SD NEGERI TRASAK 2																											
NO.	NAMA	PELAJARAN 1			PELAJARAN 2			UH1	PELAJARAN 3			PELAJARAN 4			UH2	PELAJARAN 5			UH3	PTS	SAS	NA					
			NA			NA				NA			NA				NA										
1	LAILATUL QOMARIYAH	95	85		90	80	90		85	87		85	90	88		85	85	85	80	85		85	85	86	81	80	85
2	LUKMAN HAKIM	80	85		83	80	85		83	80		80	80	80		80	85	83	75	80		80	80	79	79	75	80
3	MOH. FAIRUZ ALFARIZI	80	80		80	80	85		83	82		80	80	80		80	85	83	75	80		80	80	80	78	75	80
4	MOH. FADLAN FIRDAUS	80	85		83	80	85		83	85		85	80	83		85	85	85	80	85		80	83	86	80	80	83
5	MOH. MUHQI IBRAHIM MUFIQ	80	85		83	80	80		80	80		80	85	83		85	80	83	75	80		80	80	79	79	75	80
6	MUHAMMAD MU'TASIM BILLAH	80	85		83	75	80		78	80		85	80	83		85	80	83	75	85		80	83	80	79	75	80
7	MUHAMMAD ZAKA	80	80		80	80	85		83	83		80	85	83		80	85	83	75	85		80	83	78	78	75	80
8	NAILA NUR INAYAH	85	90		88	85	90		88	83		90	85	88		90	85	88	85	90		85	88	80	80	85	85
9	NASRUL HAQ ACH ZAINI	80	85		83	80	85		83	78		85	80	83		80	85	83	75	80		85	83	80	76	75	80
10	QUTRUN NADA	90	85		88	80	85		83	86		85	85	85		85	85	85	80	85		85	85	89	80	80	84
11	QURROTUL A'YUN OCTAVIA	85	80		83	80	80		80	85		80	80	80		80	80	80	80	80		80	80	83	80	80	81
12	SYAIFUL ANAM	80	80		80	80	80		80	82		80	80	80		80	80	80	75	80		80	80	85	78	75	80
13	SYAQUILLAH AZKIA FARHANA	90	85		88	80	85		83	87		85	85	85		85	85	85	80	85		85	85	90	82	80	84
14	ULFATUL MAHSUNAH	85	85		85	80	80		80	82		85	80	83		85	80	83	80	85		80	83	82	80	80	82
15	WAHIDATIL YAQINAH	95	90		93	85	90		88	88		90	85	88		90	90	90	85	90		85	88	90	86	85	88
16	ZIYADATUL HOIRYAH	90	85		88	80	85		83	86		85	85	85		85	85	85	80	85		85	85	89	83	80	84

Figure 1. Summary of Assessment for PAI Subject, Grade 4, SDN Trasak 2

Given that authentic assessment is an evaluation method aimed at measuring students' abilities holistically and incorporating real-life experiences, within the context of the Merdeka Belajar Curriculum, authentic assessment serves as one of the evaluation methods used to assess students' competency achievements. The implementation of authentic assessment under the Merdeka Belajar Curriculum for Islamic Education (PAI) at SDN Trasak is carried out using several assessment techniques, including:

1. Project: Students are assigned tasks to create products or projects that integrate various competencies they have learned. In practice, regarding the "Noble Examples of the Asmaul Husna" material, students were asked to participate in a project creating a poster about the importance of maintaining personal and environmental hygiene as one way to emulate one of the Asmaul Husna, namely Al-Quddus (The Most Holy). The results of this project activity take the form of a product that involves language skills, writing, and presenting ideas visually, as well as fostering a habit of clean living through deep understanding and learning experiences related to the Asmaul Husna.
2. Portfolio: Students create a collection of their work that reflects the skills and experiences they have gained. A student's portfolio can consist of various documents such as daily journals, assignment results, and notebooks. In this context, teachers can encourage students to model their behavior after the Asmaul Husna in daily activities. This is further reinforced by having students keep notes or a daily journal about these activities over several sessions. This approach is also intended to foster cultural habits through the elements of Religious Values and Character Education implemented in the Merdeka Curriculum.

Jurnal Harianku

Nama : Naila
Kelas : IV

Hari Ke	Asmaul Husna yang diteladani	Bentuk Perilaku
Senin	<i>Ar- Rahman</i>	<ul style="list-style-type: none"> • Memberi Makan Kucing • Membantu ibu menyiram bunga
Selasa	<i>Al- Quddus</i>	<ul style="list-style-type: none"> • Membuang sampah pada tempatnya • Menyapu kelas ketika piket •
Rabu		
Kamis		
Jumat		

Figure 2. Forms of Portfolio Assessment in the Merdeka Curriculum

3. Performance assessment: Students are given tasks to perform in real-life situations that reflect their abilities. For example, students are asked to give a presentation on the Asmaul Husna in front of the class, or to create a short skit with classmates as a learning activity that guides them to collaborate on the theme of the Asmaul Husna.

Asesmen Formatif

Nama : Naila
Kelas : IV

Kriteria	Belum Muncul (1)	Muncul Sebagian Kecil (2)	Sudah muncul sebagian besar (3)	Terlihat pada Keseluruhan (4)
Menunjukkan Kemampuan memahami Bahasan			√	
Menunjukkan Hasil pengamatan yang jelas			√	
Menjelaskan Hubungan sebab akibat antara tindakan dan konsekuensi		√		

Figure 3. Forms of Performance Assessment

4. Teacher observation: Teachers observe students' abilities in real-world situations. Teachers can monitor students' behavior, skills, and interactions with their surroundings. In this assessment technique, teachers can utilize various available assessment tools, such as student progress charts, portfolios, checklists, and others. Authentic assessment processes can provide an accurate picture of students' abilities in a particular area of learning. However, as with other assessment processes, there are inevitably factors that can hinder the effectiveness of such assessments. At SDN Trasak 2, one of the obstacles faced is the limited allocation of learning time. Each class only receives 3 hours of learning time per week, which restricts teachers from

implementing more varied and interactive teaching methods. Learning conducted in such a short timeframe may only allow for limited teaching methods, such as lectures and brief discussions. In fact, in an effective learning process, varied teaching methods can help improve students' understanding of the subject matter while sharpening their critical and creative thinking skills. Additionally, the large number of students in a single class is also a significant barrier. A large number of students in a single class can make it difficult for teachers to provide individual attention to each student. This can certainly affect the effectiveness of the learning process as well as authentic assessment. Sometimes, teachers must divide their time equally among all students in the class, leaving no opportunity to provide extra help or extended counseling time for students who need it. This has the potential to lead to a lack of student understanding of the subject matter being taught.

The implementation of authentic assessment at SDN Trasak 2 has been quite helpful because it allows us to identify students' strengths and weaknesses. This authentic assessment also illustrates a student's learning achievements; progress is not merely indicated by the numbers on the report card but also by detailed descriptions. It also helps students better understand their responsibilities in mastering the tasks assigned by educators. Consequently, educators are confident that assessment results are useful for improving learning. Furthermore, authentic assessment can enhance students' knowledge, skills, and attitudes in accordance with each student's individual characteristics.

6. CONCLUSION

This study demonstrates that the implementation of authentic assessment in Islamic Religious Education at SDN Trasak 2 during the transition from the 2013 Curriculum to the Merdeka Curriculum has made a positive contribution to improving the quality of both the learning process and student outcomes. Assessment implementation was carried out through various forms of evaluation that reflect students' real-world learning experiences, such as diagnostic assessments, formative and summative evaluations, project-based assessments, portfolios, performance-based assessments, and teacher observations of learning activities. This assessment model allows teachers to gain a more comprehensive understanding of students' learning achievements, not only in cognitive aspects but also in the dimensions of attitudes and skills relevant to real-life contexts.

Academically, the findings of this study contribute to the development of learning evaluation research, particularly in the context of implementing the Merdeka Curriculum in elementary education. This study demonstrates that authentic assessment can serve as an effective evaluation tool to support a student-centered learning paradigm while strengthening the integration between the learning process, character development, and more contextual measurement of learning outcomes.

Nevertheless, this study also found that the implementation of authentic assessment still faces a number of challenges, particularly regarding teachers' readiness in designing assessment instruments, the consistency of assessment implementation, and the strengthening of teachers' professional capacity in understanding the principles of learning evaluation based on the Merdeka Curriculum. Therefore, further research is recommended to examine in greater depth strategies for enhancing teachers' competencies in designing and implementing authentic assessments, as well as

developing a more systematic and adaptive learning evaluation model tailored to student characteristics and the dynamics of curriculum policies at the elementary education level.

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