



AUTHENTIC ASSESSMENT IN INDONESIAN LANGUAGE LEARNING: THEORETICAL STUDY AND ITS IMPLICATIONS

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ABSTRACT

This theoretical study explores the concept and implementation of authentic assessment in the context of Indonesian language learning. As traditional assessments often fail to capture students' real communicative competence, authentic assessment offers a more contextual and meaningful alternative. Drawing on literature from various educational experts, this study identifies key characteristics, principles, and advantages of authentic assessment, such as realism, performance-based tasks, and contextual relevance. The research also outlines its application across four language skills—listening, speaking, reading, and writing—through project-based tasks, portfolios, performance assessments, and reflective journals. While the benefits are significant, challenges such as limited teacher competence, time constraints, and lack of systemic support hinder effective implementation. The study recommends strengthening teacher capacity, providing policy support, and conducting further empirical research to optimize the use of authentic assessment in Indonesian language education, especially under the *Merdeka Curriculum* framework.

Keywords: authentic assessment; Indonesian language; language skills; student-centered learning; Merdeka Curriculum.

INTRODUCTION

Evaluation is an important component in the learning process because it not only functions as a measure of student success, but also as a means of reflection for teachers in improving learning strategies and approaches. In the context of learning Indonesian, evaluation has a strategic role in measuring students' language competence as a whole, starting from the receptive aspect (listening and reading) to the productive aspect (speaking and writing). Good assessment must be able to represent students' ability to understand and use language as a communication tool functionally and contextually.

However, the evaluation forms commonly used in Indonesian language learning are still dominated by traditional assessments that are oriented towards measuring cognitive aspects through objective questions, such as multiple choice and short answers. This type of assessment often fails to show students' actual ability to use language in real situations. Wiggins (1993) assessed that traditional forms of evaluation tend to be inauthentic because they do not place students in the context of real and meaningful tasks. This is reinforced by Sa'idah et al. (2020) who stated that assessments that only emphasize the final results cannot describe the learning process as a whole, especially in the language domain.

In response to these limitations, authentic assessment is present as an alternative that is more relevant to the objectives of learning Indonesian. Authentic assessment emphasizes student involvement in tasks that are contextual, meaningful, and in line with real life. According to Mueller (2005), authentic assessment provides opportunities for

students to demonstrate their competence through projects, portfolios, oral and written performance, and collaborative tasks. This approach is also in line with the spirit of the Merdeka Curriculum which emphasizes competency-based learning and strengthening the Pancasila Student Profile.

Various previous studies have shown the potential and challenges of implementing authentic assessment in Indonesian language learning. Sunu et al. (2021) examined the implementation of authentic assessment during online learning and found that teachers were able to use a variety of assessment techniques despite technical limitations. Research by Susilo et al. (2021) highlighted the importance of teacher planning and reflection in developing authentic assessment instruments for expository texts. Meanwhile, Fadilla et al. (2023) raised a new dimension by integrating digital-industry literacy in Indonesian language assessment in vocational schools. Similar findings were also conveyed by Absari et al. (2022), who stated that project-based assessment of anecdotal texts requires creativity and careful planning from teachers. These studies show that authentic assessment is not only more pedagogically relevant but also encourages students' engagement, creativity, and critical thinking skills.

However, if reviewed further, most of these studies still focus on the practical aspects of implementation in the field, such as techniques, technical challenges, or integration with digital media, and are limited to certain types of texts. Studies that comprehensively review the basic concepts, characteristics, theoretical principles, and advantages of authentic assessment in Indonesian language learning in general are still relatively limited. Thus, there is a significant research gap that needs to be filled through an in-depth literature review that not only discusses technical implementation, but also analyzes the philosophical foundations, pedagogical implications, and their relevance to the competency-based learning approach and strengthening the Pancasila Student Profile as emphasized in the Merdeka Curriculum.

Based on the background and research gaps that have been identified, this study aims to theoretically examine the concept of authentic assessment in Indonesian language learning, including the definition, characteristics, basic principles, and its advantages compared to traditional assessment. In addition, this study also aims to analyze the theoretical and practical implications of the application of authentic assessment to learning strategies, the role of teachers, and student competency achievements within the Merdeka Curriculum framework. To achieve these goals, this study asks three main questions: (1) What is the meaning and characteristics of authentic assessment in the context of Indonesian language learning? (2) What are the fundamental differences between authentic assessment and traditional assessment in measuring students' language competence? and (3) What are the implications of the application of authentic assessment to the Indonesian language learning process, especially in supporting competency-based learning and strengthening the Pancasila Student Profile? Through this study, it is hoped that it can provide a conceptual contribution in enriching educational literature and become a basis for consideration for educators and policy makers in designing a more meaningful and contextual evaluation system.

METHOD

This research is a theoretical study with a library research approach that aims to examine the concept of authentic assessment in Indonesian language learning comprehensively. The literature study was conducted by tracing, analyzing, and interpreting various relevant scientific literature sources, either in the form of books,



journal articles, research reports, or educational policy documents related to evaluation and assessment in language learning. The selection of sources was carried out purposively, namely by considering the suitability of the contents of the literature with the focus of the study and the academic reputation of the source.

The steps for implementing research include: (1) identifying issues and formulating research questions, (2) searching for scientific references using journal databases such as Google Scholar, ResearchGate, DOAJ, and nationally accredited journal sites, (3) reviewing source content to identify definitions, characteristics, principles, and forms of authentic assessment, and (4) analyzing and synthesizing literature content to formulate key findings and their theoretical and practical implications.

The main instrument in this study is a literature review matrix used to organize findings from various sources and arrange them in a systematic discussion framework. The analysis was conducted qualitatively-descriptively, emphasizing the comparison of ideas, strengthening arguments between sources, and their relevance to the context of Indonesian language learning and the Merdeka Curriculum policy.

This method approach refers to George's opinion (2008) which states that systematic literature studies can be a solid foundation in the development of educational theory and the formulation of evidence-based policies. This study also refers to the literature review procedure explained by Creswell (2012), namely reviewing literature critically to build a conceptual foundation and compile a meaningful synthesis in the development of scientific studies.

RESULTS AND DISCUSSION

The results of the literature review show that authentic assessment has significant advantages in Indonesian language learning because of its ability to represent students' language skills functionally and contextually. This assessment directs students to tasks that resemble real-world situations, such as writing opinion articles, conducting oral presentations, compiling portfolios, or working on collaborative projects. These tasks are assessed not only based on the final results, but also through a learning process that includes planning, implementation, revision, and reflection.

In the context of the four language skills (listening, speaking, reading, writing), authentic assessment has proven to be relevant. For example, listening skills can be assessed by watching videos or lectures and then being asked to summarize and discuss them; speaking skills are evaluated through presentations, discussions, or interviews; reading skills are measured by text reflection and summarizing; and writing skills through the creation of original writing in the form of articles, reports, or narratives. This shifts the assessment from mere memorization and objective answers to the real application of language skills.

The study results also highlighted the challenges of implementing authentic assessments, including limited time, difficulties in developing objective rubrics, and the need for teacher training to improve skills in designing and implementing assessments. Several studies, such as Sunu et al. (2021), Susilo et al. (2021), and Fadilla et al. (2023), reinforce these findings, and suggest strengthening the role of teachers and system support for more effective implementation.

AUTHENTIC ASSESSMENT THEORY STUDY

Authentic assessment is an approach to learning evaluation that focuses on assessing students' abilities in completing real tasks that reflect the application of skills, knowledge,

and attitudes in everyday life. According to Wiggins (1993), authentic assessment is a form of assessment that requires students to demonstrate competence in relevant and meaningful situations, not just by doing multiple-choice tests or conventional question forms. He emphasized that authentic assessment assesses the learning process and product at the same time, by providing tasks that resemble real-world contexts. In line with that, Mueller (2005) added that authentic assessment is a form of evaluation in which students are asked to demonstrate their abilities by carrying out tasks that are real, meaningful, and directly related to their lives outside the classroom. This assessment not only assesses what students know, but also how they use it in certain contexts. Therefore, authentic assessment is considered more capable of describing students' complete competence compared to traditional assessments that are oriented towards memorization.

In the context of Indonesian language education, authentic assessment is very relevant because language is basically a tool for communication and self-expression. In line with the opinion of Nitko and Brookhart (2011), authentic assessment in language subjects aims to assess high-level thinking skills and students' abilities in producing or conveying ideas, both orally and in writing, through activities such as discussions, presentations, writing texts, or problem-based projects. Furthermore, Darling-Hammond and Adamson (2014) emphasize that authentic assessment is closely related to deep learning, because it helps students develop meaningful understanding, solve complex problems, and build 21st-century skills, including collaboration, critical thinking, and media literacy. In this case, authentic assessment is not only a measuring tool, but also part of the learning process itself.

In general, authentic assessment has the following main characteristics: performance-based, contextual, emphasizing process and results, integrating various skills, and providing rich feedback. In Indonesian language learning, authentic assessment can be applied through various activities such as creating narrative texts, writing poetry, conducting presentations, role-playing, and compiling learning portfolios. These activities not only assess linguistic aspects, but also include social, affective, and cognitive aspects of students.

CHARACTERISTICS OF AUTHENTIC ASSESSMENT (REALISTIC, CONTEXTUAL, PERFORMANCE-BASED)

Authentic assessment has unique characteristics that fundamentally distinguish it from traditional assessment. This assessment is designed to assess students' ability to complete tasks that are realistic, contextual, and performance-based. According to Wiggins (1993), the main character of authentic assessment is its ability to measure students' skills and knowledge through completing real tasks that are similar to real-world challenges. Thus, assessment is not only a tool for measuring learning outcomes, but also a means of learning itself. Wiggins (1993) states that there are three characteristics of authentic assessment, namely realistic, contextual, and performance-based.

The main characteristic of authentic assessment is realistic. This means that the tasks given to students directly imitate situations and problems in everyday life. Wiggins (1993) explains that realistic assessment will encourage students to apply their skills contextually, not just remember information. For example, in learning Indonesian, authentic assessment can be in the form of an assignment to create a text report of observation results or write an opinion article that is relevant to current issues. The second characteristic is contextual, namely an assessment that considers the social, cultural, and real-life environment of students. Darling-Hammond and Adamson (2014) state that



authentic assessment provides opportunities for students to demonstrate their understanding in meaningful and relevant situations. In the context of learning Indonesian, contextualization can be done by linking the assignment of writing texts to local issues, cultural values, or students' personal experiences. This will increase students' emotional and cognitive involvement in the learning process. An equally important characteristic is performance-based. Authentic assessment requires students to demonstrate their skills through demonstrations or real work. teachers assess the process and results of students' work directly, for example through oral presentations, drama performances, or portfolio preparation. In Indonesian language learning, these activities can be in the form of speech practice, group discussions, writing short stories, or multimedia projects that combine elements of language and technology. With these characteristics, authentic assessments not only assess cognitive abilities, but also include students' affective and psychomotor dimensions. This type of assessment is more comprehensive and in line with the goals of 21st century education which prioritize the development of critical, creative, collaborative, and communicative competencies. In addition, authentic assessments also provide formative feedback that teachers and students can use for reflection and continuous improvement of the learning process.

Assessment in education can generally be divided into two main approaches, namely traditional assessment and authentic assessment. Both have different orientations, principles, and objectives in measuring student learning outcomes. Understanding these differences is very important so that educators can choose and apply assessment strategies that best suit the competencies to be achieved, especially in the context of learning Indonesian. Traditional assessment tends to focus on cognitive aspects measured through standard and objective instruments such as multiple-choice tests, short answers, and short descriptions. According to Nitko and Brookhart (2011), traditional assessment measures learning outcomes in numerical form and generally does not consider the context of using knowledge or skills in real situations. In practice, this form of assessment tends to only measure the ability to remember (recall) or understand information theoretically, not how students use their knowledge applicatively. In contrast, authentic assessment emphasizes student involvement in tasks that reflect real-life practices and require the application of knowledge and skills in an integrated manner. Wiggins (1993) states that authentic assessment assesses "what students can do" with a particular language or skill in a real-world context, not just "what they know". Authentic assessment allows teachers to observe students' learning processes and products through projects, portfolios, presentations, discussions, or writing practices in the form of functional texts.

Darling-Hammond and Adamson (2014) explain that authentic assessment integrates affective, cognitive, and psychomotor elements, and provides space for creativity and problem solving. Meanwhile, traditional assessment is more static and separate from the context of students' lives. This shows that authentic assessment is more representative of holistic learning abilities and is in line with the competency-based learning approach adopted in the Independent Curriculum. In Indonesian language learning, for example, traditional assessment only asks students to answer questions about the structure of narrative texts, while authentic assessment asks them to write narrative texts based on personal experiences and read their work in front of the class. This difference in approach also reflects the difference in learning orientation: traditional assessment is product-oriented, while authentic assessment focuses more on the process and learning experience (process-oriented).

Thus, the main difference between traditional and authentic assessments lies not only in the form of the instrument, but also in the underlying learning philosophy. Authentic assessment supports meaningful, reflective, and contextual learning, making it more appropriate for developing complete language competence in learning Indonesian. Authentic assessment is based on a number of basic principles that distinguish it from conventional assessment. These principles emphasize the relevance of the assessment process to real-life practices and the achievement of complete competence of learners. According to Wiggins (1993), authentic assessment must qualify as a form of meaningful, task-based, and contextual assessment, where learners do not only answer questions, but demonstrate understanding and skills through real actions. In this case, the tasks given must represent the challenges and complexities found in the real world.

Mueller (2005) emphasized that authentic assessment has four principles, namely relevance and contextual relevance, product-oriented, active student involvement, and formative and reflective feedback. The first principle is relevance and contextual relevance. The tasks given in authentic assessment must be rooted in real situations that students may face outside the classroom. This is supported by Darling-Hammond and Adamson (2014), who state that authentic assessment must be designed to allow students to apply their knowledge and skills in realistic and meaningful contexts. In learning Indonesian, this can be in the form of assignments to write opinion articles, write letters to the editor, or make narrative videos according to actual themes. The second principle is process and product-oriented. Not only assessing the final results, authentic assessment also pays attention to how students go through the learning process. Brookhart (2010) emphasized the importance of observing students' work processes, interactions during learning, and self-reflection as part of the evaluation. This provides a more complete picture of critical thinking skills, collaboration skills, and students' responsibility in completing tasks. The third principle is active student involvement. In authentic assessment, students are not only the objects of evaluation, but also the subjects who actively build understanding and demonstrate their learning outcomes. Therefore, this assessment must provide space for students' creativity, exploration, and personal expression. Tompkins and Hoskisson (2005) added that authentic assessment should be open-ended, providing opportunities for students to answer in various correct ways and demonstrate individual approaches to completing tasks. The fourth principle is formative and reflective feedback. Authentic assessment does not just give grades, but provides constructive feedback that encourages students to understand their strengths and weaknesses. This is important for forming independent learners and encouraging continuous improvement. According to Black and Wiliam (1998), formative assessment carried out in the spirit of authentic assessment is very effective in improving the quality of learning.

By applying these principles, authentic assessment in Indonesian language learning will create a meaningful, contextual learning environment, and encourage the development of functional and complete language skills. Each principle makes an important contribution in forming an evaluation process that not only assesses results, but also educates. The relevance of the context bridges learning with the reality of life, making the teaching material feel real and significant for students. The focus on the process and product allows teachers to see more deeply the development of student competencies, not only from what is written or said, but also how they think, process, and solve problems. Active student involvement provides space for authentic participation and rekindles the spirit of independent learning and strong personal expression in the use



of language. Meanwhile, formative and reflective feedback strengthens the continuous learning cycle and gives students the opportunity to develop consciously and responsibly. These four principles as a whole not only assess what students know, but also how they use it in real situations, thus supporting the creation of Indonesian language learning that is in line with the objectives of the Independent Curriculum and the strengthening of the Pancasila Student Profile.

AUTHENTIC ASSESSMENT IN INDONESIAN LANGUAGE LEARNING

In Indonesian language learning, mastery of listening, speaking, reading, and writing language skills cannot be separated from the context of real and functional language use. Authentic assessment is important because it allows teachers to evaluate the four skills holistically and contextually. Unlike traditional assessments that tend to focus on theoretical aspects and memorization, authentic assessment emphasizes the process and learning outcomes that describe students' language skills in real situations.

In listening skills, authentic assessment can be applied by giving tasks such as listening to news, lectures, or videos, then asking students to summarize, interpret, or discuss the contents of the information orally or in writing. According to Brown (2004), authentic listening tasks can be real instructions that occur in everyday life, not just choosing right or wrong answers. This assessment allows teachers to evaluate students' understanding of meaning, inferences, and responses to oral information more accurately.

In the speaking aspect, authentic assessment is very relevant because speaking ability can only be assessed through students' actual performance in communicating. Teachers can assess students' speaking skills through group discussions, presentations, interviews, drama, or storytelling. Brown and Abeywickrama (2010) stated that good speaking assessment should include aspects of fluency, accuracy, coherence, and adaptability to audience and context. This kind of assessment not only assesses linguistic aspects, but also students' social skills and communication strategies.

Furthermore, in reading skills, authentic assessment can be designed by giving assignments to read functional texts, literature, or scientific articles, then asking students to respond to the contents of the reading through reflective writing, discussions, or summaries. This assessment is much more meaningful than multiple-choice questions because it involves understanding, interpretation, and connection with students' personal knowledge and experiences. According to Afflerbach (2007), good reading assessments must demonstrate students' ability to construct meaning, interpret texts, and connect the contents of the reading to the context of their lives.

In writing skills, authentic assessment encourages students to produce meaningful writings such as essays, reports, letters, or narratives that are in accordance with certain communicative purposes. Tompkins (2011) emphasized that in writing assessment, teachers must assess students' abilities in planning, composing, editing, and publishing complete and communicative writing. The use of portfolios, reflective journals, and peer assessments are also forms of authentic assessment that strengthen the process of learning to write as a complex productive skill.

Authentic assessment is very relevant and appropriate for evaluating language skills comprehensively in learning Indonesian. This assessment is not only oriented towards the final result, but also pays attention to the thinking process, creativity, and social skills of students, all of which are very necessary in the context of 21st century education. By providing meaningful tasks that approach real-life situations, teachers can assess how students understand, use, and reflect on language in complex and dynamic contexts. This

broadens the scope of assessment from merely mastering linguistic aspects to assessing communicative competence as a whole, including the ability to collaborate, argue, innovate, and adapt to context. Therefore, authentic assessment not only strengthens the effectiveness of the teaching and learning process, but also becomes a vehicle for character formation and life skills that students have in accordance with the spirit of the Merdeka Curriculum and the development of the Pancasila Student Profile. Authentic assessment in learning Indonesian can be realized through various forms of tasks that reflect the use of language in real and meaningful contexts.

In the context of Indonesian language learning that emphasizes the mastery of functional and meaningful language skills, choosing the right form of assessment is very important. Authentic assessment is present as an approach that is able to accommodate these needs because it not only assesses the final results, but also observes the learning process and the involvement of students in real situations. The forms of authentic assessment are also diverse and can be adjusted to the learning objectives and characteristics of students, as explained in the following description. In the context of Indonesian language learning that emphasizes the mastery of functional and meaningful language skills, choosing the right form of assessment is very important. Authentic assessment is present as an approach that is able to accommodate these needs because it not only assesses the final results, but also observes the learning process and the involvement of students in real situations. The forms of authentic assessment are also diverse and can be adjusted to the learning objectives and characteristics of students, as explained in the following description.

First, portfolio assessment. According to O'Malley and Pierce (1996), a portfolio is a collection of student works that show the development of language skills over a certain period of time. In learning Indonesian, a portfolio can be a collection of narrative writings, reports, poems, reviews, or articles that have gone through a revision process. Through a portfolio, teachers can assess the thinking process, editing skills, and development of students' language style comprehensively. Second, project-based assessment, which is a task that challenges students to design and complete a product or work based on research or exploration. For example, students are asked to compile a regional tourism brochure, make an interview video, or write a drama script based on a folk tale. Wiggins (1993) emphasized that project assessment allows students to apply reading, writing, and speaking skills in an integrated manner in one contextual and collaborative activity. This assessment is also relevant to strengthening the Pancasila Student Profile which demands independence, creativity, and cooperation.

Third, performance-based assessment is also an important form of authentic assessment. In Indonesian language learning, this can be in the form of poetry reading, speech, storytelling, or role-playing. According to Brown (2004), performance assessment assesses students' actual performance when using language in situations designed to approach the real world. Teachers assess aspects of fluency, articulation, discourse structure, and expression and the appropriateness of the communication context used by students. Fourth, reflective journals are also a strong form of authentic assessment. In journals, students are invited to write down their learning experiences, responses to readings, and self-reflections on the writing or discussion process. Tompkins (2011) explains that journals help students to internalize language learning and foster metacognitive awareness. This is very important for forming independent and reflective learners in language. Fifth, peer assessment and self-assessment. Both of these forms encourage students to be actively involved in the evaluation process, understand the



criteria for task success, and learn to provide constructive feedback. According to Brookhart (2010), the implementation of good self-assessment and peer assessment can increase student accountability for their own learning process.

In conclusion, authentic assessment is an evaluation approach that is able to answer the challenges of learning Indonesian in the 21st century learning era. By emphasizing contextual, collaborative, and meaningful tasks, authentic assessment allows students to demonstrate their full competence, both in terms of cognitive, affective, and social skills. Various forms of authentic assessment such as portfolios, projects, performance assessments, reflective journals, and self- and peer-assessments have been shown to increase students' learning motivation, active involvement, and metacognitive awareness. The application of authentic assessment in learning Indonesian has great potential in improving the quality of the process and learning outcomes of students. The application of authentic assessment in learning Indonesian has great potential in improving the quality of the process and learning outcomes of students.

However, implementation in the field is not free from various challenges, both from the teacher's side, the education system, and the characteristics of the students themselves. Although authentic assessment is considered more holistic and meaningful, teachers often face obstacles in implementing it in the classroom, one of the main challenges being the teacher's time constraints and administrative burden. Authentic assessments, such as portfolios, projects, and performance assessments, require more time for planning, implementation, and analysis of results. According to Nitko and Brookhart (2011), the authentic assessment process requires teachers to conduct continuous observations, provide formative feedback, and assess students' learning products in detail. In the context of classes with a large number of students, this is a significant obstacle because it can burden teachers administratively and emotionally. In addition, there are challenges in teacher competence in designing and implementing authentic assessment instruments. Many teachers are still unfamiliar with the principles, techniques, and tools of authentic assessment so they tend to return to traditional assessment patterns that are simpler and quicker to implement. Brookhart (2010) stated that teachers need special training to understand how to design authentic tasks, set assessment rubrics, and provide constructive feedback. Without adequate understanding and skills, authentic assessments risk being invalid and inconsistent.

From the learner's perspective, the readiness of learners to carry out authentic-based tasks is also a challenge in itself. Not all learners are accustomed to open and contextual tasks that require creativity, independence, and cooperation. In the context of learning Indonesian, the task of writing reflective essays, oral presentations, or creating multimedia works often faces significant obstacles in motivation and variations in student abilities. This requires teachers to differentiate tasks and provide intensive assistance during the learning process (Tompkins, 2011). Another challenge is the limited infrastructure and system support, especially in schools with minimal learning facilities. Authentic assessments, such as technology-based projects, require access to digital devices, internet connections, and other supporting media. Wiggins (1993) emphasized that for authentic assessment to run optimally, the learning environment must also support the active involvement of learners physically and mentally. Therefore, support from schools and the government is needed, both in the form of providing facilities, teacher professional development time, and policies that support contextual assessment.

Thus, the success of implementing authentic assessment in Indonesian language learning is highly dependent on teacher readiness, classroom management strategies,

ongoing training, and systemic support. Efforts to strengthen teachers' understanding of authentic assessment and the development of efficient instruments need to be part of education policy so that this assessment can be implemented effectively and evenly at all levels of education.

THEORETICAL AND PRACTICAL IMPLICATIONS OF AUTHENTIC ASSESSMENT

Authentic assessment contributes significantly to the paradigm shift in learning from teacher-centered to student-centered learning. This approach places students as active subjects who are responsible for their learning process and outcomes, while teachers act as facilitators who guide and provide meaningful learning experiences. In this context, authentic assessment not only functions as a tool for evaluating outcomes, but also as an integral part of the learning process that supports the achievement of overall competencies. According to McMillan (2011), authentic assessment encourages students to think critically, make decisions, and communicate their understanding in real and productive forms. Activities such as writing narrative texts based on personal experiences, compiling observation reports, or conducting group presentations are examples of authentic tasks that allow students to construct meaning personally and contextually. Thus, authentic assessment facilitates learning that is reflective, creative, and in accordance with each individual's learning style.

The practical implication of this approach is that teachers need to design learning and assessment that provides space for freedom, choice, and responsibility to students. Brookhart (2010) explains that in student-centered learning, assessment is not just to provide grades, but to empower students to understand their strengths and weaknesses. Authentic assessment allows students to conduct self-assessment, review their learning process, and make improvements independently. In addition, authentic assessment supports higher emotional involvement and learning motivation. Wiggins (1993) emphasizes that when students understand that the assessment carried out reflects real-world situations and has clear and meaningful goals, they will be more motivated to learn actively and responsibly. This strengthens the position of authentic assessment as an effective instrument in developing 21st century competencies, such as collaboration, communication, and problem solving. Furthermore, in the context of the Independent Curriculum which prioritizes differentiated and student-centered learning, authentic assessment becomes an important means to ensure that learning truly accommodates the needs, interests, and potential of each student. This is in line with Tomlinson's (2014) idea that formative and authentic assessments can provide an accurate picture of students' learning development as well as being the basis for designing personal, adaptive, and inclusive learning experiences. Thus, theoretically and practically, authentic assessment has direct implications for more humanistic, participatory, and transformative learning. This assessment not only reflects students' understanding of the teaching material, but also strengthens their learning identity as individuals who are critical, reflective, and responsible for their learning process.

Authentic assessment cannot run effectively without the strategic role of teachers as designers, implementers, and evaluators of the assessment process. Teachers play a key role in creating meaningful and contextual assessment experiences according to the characteristics of students. In the context of Indonesian language learning, the role of teachers includes planning authentic tasks that are relevant to basic competencies, compiling assessment rubrics, and providing formative and constructive feedback. According to McMillan (2011), teachers who are skilled in designing authentic



assessments must be able to identify the learning objectives to be achieved and organize them into performance tasks that reflect the application of language skills in real life. For example, teachers can design assignments to write opinion articles based on local issues, create narrative vlogs, or compile interview reports, which not only test students' language skills but also foster social awareness and critical thinking skills.

The role of teachers is also very important in determining clear and fair assessment criteria and indicators. Brookhart (2013) stated that teachers must prepare transparent and communicative assessment rubrics so that students understand the expected standards of success. The rubric needs to describe the level of skill mastery in aspects such as content, organization, language, and creativity. In learning Indonesian, this rubric is a tool to assess the process of writing, speaking, listening, and reading systematically and objectively. On the other hand, teachers also need to provide space for reflection and self-assessment for students. This not only strengthens student involvement in the assessment process, but also fosters responsibility and metacognitive awareness of learning. Nitko and Brookhart (2011) emphasized that teachers need to teach students how to evaluate their own work with rubric guidance, so that the assessment process becomes a means of deeper learning. In practice, teachers are also expected to be able to make adjustments to classroom conditions, such as the varying levels of student ability and limited implementation time. Therefore, teacher skills in modifying tasks, choosing the right assessment format, and facilitating group work are essential so that authentic assessment remains inclusive and equitable. Wiggins (1993) emphasized that teachers who are successful in authentic assessment are those who are able to design complex but focused learning experiences, with assessments that not only assess the final results, but also the learning process. Thus, the role of teachers in authentic assessment is crucial and multidimensional. Teachers are not only tasked with giving grades, but also becoming meaningful learning designers, fair evaluation facilitators, and mentors for the development of student competencies in the use of Indonesian functionally and reflectively.

One of the practical implications of implementing authentic assessment in Indonesian language learning is the need for strong policy support and ongoing professional development for teachers. Authentic assessment that emphasizes high-level thinking skills, problem solving, creativity, and language application in real contexts, cannot be successfully implemented if teachers do not receive adequate training and a supportive work environment. According to Darling-Hammond & Snyder (2000), education policies that support authentic assessment must create flexibility in the curriculum and assessment, provide resources, and emphasize process-based assessment rather than solely on the end result. In the context of the Independent Curriculum, authentic assessment is in line with the principles of differentiated learning and formative assessment. However, its implementation requires systemic support through consistent policy regulations and practices, from the school level to the central government.

In addition to supportive policies, teacher professional development is a key factor. Authentic assessment requires teachers to have skills in designing complex tasks, developing assessment rubrics, providing formative feedback, and facilitating student reflection. Guskey (2000) emphasized that effective teacher training must be ongoing, contextual, and focused on direct practice in the classroom. Teachers need to be equipped with theoretical understanding and practical skills about the principles of authentic assessment and how to adapt them to the characteristics of students at various levels. This professional development must also include opportunities for collaboration between

teachers. According to Fullan (2007), professional learning communities built in the school environment can be a strategic forum for teachers to share best practices, discuss assessment instruments, and evaluate their implementation reflectively. In this way, teachers not only grow individually, but also create a collective learning culture that is oriented towards improving the quality of assessment.

Furthermore, policy support in the form of sufficient time allocation, reduced administrative burden, and provision of technological devices are also important so that teachers can design and implement authentic assessments optimally. Wiggins (1993) emphasized that meaningful assessment cannot take place properly if the system does not provide adequate space and structural support. Therefore, the involvement of principals, supervisors, and policy makers in supporting authentic assessment initiatives is an integral part of the strategy to improve the quality of education. So the success of implementing authentic assessment in Indonesian language learning requires synergy between teacher competence and policy support. Without such support, authentic assessment has the potential to become an additional burden that does not have a significant impact on the quality of learning. On the other hand, if designed and managed properly, authentic assessment can be a major driver of learning transformation that is more meaningful, contextual, and pro-student.

Although authentic assessment has been widely applied in the context of language learning, including Indonesian, theoretical studies show that there are still various gaps that can be explored through further research. Authentic assessment as a concept that emphasizes real context-based evaluation and meaningful tasks has complex dynamics in practice, thus opening up many research opportunities to enrich understanding and improve the quality of its implementation. One important research opportunity is to examine the effectiveness of authentic assessment on improving students' language competence, both receptively (listening and reading) and productively (speaking and writing). Experimental or quasi-experimental research can be conducted to compare learning outcomes between students who are assessed using authentic instruments with those who use traditional assessments. Brown (2004) stated that assessments that reflect the real world will be more meaningful to students and have the potential to increase their learning motivation. However, its effectiveness needs to be proven through systematic and contextual empirical studies.

Another opportunity lies in exploring strategies for developing digital-based authentic assessment instruments, especially in the era of online and hybrid learning. Along with the development of educational technology, authentic assessments need to adapt through the integration of digital platforms, online rubrics, and interactive applications. O'Malley and Pierce (1996) mentioned the importance of innovation in the form and media of assessments to suit the needs and developments of the times. Research on the design and validation of technology-based authentic instruments is very relevant to support the Independent Curriculum which emphasizes flexibility and digitalization of learning. In addition, qualitative research also has the opportunity to explore teachers' and students' perceptions of authentic assessments, including challenges, perceptions of fairness, and their relevance to students' needs. Guskey (2000) emphasized that understanding the subjective experiences of teachers and students in assessment will help formulate more adaptive and contextual policies. This research can be the basis for developing teacher training programs and designing a mentoring model for implementing authentic assessments in schools. Furthermore, research opportunities can be directed at authentic assessments for strengthening character values and the Pancasila Student



Profile, considering that assessments not only measure cognition, but also affective and psychomotor aspects. Longitudinal studies can explore how authentic assessments can support the formation of student character such as responsibility, creativity, and collaboration, as emphasized in the dimensions of the Independent Curriculum.

Thus, authentic assessment has a major contribution in forming a more meaningful, contextual, and student-centered Indonesian language learning system. With an emphasis on real tasks, reflection on the learning process, and development of 21st century skills, authentic assessment offers a more comprehensive evaluation approach than traditional assessment. Its implementation not only requires teachers' readiness in designing relevant instruments, but also requires support from educational policies and ongoing professional training. The success of implementing authentic assessment is highly dependent on the synergy between theoretical understanding, practical competence, and a supportive educational environment.

CONCLUSION

The results of theoretical studies show that authentic assessment is an evaluation approach that emphasizes the importance of real and contextual tasks in the learning process. This assessment is different from traditional assessment because it does not only measure cognitive aspects alone, but also assesses skills, thinking processes, and student involvement as a whole. In Indonesian language learning, authentic assessment has been proven to be more capable of representing language skills functionally and communicatively because it includes listening, speaking, reading, and writing skills in an integrated manner.

In addition to providing a comprehensive picture of student competencies, authentic assessment also supports a student-centered learning approach and is in line with the principles of the Independent Curriculum. Assignments such as projects, portfolios, self-assessments, and peer assessments enable students to be actively involved, think critically, and develop responsibility for their own learning. Thus, authentic assessment not only functions as a measuring tool, but also as a learning strategy that develops 21st-century skills and strengthens the dimensions of the Pancasila Student Profile.

However, the implementation of authentic assessment still faces various challenges, such as time constraints, lack of teacher skills in designing authentic instruments, and minimal policy support at the school level. Therefore, ongoing training is needed for teachers, development of contextual and digital-based assessment instruments, and school policies that support flexibility and diversity of assessments. Recommendations from this study also encourage further research that is more specific and contextual in order to strengthen the empirical basis for the application of authentic assessment in Indonesian language learning at various levels of education.

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