

SIGNIFICANCE OF TEACHER COMPETENCE TOWARDS THE IMPLEMENTATION OF AUTHENTIC ASSESSMENT AT MTS AL-KHAIRIYAH BADAMUSALAM SERANG CITY

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Abstract: This paper aims to analyze teachers' competencies in conducting authentic assessments in the affective (attitude), cognitive (knowledge), and psychomotor (skills) domains. This aligns with Law Number 14 of 2005, Article 10, Paragraph 1 concerning Teachers and Lecturers, which stipulates that teachers must possess various competencies to carry out their teaching and educational duties professionally, ensuring that academic goals are effectively achieved. The method used in this study is a quantitative field survey analyzed using statistical methods. The population and sample in this study consist of 17 educators, specifically all educators at MTs Al-Khairiyah Badamusalam, Serang City, using a saturated sampling technique. The results show that the competence of MTs Al-Khairiyah Badamusalam teachers in conducting authentic assessments in the affective domain scored 70.58%, within the range of 61% to 80% (good). The teachers' ability to conduct authentic assessments in the cognitive domain reached 94.11%, within the range of 81% to 100% (very good). Their ability to conduct authentic assessments in the psychomotor domain achieved a score of 83.19%, within the range of 81% to 100% (very good). Through the

implementation of authentic assessments in the learning process, it is hoped that the educational objectives at the educational unit level can be realized.

Keywords: Competency, Teacher, Implementation, Authentic Assessment.

Abstrak: Tulisan ini bertujuan untuk menganalisis kompetensi guru dalam melakukan asesmen autentik pada aspek sikap (afektif), pengetahuan (kognitif), dan keterampilan (psikomotor). Hal ini sesuai dengan Undang-undang Nomor 14 Tahun 2005, pasal 10 ayat 1 tentang Guru dan Dosen yang menyatakan bahwa guru harus mempunyai berbagai kompetensi agar pelaksanaan tugas pengajaran dan pendidikan dapat dilakukan secara profesional sehingga tujuan pembelajaran dapat terwujud dengan baik. Metode yang digunakan dalam penelitian ini adalah survei lapangan kuantitatif yang dianalisis menggunakan statistik. Populasi dan sampel dalam penelitian ini sebanyak 17 orang pendidik, yakni semua pendidik MTs Al-Khairiyah Badamusalam Kota Serang dan menggunakan teknik sampel sampling jenuh. Hasil penelitian menunjukkan bahwa kompetensi guru MTs Al-Khairiyah Badamusalam dalam melaksanakan asesmen autentik pada ranah afektif diperoleh score 70,58% dengan rentang 61% hingga 80% (baik), kemampuan pendidik dalam melakukan penilaian autentik pada ranah kognitif mencapai nilai 94,11% dengan rentang 81% hingga 100% (sangat baik), kemampuan pendidik dalam melakukan penilaian autentik pada ranah psikomotorik mendapat nilai sebesar 83,19% yang berkisar antara 81% sampai dengan 100% (sangat baik). Melalui implementasi asesmen autentik dalam proses pembelajaran ini diharapkan dapat mewujudkan tujuan dari pembelajaran di satuan pendidikan.

Kata kunci: Kompetensi, Guru, Implementasi, Asesmen Autentik

INTRODUCTION

To realize the vision and mission of the educational unit, every teacher must have competencies, namely various knowledge and teaching skills to carry out their professional duties as educators. In the learning process, learning outcome assessment is needed, therefore learning outcome assessment is included in pedagogical competencies.

In implementing learning, an important element that cannot be separated from other learning elements is assessment, and assessment determines learning

success¹. Assessment is conducted to collect, process, and measure student learning outcomes. Teachers conduct assessments to observe learning and improve learning outcomes².

The objectives and functions of assessment in education go hand in hand, with assessment teachers can observe the level of interest, talent, and various changes in learning outcomes in cognitive, emotional, attitudinal, and psychomotor aspects, and with assessment educators will obtain information about the effectiveness of the learning process carried out.³.

Implementation of assessment results Learning is a manifestation of the professional duties of educators as regulated in Law Number 14 of 2005, Chapter 1, Article 1 concerning Teachers and Lecturers. Professional teachers are teachers who have the competence to teach, train, educate, assess, and evaluate students.⁴. Teachers play an important role in the learning process, with the presence of professional teachers will produce quality students.

In reality, authentic assessment activities have not been implemented optimally, where teachers cannot carry out assessments with the available time allocation, this difficulty is due to the many types and complicated techniques and the need for a lot of energy to use measuring instruments that cover three aspects, namely cognitive, psychomotor and affective aspects.⁵. Teacher competence in conducting authentic assessments in the attitude domain is still low, with a score of 43.75%, in the range of 41%-60%.⁶. In the knowledge aspect (cognitive) the planning

¹ Cholifah Tur Rosidah et. al, "Analisis Kesiapan Guru Mengimplementasikan Asesmen Autentik Dalam Kurikulum Merdeka Belajar," *Jurnal Pendidikan Dasar* 12, no. 01 (2021): 87–103, <https://doi.org/10.21009/jpd.v12i01.21159>.

² Gito Supriadi, "Kompetensi Guru dalam Melaksanakan Penilaian Autentik di Madrasah Aliyah Negeri (MAN) Pulang Pisau Kabupaten Pulang Pisau Kalimantan Tengah," *Jurnal Evaluasi Pendidikan* 12 (2021): 12–19.

³ Nurhayati, "Implementasi Penilaian Autentik pada Pembelajaran Sejarah di SMAN 1 Semarang," *Jurnal Pendidikan* 6 (2018): 21–30.

⁴ Admin, "Undang-undang Republik Indonesia No 14 Tahun 2005 tentang Guru dan Dosen," *Universitas Sumatra Utara* (<https://jdh.usu.ac.id>, 2023).

⁵ Husniati Nabilah, I Nyoman, "Indikasi Kesulitan Guru dalam melaksanakan Penilaian Autentik pada Kurikulum 2013 di SDN 50 Cakranegara," *Jurnal Ilmiah Profesi Pendidikan* 6 (2021): 618.

⁶ Supriadi, "Kompetensi Guru dalam Melaksanakan Penilaian Autentik di Madrasah Aliyah Negeri (MAN) Pulang Pisau Kabupaten Pulang Pisau Kalimantan Tengah."

stage is very lacking, in the attitude aspect (affective) the learning outcome stage is very lacking.⁷.

Different from the problems found in the research conducted by Andriyani Dea Wulandari, Nabila et al and Gito Supriadi's research, in this study the researcher will analyze how the competence of MTs Al-Khairiyah Badamusalam teachers is in implementing authentic assessments in cognitive, psychomotor, and affective aspects. Because of the importance of assessment in the learning process to realize educational goals in educational units, it is necessary to conduct research in this field.

Several studies have been conducted including the research journal of Andriyani Dea Wulandari in 2018, entitled the relationship between the implementation of authentic evaluation of science learning and learning outcomes, Research study of students of SMP Negeri 3 Salatiga. The purpose of the study was to determine authentic evaluation and its relationship to learning outcomes, using the stake's countenance model survey method. The survey results based on the results of the overall cognitive aspect assessment: the planning stage is very lacking, but the implementation process is very good, the learning outcomes are good, the attitude competency of the planning stage is good, and the implementation process is very good, but the learning outcomes are very low, and the psychomotor competency aspect, the planning stage is good, the implementation process is very good, and the learning outcomes are good. The results of the analysis show that there is a significant relationship between planning and student learning outcomes.

Next is research by Gito Supriadi in 2021, with the title teacher competency at MAN Pulang Pisau Central Kalimantan in implementing authentic assessment. The purpose of the study was to describe teacher competency in implementing authentic assessment in the affective, cognitive and psychomotor aspects. In his research, Gito Supriadi used a quantitative field study. The results of his research obtained data on teacher competency in authentic assessment in the affective domain was still low, with a sufficient category of 43.75%, in the cognitive domain 89.61% with a very good category, and in the psychomotor domain obtained a score of 68.18 with a good category.

⁷ Andriyani Dea Wulandari, "Evaluasi Pelaksanaan Penilaian Autentik pada Pembelajaran IPA Terhadap Hasil Belajar Peserta Didik," *Jurnal Pendidikan sains* 6 (2018): 35.

The purpose of the research in this journal is different from the purpose of the research in the previous journal, the purpose is to analyze the competence of MTs Al-Khairiyah Badamusalam Serang City teachers in implementing authentic assessments in both cognitive, affective and psychomotor aspects. With this research, it can be a reference and contribution for teachers in developing their pedagogical competence to be applied to their respective educational units.

METHOD

The method in this study is quantitative design, namely research that collects data and is analyzed using statistical data. The subjects of the study are all teachers of MTs Al-Khairiyah Badamusalam totaling 17 people. Due to the fact that the entire population is considered an observation sample, the technique for modifying this observation sample uses a saturated sample. The observation used was a questionnaire to obtain data that corresponded to the observation questions, and the instrument used is the Guttman scale. This scale is used to provide clear "yes" and "no" information in the form of a checklist. Answering "yes" gets a score of 1, while "no" gets a score of 0. The analysis method used is descriptive statistical analysis. Descriptive statistics help describe the research subject clearly, using data from a population or sample, without using analysis and drawing conclusions that can be applied to the public. The observation describes the data by describing the competence of MTs Al-Khairiyah Badamusalam teachers in conducting authentic assessments. In analyzing the data using the percentage score formula:

$$NP = x 100 \frac{R}{SM}$$

The criteria used in drawing conclusions from teacher competency assessments when carrying out authentic assessments are based on the following score references: very good 81%-100%, good 61%-80%, sufficient 41%-60%, lacking 21%-40%, and very lacking 0%-20%.⁸

⁸ Supriadi, "Kompetensi Guru dalam Melaksanakan Penilaian Autentik di Madrasah Aliyah Negeri (MAN) Pulang Pisau Kabupaten Pulang Pisau Kalimantan Tengah."

FINDING AND DISCUSSION

A. Teacher Competency In Implementing Authentic Assessment

To improve the quality of education, it is necessary to improve learning outcomes. Improving learning outcomes requires assessment methods and forms to achieve student learning outcomes that accurately represent all student abilities, including emotional, cognitive, and psychomotor abilities.⁹.

The 2013 Curriculum and the Independent Curriculum require the use of authentic assessments. These assessments can be achieved through the implementation of authentic teaching and authentic learning outcomes. This assessment is considered more appropriate for providing valid and comprehensive information about student abilities.

Of course, it is the teacher's duty to implement the 2013 Curriculum and the Independent Curriculum, based on the decision of the Minister of Education and Culture and the Minister of Religion, the assessment of student learning outcomes is adjusted to the standards that have been set. The form of fulfillment of the teacher's professional duties is the implementation of authentic assessments by teachers as regulated in Law no. 14 of 2005.

1. Teacher Competence

Teacher professional means a teacher who is able to carry out teaching duties. Competence "competence" means "ability", in the big Indonesian dictionary it means authority or power to make decisions¹⁰. Kunandar explained that competence is a qualitative and quantitative description of a person's qualifications and abilities. Meanwhile, according to Mustafa, competence is a variety of knowledge, skills and behaviors found in a teacher in achieving learning and teaching goals. Competence is obtained through independent learning using learning resources and through participation in training and further education.

⁹ Andriyani Dea Wulandari, "Evaluasi Pelaksanaan Penilaian Autentik pada Pembelajaran IPA Terhadap Hasil Belajar Peserta Didik."

¹⁰ Supriadi, "Kompetensi Guru dalam Melaksanakan Penilaian Autentik di Madrasah Aliyah Negeri (MAN) Pulang Pisau Kabupaten Pulang Pisau Kalimantan Tengah."

The following are competencies that teachers need to have in order to achieve effective and relevant learning: 1) Intellectual capacity, refers to the knowledge possessed by a teacher and is needed to explain various aspects of his/her teaching; 2) Physical competence, is the level of physical proficiency needed to carry out a teacher's duties in various situations; 3) Personal capability, namely a person's ability to perceive himself/herself as a unique individual and carry out self-transformation, self-understanding, and self-identity. Personal capability includes understanding, expression, defense, and acceptance of one's identity; 4) Social competence is a set of specific skills that are the basis for understanding oneself as an important part of the social environment, achieving effective social interactions, and solving everyday problems; 5) Spiritual competence is the teacher's ability to understand, recognize and implement religious rules.

To achieve educational goals, teachers start by creating an effective and enjoyable learning atmosphere, and strive to meet and grow student performance. Therefore, teachers must improve their competency standards.

Among the competency standards that must be met by a teacher are: a) Cognitive ability is the ability related to knowledge; b) Emotional competence, which includes emotional intelligence, interpersonal skills, work performance, task implementation, and various things related to work; c) Psychomotor skills, or the teacher's ability to carry out various tasks and skills.

2. The Nature of Authentic Assessment

Authentic assessment is an activity of collecting, utilization, and reporting of data on student learning outcomes. Authentic assessment is usually used by teachers to provide comprehensive and ongoing information on student learning outcomes and practical aspects, such as attitude, knowledge and skill competencies. By applying the principles of authentic assessment and continuous implementation, accurate, consistent and

comprehensive evidence will be obtained as a responsibility to the community.¹¹.

In chapter 1 Article 17 of Government Regulation Number 9 Assessment is a process of collecting and refining data to improve student learning outcomes. Gownland provides an overview that assessment is a systematic process for collecting, organizing, and analyzing data in achieving learning objectives.¹².

Based on According to various experts, it appears that authentic assessment places more emphasis on information about student success as learning subjects. Authentic assessment is a systematic and ongoing process that collects data on the learning process and student learning outcomes to produce conclusions based on appropriate criteria and time periods., such as student grades and graduation decisions. Assessment decisions about student learning outcomes consider what students understand, how they learn, and help increase student engagement in learning.

Determination Authentic assessment is carried out by teachers, other students (peer assessment), and oneself (self-assessment). Analyzing assessment results requires comparison and consideration of findings, in guiding students to make decisions to achieve learning outcomes.. Authentic assessment is a tool used by teachers to evaluate learning outcomes, and is also an activity that shows the process and results of student learning. The authentic assessment process needs to provide information to teachers that will help them optimize their teaching skills and support students to learn optimally. It can be concluded that assessment as a teaching method must be used in accordance with pedagogical principles. Teachers need to realize that one indicator of successful learning is student learning progress.

Authentic assessment using various tools that are adjusted to the requirements of KI (core competencies) and KD (basic competencies) to assess students objectively in all aspects that will be evaluated, both process

¹¹ Abdul Majd, *Penilaian Autentik Proses dan Hasil Belajar* (Bandung: Remaja Rosdakarya, 2017).

¹² Supriadi, "Kompetensi Guru dalam Melaksanakan Penilaian Autentik di Madrasah Aliyah Negeri (MAN) Pulang Pisau Kabupaten Pulang Pisau Kalimantan Tengah."

and results, and the emphasis is on comprehensive evaluation.¹³. Authentic assessments are carried out to determine whether or not there are changes in student behavior, whether students can practice the knowledge they have learned in real life, and whether there are positive values in the learning process being carried out.¹⁴.

Authentic assessment aims to measure students' soft skills and hard skills, to collaborate learning capacity, to find out the level of understanding, and to improve the quality of learning procedures. Assess comprehensive aspects of attitudes, knowledge and skills. Changes in learning can be determined by changes in behavior, including the areas of attitudes, knowledge and skills.¹⁵.

3. Characteristics authentic Assessment

In his book *Authentic Assessment*, Kunandar explains the characteristics of Authentic assessment, namely: 1) Can be used for mid-semester assessment testing and semester assessments, meaning that teachers can conduct comprehensive assessments to assess not only the success of competencies against core competencies (formative), but also the success of competency standards or core skills during one semester; 2) Psychomotor measurement, namely the results of the assessment are aimed at aspects of skills and performance competencies; 3). Continuous and integrative, in other words, continuous unity in collecting information about student performance; 4) Can be used as feedback. Authentic assessments conducted by teachers can be used as results for students' overall skill acquisition¹⁶.

Authentic assessment has several characteristics, including the following:¹⁷. 1) Includes real-world experiences; 2) Conducted during and after the learning process; 3) Includes self-evaluation and reflection; 4)

¹³ Ronald Hasibuan, "Pengembangan Instrumen Penilaian Autentik Berbasis Pendidikan Karakter," *Jurnal Penelitian dan Pengabdian Masyarakat* 1 (2021): 27.

¹⁴ Budiarti Gahara, "Implementasi Penilaian Autentik pada Pembelajaran Pendidikan Agama Islam Kurikulum 2013," *Jurnal Penelitian Manajemen Pendidikan* 1 (2018): 95.

¹⁵ Fadhilah Millah, "Implementasi Penilaian Autentik dalam Kurikulum 2013," *Jurnal Kajian Teknologi Pendidikan* 4 (2021): 44.

¹⁶ Kunandar, *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik berdasarkan Kurikulum 2013)* (Jakarta: Rajawali Press, 2013).

¹⁷ Ismet Basuki, *Asesmen Pembelajaran* (Bandung: Remaja Rosdakarya, 2014).

Measures skills and performance, not just memorizing facts; 5) Continuous and integrated; 6) Can be used by educators as feedback; 7) Able to clearly inform students about the criteria for failure and success; 8) Utilizes a variety of instruments and methods that match the nature of the student's learning experience 9) Comprehensive and comprehensive, covering all aspects of learning objectives¹⁸.

Authentic assessment requires authentic learning. Authentic learning has several characteristics, including:¹⁹: 1) The focus of learning is on giving interesting and holistic tasks; 2) Students participate in the process of investigation and exploration; 3) The learning process is based on a multidisciplinary approach; 4) Learning is relevant to the real world; 5) Students are involved with complex tasks and high-level thinking skills such as analyzing, synthesizing, evaluating, and designing information; 6) Students create products that can be shared with other students; 7) Teachers provide advice during the learning process; 8) Students use scaffolding with the help of teachers; 9) Students have the opportunity to be active in social life.

To implement authentic assessment effectively, teachers must do the following things:²⁰: 1) Know the purpose and focus of learning; 2) Develop applicable assessment procedures and criteria; 3) Discuss the best way to achieve learning objectives; 4) Carry out assessment activities based on planning and mutual agreement; 5) Provide input in the form of suggestions and criticisms and draw conclusions from the learning materials presented.

The assessment method used in this study is called Criteria Reference Assessment (PAK). PAK is a competency assessment based on the Minimum Completion Criteria (KKM). KKM is a minimum learning completion standard of educational integrity set by a particular educational

¹⁸ Anis Marfuah, "Penilaian Autentik pada Pembelajaran PAI di Sekolah dan Perguruan Tinggi," *Jurnal Pendidikan Dasar* 3 (2019): 38.

¹⁹ Syaefudin Achmad, "Model Pembelajaran Otentik Dalam Mata Pelajaran Pai," *Journal of Research and Thought on Islamic Education (JRTIE)* 2, no. 2 (2019): 175–90, <https://doi.org/10.24260/jrtie.v2i2.1415>.

²⁰ Rani Putri Prihati, "Learning Assesment Model of Islamic Religious Education," *Jurnal Rumah Indonesia* 2 (2022): 382.

institution by considering basic competencies, carrying capacity, and individual characteristics of students.

4. Types of Authentic Assessment

For To provide good assessment, teachers try to have clear interpretations and set learning objectives.. According to Hargeaves, authentic assessment is a type of assessment that assesses learning outcomes objectively and can be applied in several ways, including project assessment., portfolio, diaries, reports, demonstrations, observation instructions, and use of checklists²¹.

The forms of authentic assessment can be described as follows:

a. Project Assessment

A project is a form of authentic performance assessment in which tasks are given to students in groups. This exercise is a means to achieve academic goals by facilitating various interests, talents and learning styles. Learning tasks are in the form of assigned tasks, namely tasks related to real situations. For that, the tasks given must be able to increase student participation. For example, participants will take part in group projects that explore local cultural diversity.

Project assessment occurs at the end of each learning topic. Project completion begins with examine, collect, categorize, analyze, create, and present. Therefore, project assessment includes aspects of understanding, and application, when tasks are given. The teacher provides stimulus to students to identify their abilities. When working on group assignments, the teacher explains each member's tasks in detail, fairly, and the tasks are communicated clearly, and the time period for completing the tasks is determined.²².

²¹ Abdul Majd, *Penilaian Autentik Proses dan Hasil Belajar*.

²² Wiku Aji Sugiri dan Sigit Priatmoko, "Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (2020): 53, <https://doi.org/10.30736/atl.v4i1.119>.

Project assessment instruments may include checklists, assessment scales, or descriptive text. Assessment reports may be delivered in written or poster format. The final product of a project assessment requires specific assessments. Assessing the product of a project requires analytical and comprehensive assessment of the quality and format of the final product. Product assessments include: Evaluating students' skills in creating the product. Analytical assessment refers to the standards that must be met when creating a particular product. On the other hand, comprehensive assessment refers to the assessment of the entire product produced.

b. Performance Assessment

Authentic assessment requires student participation especially in the aspects being assessed. Students can be involved in identifying the elements of the task they will work on and setting standards for completion. With this information, feedback can be provided on student performance in class and its reporting. Good performance assessment requires teachers to make special considerations, including: 1). The performance procedures achieved state actual performance; 2). The accuracy and completeness of performance aspects; 3). The specific skills needed by students to complete performance tasks; 4). The focus of performance assessment is on observing key indicators; 5). The sequence of student skills and abilities being assessed.

c. Portfolio

A portfolio is a collection learning activity assignment students over a period of time that may provide assessment information. Portfolio assessment is based on various forms that show educational achievement expressed as work results. Portfolio is a comprehensive report assessment based on data collection that shows the evolution of student behavior over a period of time. The focus of learning tasks in the portfolio includes understanding, articulating, communicating, solving problems, and developing students' identities as learners. Through portfolios, teachers

can observe students' development and progress, including providing writing and tutoring services for subjects such as summaries, letters, poems, and essays.

d. Journal

A journal, often called a book, is a guide that provides advice on how to deal with Strengths and weaknesses of students' attitudes and behavior. A teacher in a learning environment can carry out a daily record assessment, starting from high student acceptance of learning materials, enthusiasm in following the learning process, cooperation and tolerance with students.

e. Written assessment

Written essay refers to questions and answers presented in written format. When answering questions, Students do not necessarily provide written responses; they can provide responses in other ways, such as: marking, coloring, drawing, assigning, and so on. When creating a written assessment instrument, the following things must be considered: 1). Content, namely the suitability of the questions to the syllabus indicators; 2). Structure, namely the formulation of the problem must be clear; 3). Questions do not use sentences that give rise to multiple interpretations.

5. Authentic Assessment in Learning

a. Authentic Assessment of Affective Aspects

Affective competence is related to behavior and values. Behavior A person can be influenced by his knowledge. Therefore, attitudes and understanding have a relationship that is always related. Teachers can conduct an assessment of attitude skills to measure students' attitude skills. The implementation of the 2013 Curriculum includes two dimensions of attitudes, namely social and spiritual. Competencies related to spiritual attitudes included in KI-1 and social is included in KI-2. In the assessment it is necessary to consider the use of clear assessment guidelines so that

different assessment results can be compared. For this reason, training is needed for teachers who want to conduct assessments.

Competencies assessed by teachers in the attitude aspect students, such as components of receiving, responding, and organizing, as well as personality. Assessing spiritual attitudes leads to knowledge assessment and can be done through observation, self-assessment, peer assessment, and diaries. Rubrics and checklists can be used by teachers as guidelines in assessing attitudes. Every teacher must have the same understanding of the standards set in the assessment, teachers can choose the appropriate method in using it. Attitude competencies are assessed and used as benchmarks according to the method used.

b. Authentic Assessment of Knowledge Aspects

Real knowledge includes the mental activity of the brain. In the 2013 curriculum, the domain of knowledge is included in Core Competency 3 (KI-3)²³. Teachers can conduct authentic assessments of cognitive aspects to measure students' abilities in memorizing, understanding, analyzing, applying, classifying, synthesizing, concepts related to the subject. The concept of specific knowledge that students must acquire through learning is included in core competencies (KI).

According to Education and Culture Regulation Number 66 of 2013, Ministry of Education. Evaluation of cognitive aspects is carried out through multiple choice questions, short answers, filling out written tests, oral tests, and task-based assessments, true and false matching, and descriptions. Assignments are usually homework, and projects are chosen based on needs, either group or individual, while oral forms are catalog of questions²⁴.

²³ Mohamad Aso Samsudin et al., "Penilaian Autentik pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal Studi Pendidikan dan Pedagogi Islam* 4, no. 1 (2019): 79.

²⁴ Dani Dwi dan Nur Hidayat, "Urgensi penilaian Autentik dalam Pembelajaran Pendidikan Agama Islam Tingkat Sekolah Dasar" 3, no. 2 (2022): 23–30.

c. Authentic Assessment of Skills Aspects

Skill Competency Assessment (Psychomotor) is a student assessment to evaluate the performance of KI and KD specifically in the field of skills. The domain of skill competency is a field that refers to skills or abilities that students follow up on after completing a certain learning process.²⁵ Skill competency called action assessment. This assessment evaluates students' ability to apply their knowledge to specific tasks. This assessment covers the areas of thinking and acting. The form of assessment is in the form of practices such as portfolios, products, and projects.²⁶

B. Research Results On The Significance Of Teacher Competence On The Implementation Of Authentic Assessment

1. Competence of MTs Al-Khairiyah Badamusalam Teachers in Serang City in Implementing Authentic Assessment in the Affective Domain

The following is a review of the competencies possessed by MTs Al-Khairiyah Badamusalam teachers in implementing authentic assessments of the attitude domain. These competencies include a) conducting assessments; b) making structured self-assessments; c) making peer assessments; d) using observations; e) using attitude assessment lists (f) using attitude assessment rubrics; g) using attitude assessment journals; h) Processing attitude scores. Pay attention to the following table:

²⁵ Muzlikhatun Umami, "Penilaian Autentik Pembelajaran Pendidikan Agama Islam dan Budi Pekerti dalam Kurikulum 2013," *Jurnal Kependidikan* 6, no. 2 (2018): 222–32, <https://doi.org/10.24090/jk.v6i2.2259>.

²⁶ & Desy Eka Citra Dewi Dinda Dwi Magfiroh, Sukarno, "Problematika Implementasi Penilaian Autentik Kurikulum dalam Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti di SD Negeri 01 Kepahiang," *Islamic Education Journal* 3, no. 1 (2022): 35.

Table 1
List of Teacher Competencies of MTs Al-Khairiyah Badamusalam
in Implementing Authentic Assessment in the Affective Domain

No	Teacher Name	Map	Affective Domain															
			Implementation of assessment		Self-assessment procedures		assessment procedures between students,		use of observation		make a list of aspects of attitude assessment		Creating an attitude assessment rubric		Using journals for attitude assessment		Processing of attitude values	
			Y	T	Y	T	Y	T	Y	T	Y	T	Y	T	Y	T	Y	T
1	Dra Khadijah	A Akhlak	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-
2	Jaelani, S.Ag	Qurdis	1	-	1	-	1	-	1	-	1	-	1	-	-	0	1	-
3	Nurhasanah, S.Pd.I	B.Indonesia	1	-	-	0	1	-	1	-	1	-	1	-	-	0	1	-
4	Baihaki, S.Ag	B. Arab	1	-	1	-	-	0	1	-	1	-	1	-	1	-	-	0
5	Hj. Sapiyah, S.HI	IPA	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-
6	Fatoni,S.Pd.I	IPS	1	-	-	0	1	-	1	-	1	-	-	0	-	0	1	-
7	Hatibul Umam,S.Sos	PPKN	1	-	-	0	1	-	1	-	1	-	-	0	1	-	-	0
8	Ratu Titi Rohayati, S.Pd.I	B. Arab	1	-	-	0	1	-	-	0	1	-	1	-	1	-	-	-
9	Siti Nur Azijah, S.Pd	B Inggris	1	-	-	0	-	0	1	-	1	-	1	-	-	0	1	0
10	Tsamrotul J, S.Pd	SKI	1	-	-	0	-	0	1	-	1	-	-	0	1	-	-	0
11	Munawaroh ,S.Pd	MTK	1	-	-	0	-	0	1	-	1	-	1	-	1	-	1	-
12	Abu Hasan,S.Pd	Penjaskes	1	-	-	0	1	-	1	-	1	-	1	-	-	0	-	0
13	Lutfi, S.Pd.I	Fikih	1	-	1	-	1	-	-	0	1	-	-	0	-	0	1	-
14	M.Reza Rizqullah,A Md.Ak	Penjaskes	1	-	-	0	-	0	1	-	1	-	1	-	-	0	-	0
15	Khairatun Hisan	Seni Budaya	1	-	-	0	1	-	1	-	1	-	1	-	-	0		0
16	Siti Mulkilah, SE	IPS	1	-	-	0		0	1	-	1	-	1	-	1	-	1	-
17	A. Rasyid, S.Ag	Informatika	1	-	-	0	1	-	1	-	1	-	1	-	1	-	-	0
Jumlah			17	0	5	0	11	0	15	0	17	0	13	0	9	0	9	0
			96															

Affective Domain Score = Score obtained : Total scores

$$= 96 : 136$$

$$= 70.58$$

Based on the eight teacher competency criteria, in implementing authentic assessment of the affective domain at MTs Al-Khairiyah Badamusalam, Serang City, a score with an average percentage of around 70.58 was obtained, ranging from 41% to 60% in the good category. This shows that the competence of teachers at MTs Al-Khairiyah Badamusalam, Serang City is included in the "good" category in conducting authentic assessments in the attitude domain.

2. Competence of MTs Al-Khairiyah Badamusalam Teachers in Serang City in Implementing Authentic Assessment in the Cognitive Domain

For understanding teacher competence in conducting authentic assessment of cognitive aspects at MTs Al-Khairiyah Badamusalam, the following knowledge assessment activities were carried out: 1) Assessment of the cognitive domain; 2) Making cognitive assessment instruments; 3) Preparing worksheets; 4) Assessment of worksheets; 5) Making student assessment guidelines; 6) Giving scores according to the rubric; and 7) Determining the final grade. See the following table:

Table 2
List of Teacher Competencies of MTs Al-Khairiyah Badamusalam, Serang City
in Implementing Authentic Assessment in the Cognitive Domain

No	Teacher Name	Subjects	Cognitive Domain													
			Cognitive domain assessments		Making assessment instruments		Preparing student worksheets		Conducting assessments of student worksheets		create student assessment rubrics, and		Assigning grades based on rubrics		process final value	
			Y	T	Y	T	Y	T	Y	T	Y	T	Y	T	Y	T

1	Dra Khadijah	A Akhlak	1	-	1	-	1	-	1	-	1	-	1	-	1	-
2	Jaelani, S.Ag	Qurdis	1	-	1	-	1	-	1	-	1	-	1	-	1	-
3	Nurhasana, S.Pd.I	B.Indo nesia	1	-	1	-	1	-	1	-	1	-	-	0	1	-
4	Baihaki, S.Ag	B. Arab	1	-	1	-	1	-	1	-	1	-	1	-	1	-
5	Hj. Sapiah, S.HI	IPA	1	-	1	-	1	-	1	-	1	-	1	-	1	-
6	Fatoni,S.Pd.I	IPS	1	-	1	-	1	-	1	-	1	-	1	-	1	-
7	Hatibul Umam,S.Sos	PPKN	1	-	1	-	1	-	1	-	1	-	-	0	1	-
8	Ratu Titi Rohayati, S.Pd.I	B. Arab	1	-	1	-	1	-	1	-	1	-	1	-	1	-
9	Siti Nur Azijah, S.Pd	B Inggris	1	-	1	-	1	-	1	-	1	-	1	-	1	-
10	Tsamrotul J, S.Pd	SKI	1	-	1	-	1	-	1	-	1	-	1	-	1	-
11	Munawaroh,S.Pd	Matem atika	1	-	1	-	1	-	1	-	1	-	1	-	1	-
12	Abu Hasan,S.Pd	Penjas kes	1	-	1	-	1	-	1	-	1	-	-	0	1	-
13	Lutfi, S.Pd.I	Inform atika	1	-	1	-	1	-	1	-	1	-	-	0	1	-
14	M.Reza Rizqullah,AMd.Ak	Penjas kes	1	-	1	-	1	-	1	-	1	-	-	0	1	-
15	Khairatun Hisan	Seni Budaya	1	-	1	-	1	-	1	-	1	-	-	0	1	-
16	Siti Mulkilah,SE	IPS	1	-	1	-	1	-	1	-	1	-	1	-	1	-
17	Abdul Rasyid,S.Ag	Inform atika	1	-	1	-	1	-	1	-	1	-	-	0	1	-
Jumlah			17		17		17		17		17		10		17	
			112													

Cognitive Domain Score = Score obtained: Total Score

$$= 112 : 119$$

$$= 94.11$$

After conducting an assessment on seven areas of teacher competency in conducting assessments in the cognitive domain at MTs Al-Khairiyah Badamusalam, the average percentage result was 94.11. The value

of 94.11% is in the range between 81% and 100% which is a very good category.a.Based on the statistics above, the competence of MTs Al-Khairiyah Badamusalam teachers in conducting authentic assessments on cognitive aspects, including classification, is "very good".

3. Teacher Competence in Implementing Authentic Assessment in the Psychomotor Domain

To analyze the ability of MTs Al-Khairiyah Kota Serang teachers in conducting authentic assessments in the psychomotor domain, the following data were obtained from respondents: 1) Implementation of assessments in the workplace; 2) Preparing tasks related to performance; 3) Carrying out practical tests; 4) Carrying out project tasks; 5) Making a portfolio;6) Creating a portfolio assessment rubric; and 7) How to give grades based on the rubric.Pay attention to the following table:

Table 3
List of Teacher Competencies of MTs Al-Khairiyah Badamusalam, Serang City
in Implementing Authentic Assessment in the Psychomotor Domain

No	Teacher Name	Subjects	Psychomotor Domain													
			Impleme ntation of Performa nce Assessme nt		Preparing Performa nce Tasks		Imple mentati on of Practic al Test		Project Task Imple mentati on		Portfoli o Assess ment		Creatin g a Portfoli o Assess ment Rubric		Grades Based on Rubric	
			Y	T	Y	T	Y	T	Y	T	Y	T	Y	T	Y	T
1	Dra Khadijah	A Akhlak	1	-	1	-	1	-	1	-	1	-	1	-	1	-
2	Jaelani, S.Ag	Alquran Hadits	1	-	1	-	1	-	1	-	1	-	1	-	1	-
3	Nurhasanha, S.Pd.I	B.Indone sia	1	-	1	-	1	-	1	-	1	-	1	-	1	-

4	Baihaki, S.Ag	B. Arab	1	-	1	-	1	-	1	-	-	0	1	-	1	-
5	Hj. Sapiah, S.HI	IPA	1	-	1	-	1	-	1	-	1	-	1	-	1	-
6	Fatoni,S.Pd.I	IPS	1	-	1	-	1	-	1	-	1	-	-	0	-	0
7	Hatibul Umam,S.Sos	PPKN	1	-	1	-	1	-	1	-	1	-	1	-	1	-
8	Ratu Titi Rohayati, S.Pd.I	B. Arab	1	-	1	-	1	-	1	-	1	-	-	-	-	0
9	Siti Nur Azijah, S.Pd	B Inggris	1	-	1	-	1	-	1	-	-	0	1	-	1	-
10	Tsamrotul J, S.Pd	SKI	1	-	1	-	1	-	1	-	-	0	-	0	1	-
11	Munawaroh,S.Pd	Matemati ka	1	-	1	-	1	-	1	-	1	-	-	0	1	-
12	Abu Hasan,S.Pd	Penjaskes	1	-	1	-	1	-	1	-	1	-	-	0	-	0
13	Lutfi, S.Pd.I	Fikih	1	-	1	-	1	-	-	0	1	-	-	0	-	0
14	M.Reza Rizqullah, AMd.Ak	Penjaskes	1	-	1	-	1	-	1	-	-	0	1	0	1	-
15	Khairatun Hisan	Seni Budaya	1	-	1	-	1	-	1	-	1	-	-	0	1	-
16	Siti Mulkilah,SE	IPS	1	-	1	-	1	-	1	-	1	-	-	-	1	-
17	Abdul Rasyid,S.Ag	Informati ka	1	-	-	0	1	-	-	0	1	-	-	0	-	0
Jumlah			17	0	16	0	17	0	15	0	13	0	9	0	12	0
			99													

Psychomotor Domain Score = Score obtained : Total Score

= 99 : 119

= 83.19

Based on the seven aspects of assessment in the table, the score of teacher ability in implementing authentic assessment in the psychomotor domain reached an average response level of 83.19 which ranged from 81% to 100%, a very good category. Therefore, it can be seen that the ability of MTs Al-Khairiya Badamsalam Kota Serang teachers in conducting full-scale psychomotor assessments is included in the "very good" category.

CONCLUSION

The competence of MTs Al-Khairiyah Badamusalam teachers in implementing authentic assessments in the attitude domain reached an average percentage of 70%,58 ranging from 40% to 60% in the "good" category. CompetenceMTs Al Khariya Badamusalam teachers in conducting authentic assessments in the cognitive domain reached an average of 94.11%. The value of 94.11% is in the range of 81% to 100%, which is included in the "very good" category. And the competence of MTs Al Khairiyah Badamusalam teachers in authentic assessment activities in the psychomotor domain reached an average of 83.19%, and the value ranged from 81% to 100% with the category "very good".

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