Learning Islamic Education in the Independent Curriculum (a Case Study of Authentic Assessment at Madrasah Ibtidaiyah Nurul Hidayah)

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Abstract: *Learning Islamic education in the cognitive, affective, and psychomotor aspects is the aim of this research as well as knowing authentic assessment techniques and the constraints of their implementation by teachers. The location of this research is MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban. This study uses a qualitative method with a descriptive approach; the design used is a case study. Principals, teachers of Islamic education, and students are the subjects of this study. Primary sources are interview observations, while secondary sources in this study are books, journals and scientific articles. Analysis of the data used in this study is descriptive-analytic, namely in critical interpretation, critical analysis and conclusion. Teachers use every aspect of this study for assessment. Assignments, oral tests and written tests are used by teachers on cognitive aspects. Then journals or diaries, assessments between friends, self-assessments and observations are used by teachers in terms of affective aspects in this study. In comparison, the psychomotor aspect of the teacher uses project, performance, and portfolio techniques. As for the performance portfolio, the teacher uses project engineering work in the psychomotor aspect. These three aspects function to get an overall picture, including as a measuring tool for the level of success of student learning in education and achievement of competence by students.*

Keywords: *Islamic Education, Independent Curriculum, Authentic Assessment.*

Introduction

The world has entered the 21st century. This is a century or period that is synonymous with the use and utilization of information technology, especially now that nearly every activity that people in

every corner of the world do online, such as working, studying, eating, etc (L. Astuti, 2021). At a time when the pandemic has made the use of information technology very clear (Abdillah & Syafe'i, 2020);(Qader et al., 2022).

This will affect change in all sectors, including the education sector. Education must be dynamic or able to adapt to balance and follow developments that occur in different scientific developments when faced with various life difficulties. Educational changes and improvements manifest in developing or updating educational curricula. These changes were made to improve the quality of teaching. The curriculum constantly changes with the times, and many argue that this curriculum program requires government exchange and adjustment. As a developing country, Indonesia is constantly changing its curriculum development concerning the Indonesian curriculum, which is undergoing further changes and modifications to the curriculum. Freedom to study curriculum at least ten times, including Lesson Plan 1947, Curriculum 1952, 1964, 1968, 1975/1976, 1984, 1994, Competency-Based Curriculum 2002/2004, Educational Unit Level Curriculum 2006, 2013 Curriculum (Habibah, 2022).

Merdeka belajar in this 21st-century learning, planned by aligning different mastery skills and learning visions to the learning process reflected in the structure of 21st-century learning. Frameworks or structures represent knowledge, skills, and expertise that help students in their lives (Achmad et al., 2022).

Applying all 21st-century skills includes the hope that students can think critically, communicate effectively, solve problems, collaborate and build partnerships. It is necessary to deepen knowledge and understanding of the academic field. Achieving the ideal implementation of 21st-century learning requires many supports, including (1) standards or norms and assessment, (2) curriculum and guidance, (3) professional development, and (4) learning environments. You need a framework. His one system of determining learning success in the 21st century is criteria and assessment (S. I. Astuti & Darsinah, 2019).

The self-study curriculum creates active learning. This program does not replace existing programs but is intended to improve systems already running. Self-study offered by the Ministry of Education and Culture is an easier learning process. These include: State exams have been replaced by minimum proficiency assessments and are essentially surveys. True assessment in its implementation has existed since the unit-level curriculum but has yet to be optimally implemented. The

Authentic Assessment is very suitable for assessing the abilities of individual students.

However, in practice, many educators need help understanding the implementation of the Authentic Assessment and the correct and correct use of their students. There are teeth. Decreased motivation to learn. Educators often complain about this, at least in relation to knowledge of core and basic competencies. Educators also faced difficulties related to learning methods and assessment processes. As such, a true understanding of assessment is understood and adapted only in his 2013 curriculum, where confusion still reigns. Teachers strive to give grades that reflect a student's performance at school. One of the barriers that teachers and staff feel is the complexity of providing assessments and the limited resources available to teachers. In the 21st century, "free learning" promises to overcome better problems arising from previous curricula (Taja & Aziz, 2016).

The researchers then focused on authentic assessments of learning Islamic education in schools and universities and analyzed the results (Ikhwan & Jailani, 2014). Understanding bona fide appraisal, comparing bona fide and non-bona fide assessment, principles of assessment, methods and tools of assessment, components of assessment, and issues in applying assessment to methods and tools of cognitive domain assessment. The results of this study aim to demonstrate the importance of authentic tests and examination techniques that are still commonplace in Islamic education at primary and university levels (Nasir & Prastowo, 2021). Therefore, some of the above studies conclude that research and discussion of authentic assessment remain prevalent and include broad statements about the expression of authentic assessment in the 2013 curriculum. Increase. Therefore, the authors, step by step from each aspect of authentic assessment, discuss authentic assessment in all aspects of learning Islamic education in primary school, both cognitive, effective, and psychomotor (Ikhwan et al., 2019). It is focused on. This will make it easier for educators to understand each accreditation method included in the *Merdeka Belajar* curriculum as a continuation of the 2013 curriculum and reduce educator difficulties when conducting accreditation for all aspects of accreditation. Problems can also be found (Shofiyuddin, 2019);(Fitriyah & Wardani, 2022).

Of the three dimensions of cognition, affect, and psychomotor, cognition is the assessment more commonly used at the elementary school level. There is a reason for this. At the primary school level, the

emphasis is on the ability to understand and master existing learning materials. Therefore, this study focuses only on the cognitive aspects at the elementary school level. However, researchers reveal assessments of all aspects, including cognitive, emotional, and psychomotor. In this case, the study subjects were teachers, principals and students of Islamic Education Subjects of MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban. The school is one of the schools in Tuban District, East Java. Continuing the 2013 curriculum, it introduced an independent learning curriculum, that is, assessment techniques used from cognitive, emotional and psychomotor aspects. Therefore, the discussion in this article focuses on the authenticity of cognitive, emotional and psychomotor aspects used by teachers in learning Islamic education at MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban. Research, analysis and disclosure of valuation methodologies. Therefore, this study may be a reference for the development of sustainable assessment patterns or assessment methodologies.

Method

Research using qualitative research techniques with a descriptive approach. Qualitative research is How to produce descriptive and verbal information or information about descriptive data (Suhery et al., 2020). This study also used a target sampling approach, the sample focused on informants who were selected because they had extensive knowledge or sources of information. The research was conducted at Nurul Hidayah's MI, Tlogowaru Village, Merakurak District, Tuban (Rizal et al., 2022). Data was obtained through observation and conversation. In this study, the informants needed for data collection included teachers, students, and school principals. Supporting data is collected through existing literature, such as books, articles, or scientific journals related to the topics discussed. The time spanning two months, from March to May, begins with an informative investigation of detailed data collection that does not require engineering or manipulation of data, followed by a research report outlining the researcher's expected results. Up to the creation stage, authentic elementary school-level photos (Ikhwan, 2021).

The collection of information used is first, research seeks and collects information about the problem. Second, the data analysis used is the content analysis method. The research method is carried out by identifying information objectively and systematically. The data analysis technique uses a descriptive-analytic approach to analyze the

data after the relevant data has been collected. This approach takes place in three stages. That is, first of all, an important analysis of the information or data collected is carried out. The information or data collected relates to the topic and subject matter of the research. Second, critical interpretation of the information or data collected and described to conclude an identified problem. Third, conclude. Based on the purpose of the content analysis method used to describe and conclude the data found, conclusions are drawn after analyzing the data (Panorama & Muhajirin, 2017).

Result and Discussion

As a result of this discussion, researchers describe the data found in the field using the theory used in this study as follows: Authentic assessment techniques in knowledge, attitudes and skills in studying Islamic education. It aims to measure how well students understand the information in the given material (Hidayat et al., 2019). An evaluation by a Muslim teacher from MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban, relies on Bloom's taxonomic, scientific hypothesis. Bloom's taxonomy classification has six levels: knowledge, understanding, application, analysis, synthesis and evaluation. Here are the techniques used by Muslim teachers from MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban, to assess the abilities of their students in terms of knowledge, attitudes and skills.

Authentic Assessment Techniques

1. Knowledge assessment techniques

The use of authentic assessments conducted or conducted by Islamic Teachers in MI Nurul Hidayah, Tlogowaru Village, Tlogowaru Village, Merakurak District, Tuban, is a separate learning curriculum as a continuation of the 2013 curriculum. With regard to the implementation of the 2013 Education Plan, the assessment action that should be carried out by the teacher is to use the correct assessment, then during the lesson and after the lesson is over. Assessment is carried out by considering the readiness of students, cycles and learning. Authentic assessment is carried out to measure students' proficiency in the field of science and covers the areas of student mentality and competence. In the learning activities that we carry out, it is felt that the assessment activities of students only emphasize the achievement of skill and competency levels in the field

of knowledge, not only space and effective and psychomotor aspects (PAI Teacher Interview, 2022).

Assessment of areas of knowledge or cognitive aspects of this assessment is performed using several techniques, such as Written and verbal, perform tasks and also perform appropriate measures to assess cognitive domains (Ningrum, 2022). Educators conduct competency assessments on aspects of student knowledge through written, oral, and matching tests.

The assessment method uses various methods such as written exams, oral exams, submission of assignments and term papers. There are several types of placement tests, including multiple choice tests, written tests, essay tests, matching tests, true/false tests, and tests. But because of the Covid-19 outbreak and limited internet coverage, teachers are currently giving students lots of assignments. In addition, it also uses pre-test and post-test in research (PAI Teacher Interview, 2022).

Islamic teachers in MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban, use several assessment methods to measure the student's knowledge level of the given material. Written test, oral test, homework. A test or test is a set of tools or procedures organized to obtain required data information about an individual accurately and appropriately (Jojor & Sihotang, 2022).

A test is a set of instruments or other devices used to measure an individual or group's abilities, knowledge, information, and talents or abilities. A test or test is a set of tools used to measure competence, expertise and knowledge or information. Assessment techniques are techniques used to identify or examine student learning outcomes using test kits. Test kits used include:

a. Written exams are exams in which teachers can write questions and answers in the form of multiple-choice exams, fill-in exams, true-or-false exams, written questions, matching exams, and composition exams.

b. Oral test is a test to measure the ability level, especially the knowledge level, in which the teacher directly asks the students questions, and the students answer and answer directly in their own way of speaking. Test Answers Oral speech can be in the form of words, phrases, sentences, or paragraphs. Oral exams can be administered to assess discussion, Q&A, and conversation. Oral exams are intended to test knowledge acquisition, encourage courageous

expression of opinions, and increase learning motivation and motivation, self-confidence, self-esteem, and effective communication skills. Therefore, an oral examination was conducted during the learning process. Oral tests are used in the teaching and learning process to measure learning success and identify factual and learning-related characteristics of individual students (Alawi et al., 2022).

c. A matching test is a means or tool in the form of assignments to students. This is used to measure them and to deepen or improve our understanding of the subject matter. As a method, task assignment or assignment is intended to enhance the ability of knowledge to be imparted before, during, and/or after the learning process. When completing the tasks set by the students, they can be done individually or in groups, depending on the nature and format of the specific tasks to be performed at school or at home. The development of tasks or task-related instruments can be done in the form of task guidelines. Task guides contain content and instructions for performing tasks that students can complete within the allotted processing time and exam criteria for student-achieved tasks. When deciding on knowledge assessment techniques and means, this can be determined by considering the basic competencies (KD) and core competencies (KI-3) and the Competence Performance Index. Do not separate written, oral, and homework from questions when submitting an exam. Questions are the most important thing an educator or teacher needs to do when asking questions in the question bank. When creating questions, one of them analyzes the quality of the items used, and the cognitive, emotional, and psychomotor aspects are taken into account. The item analysis step includes the determination of validity, reliability, difficulty, selectivity, and critical quality for objective questions (Achmad et al., 2022).

The use of correct assessment in learning Islamic education takes place before the start of the learning system and begins with the administration of a pre-test which determines students' abilities or competencies in the material being taught. After conducting the pre-test the teacher distributes teaching materials and at the same time encourages the evaluation of each student's abilities, especially the intellectual space or level of student competence proficiency in the knowledge dimension. After the learning system occurs, the results will be carried out by carrying out a post-test, namely a test carried out

by members or students in class on the learning system, meaning that the ability or level of competence is measured after being adhered to. The post-test is given in the form of oral questions to students and revised with assignments that must be completed at home and submitted at the next meeting (PAI Teacher Interview, 2022).

In addition to written and oral exams and assessment of assignments, I am an Islamic Education teacher from MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban. We also conducted pre-and post-tests to measure the knowledgeability of the participants. Pre-tests were administered before the teaching and learning process began and intended to determine the learner's ability to master the given material (knowledge and skills). In this situation, the function of the pre-test is to compare the results of the pre-test with the results of the post-test and later check the effectiveness of the lessons in practice. Post-test, i.e. the final test for each class. Post-tests are used to examine how well students have achieved the learning objectives or materials (knowledge and skills) provided after completing the process of the learning activity (Marisa, 2021).

A test is a series of questions or exercises designed to measure competence, expertise, or knowledge and is a tool or system for determining a learner's learning outcomes. The tests used are: First, there are written tests in the form of multiple-choice tests, closed-ended tests, true/false tests, short-answer tests, matching tests, and essay tests. Secondly, an oral test in the form of words, phrases, suitable sentences or paragraphs. Oral examinations can be conducted for discussion, reporting and conversation. Third, tasks in the form of individually set tasks or in groups containing meaningful or structured questions. In addition to written exams, oral exams, and the use of Islam teachers at his MI Nurulhidaya in Torogowal village, Melaklak district, Tuban, pre-examination and post-examination evaluations are also conducted.

Pre-test and post-test evaluations were conducted by educators or Muslim teachers from MI Nurul Hidayah, Torogowal Village, Melakulak District, Tuban, by interviewing individual students and observing differences in each student's ability to comprehend the material studied. Was carried out to receive. A pre-test is given before the start of the study to check the basic skills of each student, and a post-test is given at the end of the study. In this way, the results of the pre-test data information show differences in the students' basic abilities. Hence, the next data information to be analyzed is the acquisition performance data or the winning rate index. The inference

test results show that the two gain index data are not normally distributed. That is the Kruskal-Wallis test with importance level α = 5%. Asymp.Sig (less than 0.05) was obtained from 0.000 tests. From this, we can see that the difference between MEA (Means-Ends Analysis) classes, PBL (Problem-Based Learning) classes and conventional classes is the improvement of students' critical thinking ability. Ultimately, there are differences in improving her skills in critical thinking between those undergoing means-end analytical (MEA) learning, problem-based learning (PBL) learning, and general or conventional learning. This study was piloted in three classes and used and leveraged different learning models with different outcomes achieved (Arviansyah & Shagena, 2022).

Different approaches are used in preparing exam questions. Questions were asked by the subject teacher and the teacher's team or work group (PAI Teacher Interview, 2022). This was done within the agency and between other agencies as part of the planning and preparation of issues in MI Nurul Hidayah, Tlogowaru Village, Merakurak District and Tuban. There are questions posed by teachers who teach Islamic education subjects, such as daily tests, as well as questions posed by a group of elementary-level journalists commonly called MGMPs and various other school subject teachers (Teachers advisory services). For example, Midterm Exam Questions and Exam Planning and Editing (Baharuddin, 2021).

If the achieved learning outcomes (scores) exceed the Minimum Completion Metric (KKM), the student has successfully mastered the given skill. On the other hand, students need to meet the Minimum Requirement for Integrity (KKM) to reach the specified proficiency level. Students who do not achieve integrity must take corrective action until they exceed their designated KKM. In Islamic Education subjects in MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban, students' scores must exceed the prescribed standards, and grades will be corrected if they do not meet these standards. KKM is a minimum standard of learning competence set by educational units and related to completion competency standards that consider student characteristics, quality of learning and resilience (Permendikbud No. 23 of 2016). Goode defines support restrictions specifically in the classroom according to the definition of support measures as a specially selected group of students who need additional instruction in a particular subject than regular class or students in a regular class. Increase. Corrective action in lessons in the form of repetitions using repeatable materials containing relevant procedures or generally with instructions or offerings in the form of additions to problems or

questions and exercises, which teachers use. It's also the most important part of your technique.

2. Attitude Assessment Technique

The affective domain is the domain related to ideas and values. For example, it relates to behavioural traits such as emotions, interests, attitudes, feelings, and values (Anwar, 2023). Competence in this dimension refers to interest and mentality that arises from within in the form of responsibility, cooperation, discipline, courage, trust, integrity, mutual respect, and the ability to control oneself (Malikah et al., 2022).

The competencies dealt with in this aspect are expressions of values or views of life that a person possesses and reflects in their actions. Assessment of attitude competence in learning is a set of activities aimed at measuring student attitudes as a result of a program of study. The fundamental use of attitude assessment as part of learning reflects learners' individual understanding and progress of attitudes (Diani & Sukartono, 2022).

The Attitude Competence Rating consists of 5 points. Receiving or giving attention, reacting or reacting, appreciating or appreciating, organizing or managing, and character. Kunandar also declares or reveals attitude-related abilities as follows:

a. The ability to receive or direct attention is a person's receptivity to external stimuli in the form of phenomena or problems. In learning activities, this can be evidenced by the presence of a student's sensitivity and enthusiasm for what they are learning; for example, they enjoy working with questions and reading and writing. For example, students realize that they must maintain discipline and get rid of laziness and discipline.

b. The ability to respond or respond is the sensitivity that a person has to actively fixate on a phenomenon and provide a response. For example, enjoy reading, ask questions, help each other, and keep things neat. For example, there is a growing desire and response among students to know and learn about discipline and other matters (Aji, 2018).

c. The cherishing or ability to cherish something is the ability to cherish something so as not to arise out of loss or regret. Learning activities can be demonstrated through attentive,

disciplined, independent, objective observation and problem-solving.

d. The ability to organize or manage and coordinate, that is, the ability to combine different values, solve problems, and form value systems. For example, students support and follow discipline enforcement.

e. The capacity to accept, to have character, or to live. It is the ability to integrate all of a person's values that influence behaviour. For example, students consider the value of discipline when they conduct themselves at school, at home, and in society (Maghfirah et al., 2022).

Therefore, this assessment allows the student to respond to the results obtained or to them distinguish what is considered good or bad in the learning process. These results can be implemented in everyday life.

The traits associated with effectiveness, attitudes, or the tendency to respond to objects are very important. Attitudes can be formed by observing and imitating positive things. It can then be reinforced and shaped by receiving information orally. An organizational disposition through practice encourages the acquisition of particular objects, activities, understandings, and skills for the purpose of interest, attention, or achievement. Self-concept is an assessment of an individual's strengths and weaknesses. The direction and strength of the self-concept are basically the same as other effective domains. The object of the self-concept is usually a person or people, but it can also be an institution such as a school. The orientation of this self-concept can be either negative or positive. Values are beliefs about actions, behaviours, or actions considered good or bad. He further explains that attitudes refer to the organization of a set of beliefs about a particular object, while values refer to beliefs. Morality refers to feelings of good or bad toward the well-being of others or feelings toward one's own actions. Lies, for example. Morality refers to one's own principles, values and beliefs. In addition to his five points above, Abdul Majid also revealed techniques and instruments. Techniques and instruments for this effective aspect are called tools for measuring objects in collecting data related to attitudes and behaviour. These techniques include Self-Assessment Observations, peer-to-peer assessments, and journals (small notes).

a. Observation is a technique continuously applied to observed behaviour, directly or indirectly, using the senses. The

independent curriculum makes observations about students' social and mental attitude competencies. Therefore, the teacher should determine the required aspects before making observations. These aspects are given rubrics and assessment notes when observed. Rubrics contain checklists or grading criteria, and grading instructions contain grades and how they fit into the final grade (Habibah, 2022).

b. Self-assessment is a technique in which students are asked to indicate strengths and weaknesses in achieving intellectual and social attitude skills. All you need for this self-assessment is a simple assessment sheet.

c. Peer-to-Peer Assessment is an assessment technique that can be used to measure the level of achievement of social and mental adjustment by asking students to rate each other. This assessment is therefore conducted by students and scored by multiple students with values such as integrity, racial tolerance, discipline, mutual respect and hard work.

d. A journal or small/daily note is a daily evaluation by the teacher, both in and out of class, mentally and socially. This memo aims to gather information about individual students in terms of both their weaknesses and strengths. From these notes, a semester attitude survey is developed (Widiatsih et al., 2020).

The above is clearly explained concerning conducting assessments of social and mental attitudes. The assessment is carried out by looking at how students pay attention when the teacher explains the material, then reacts to it, and also attitudes outside the classroom such as mutual respect, honesty, discipline, confidence and discipline. It is assessed to then determine the components that are good in cognitive, affective, and psychomotor aspects, time, making indicators, and making observation sheets. In addition to observation, namely self-assessment, what needs to be prepared in self-assessment is a plan that determines the competencies to be assessed and formulates an assessment format. Then the third is peer to peer assessment, determines the competencies or aspects of ability to be assessed, makes assessment criteria, and creates an assessment format. As a teacher, you have to convey this to students, then share the format of the assessment, for one student's assessment it should be done or assessed by several other friends, then the next assessment will be in a journal (PAI Teacher Interview, 2022).

From the above description, it can be concluded that through a genuine assessment curriculum, the emphasis is placed on the assessment of student learning outcomes with a focus on all students. Assessment must be holistic and structured to account for the student's competence. However, the diary-based recruitment evaluation process was not carried out continuously. In addition, Islamic teachers at MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban, use observational assessment to assess where lessons are held and outside the classroom and outside the classroom, depending on the expected competencies. We also used attitude ratings (Fauziah et al., 2016). This proficiency test consists of five parts. Receiving or giving attention, reacting or reacting, appreciating or appreciating, organizing or managing, and character. In addition, assessments were conducted using four techniques: self-assessment observation, peer-to-peer assessment, diary or diary (small notes).

3. Skill Assessment Techniques

The psychomotor domain is the space associated with expertise or ability to act after a person has a learning experience. Psychomotors related to learning outcomes achieved through competencies, which are achievements of knowledge competence outcomes. This means that skill abilities are the result of acquiring knowledge abilities. This skill indicates an individual's level of proficiency in accomplishing a task or a particular phase (S. I. Astuti & Darsinah, 2019).

The outcome of this psychomotor learning manifests itself as an individual's behavioural skills. This psychomotor learning outcome continues the cognitive and affective learning outcome. The achievement of cognitive and emotional abilities leads to psychomotor outcomes. This means that the results of the assessment of the student's competencies meet the assessment of the knowledge and emotional aspects of disciplinary material.

Authentic psychomotor assessment is a real embodiment or continuation of the cognitive and affective learning outcomes of students who ask questions to the teacher related to the material being taught, for example about the discipline shown by Rasulullah SAW, friends, scholars, etc. Books or magazines about the material are then read, and students explain it to their friends in front of the class, then demonstrate it in everyday life, such as at school, at home, or in the surrounding environment (PAI Teacher Interview, 2022).

From the above statement, we can conclude that, when accurately assessing this aspect of competence, even if this aspect is a

continuation of cognition and emotion, it has its own quality and degree. As stated, the characteristic of this aspect is that there are five levels of thought processes: imitation, manipulation, precision, articulation, and naturalization. Imitation is the ability to perform simple and identical activities as seen or noticed before (Munawati, 2017). Manipulation, namely the ability to directly perform unprecedented simple operations, but only based on directives or instructions. Accuracy, namely the ability to perform precise operations to achieve consistent work product results. Coupling is the ability to perform simple and precise operations to achieve perfect work results. Naturalization is an activity that involves only physical (reflexive movement) to create an ideal work product.

Especially when assessing this aspect in PAI subjects, one way is to do a performance assessment, namely performance tests or exercises. This performance uses observables or observables. Then the second is the use of the project, specifically using the project report document scorecard, and the third is done with a portfolio review using a product scorecard titled (Interview with PAI teacher, 2022).

The informant revealed that when it comes to skills assessment, there are three ways, namely performance, project and portfolio. The performance here involves the assessment of appropriate activities or real tests used to gather various data about the form of action expected from the student, and this technique is considered more authentic than writing because it better reflects the student's real ability. In addition, project assessment is an activity where evaluation is performed on a task that includes collecting, organizing, evaluating, and presenting data that students must complete individually or in groups within a predetermined time. Factors to consider are 1) Manageability, specifically the student's ability to identify topics, find information, manage data, and prepare reports. 2) Relevance, that is, the proposed project must be suitable for the subject's characteristics, the school environment and the characteristics of the students. 3) Authenticity is a task or project undertaken by students, which is the result of their own work under the direction of the teacher. Furthermore, a portfolio assessment is an assessment that is a continuous assessment based on a variety of data and information describing the increase in a student's ability over a predetermined period. This assessment can be done by looking at student projects or work results, individual or group assignments, etc. (Hadikusuma, 2015).

Conclusion

An assessment conducted by Islamic Education Teachers at MI Nurul Hidayah, Tlogowaru Village, Merakurak District, Tuban, using authentic assessment included in the Independent Learning Program, which is a continuation of the curriculum taught in 2013, focusing on student learning outcomes. And yes - it is really important to focus on all aspects or interests, abilities or skills and achievements to the fullest extent. The assessment of learning outcomes is carried out according to different procedures depending on the skills required. A student's achievement of competency or ability cannot be equated with the ability of other students but opposes predefined guidelines, namely the Minimum Criteria of Completion (KKM). KKM is carefully and accurately compiled so that educators can use it as a reference for the whole student in learning and learning systems.

The authentic review done is pretty good in every way. It is hoped that the existing competencies of teachers, especially teachers in charge of Islamic education in MI Nurul Hidayah, Tlogowaru village, Merakurak district, Tuban, can be further improved and adjusted. This will lead to an increase in reaching more highs. Education quality is better; only then can we produce and train good and quality students.

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