The Implementation of Authentic Assessment in Raising the Student's Speaking Skill at Religious Programs (Manpk) Senior High School 01 Jember

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Abstract
This research was conducted with the aim of knowing the Implementation of Authentic Assessment in Improving Maharah Kalam Students of Madrasah Aliyah Religious Programs (MANPK) in MAN 01 Jember. This research used descriptive qualitative, while the data collection technique used interviews, observation, documentation, While the techniques used in this research used technical validity of the data is done by triangulation of sources and techniques. interaction analysis with the steps of data collection, data reduction, data presentation and drawing conclusions or verification. From the results of this study, there are three assessments, namely knowledge, namely the teacher uses written test instruments and oral tests. The oral test is carried out at Maharah Kalam, while the written test is carried out after one lesson or at the end of the semester. The attitude assessment carried out in the MANPK program can be seen from the discipline aspects of students both in class and in the dormitory. Assessment of skills in learning Arabic in Maharah Kalam is direct practice when the teaching and learning process in class takes place using the book Al-'Arabiyyah Lil Hayah and Al-'Arabiyyah Baina Yadaik.

Keywords
Authentic Assessment,
Maharah kalam
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Introduction

Assessments in the free curriculum learn to focus more on continuing assessment. Therefore, the concrete assessment supposedly applied to the 2013 curriculum is still relevant and integrated with this program. The authentic assessment gives a more comprehensive assessment method for student development. Assessment does not only focus on cognitive aspects, it also includes affective and psychomotor aspects. No. 104 of 2014 explains that authentic assessment is a form of assessment encouraging students to show attitudes, explain knowledge, skills learned from doing assignments in real contexts. Assessment has actually been given space since the existence of the Education Unit Level Curriculum (KTSP), but it has not been implemented optimally (Carolus Borromeus Mulyatno 2022).

Assessments in education are a tool for measuring a learner's progress in the learning-teaching process. In this case, the constitution on the national education system statute number 20 of 2003 noted learning assessments are made to monitor the process, progress and improvements of student learning outcomes on an ongoing basis. With this, the assessment is done correctly so that the purpose of the evaluation can be effectively accomplished. Achieving that requires an alternative subtraction that makes it easier for teachers to make judgments contributing to the learning result. (Fabiana Meijon Fadul 2019) The result of such learning is a behaviour change, which consists of cognitive (knowledge), psychomotor (skill), and affective (attitude). Attitude assessments can be done using various methods or techniques. These techniques include: monitoring attitudes, direct questions, and individual reports. All three are expected for learning to continue and continue in the attainment of the three domains. A good judgment system enables teachers to ensure the success of the learning strategy and motivate students to practice persistently in learning. (Matofiani and Prastowo 2022) The kunandar (2014) explains that authentic assessments of all aspects of learning, done during and after the study, employ various methods and resources; testing is just one way to collect assessment data. The tasks given to learners must reflect the real everyday parts of the student's life, And the assessment should emphasize the depth of the knowledge and skill of the learner rather than the breadth (Susanti 2016).

In the context of Arabic learning, Maharah al-kalam has categorized as a basic skill that students must master and is also one of the goals of learning a foreign language. Vallet in Fathi ali Yunus (1997,168) says that for more than 22 years ago, one of the factors that encouraged students to learn a foreign language was that they could communicate with language speakers, including verbal communication (Arab, Negeri, and Gorontalo 2018).
As for previous studies that have benefited from the implementation of abstract assessment, even problematic preassessment occurred in schools, while so different from researchers, it can thus tell the difference between researchers and other researchers. The first study was carried out by (Salamah, DKK 2021), entitled "authentic assessment in Arabic Learning." This research is field research. And his research on the practice of authentic assessments in the fourth class of Arabic learning at mi ma 'arif calibre wonosobo has several factors that contribute to the fun student learning activities, the fulfilled visual AIDS, student and teacher readiness and timing. While the factors that impeded the execution of authentic assessments such as the poorly disciplined learners who follow the lesson, the trainees who lack the ability to understand, and have not been able to read Arabic and understand the meaning (Kaukab 2021).

The next study is made by (norman 2017), "implementation of advanced assessment in Arabic studies on private aliyah madrasah in district district of east lombok (case study in ma mu 'alimin)". The approach used in carrying out this thoroughness is an approach. This type of research includes case study studies. His research was a teacher of the Arabic ma mu 'alimin nw pancor has adopted an authentic assessment of the learning result of the three domains that are: attitude assessment, knowledge and skill assessment (Nurman 2017).

Research from (Fathor Rahman 2019) under the heading ""Optimizing the Ability of Maharah Al-Kalam Through the Application of Authentic Assessment in Learning Arabic at Al-Qodiri Jember Elementary School". The approach used in carrying out this thoroughness is a qualitative approach. The study may be concluded that 1) responsive and interactive learners in the study at maharah kalam. 2) 90% students are able to pronounce several mufradat in the school environment, both in the yard, class, office or shop, 84.3% of learners can address one another with the teacher, the theme with the arguing texts Ta'aruf and 80 % students are able to answer greeting expressions, orders, prohibitions asked by the teacher.(Fabiana Meijon Fadul 2019) From some of the early literature studies, researchers found similarities and differences with the studies that researchers were conducting. The equation lies in theory used, which is the authentic evaluation theory. The difference lies between the research sites. Research (Salamah, Rifqi Aulia Rahman, M. Elfan Kaukab) in class four at MI Ma 'arif Kalibeber Wonosobo for research place, reserch (Nurman) research place at Madrasah Aliyah Swasta Selong District East Lombok regency, reserch (Fathor Rahman) Al-Qodiri Jember Elementary School for reserch place. Based on the focus of the study, the problem in this study is: how is the implementation of authentic assessment in increasing the maharah kalam of MANPK students at MAN 01 Jember? While the purpose of this study is to find out the form of authentic assessment implementation in improving the maharah kalam of MANPK students at MAN 01 Jember.
Method

The study aims to describe and analyze deeply the application of authentic assessments in raising the madrasah aliyah religious program (manpack) at zero-one deeply, and it uses qualitative research methods to design case studies. The data source was the informant of the Arabic teacher, Mr Jamanhuri, m. pd. I also interview the Cahya protege. Data collection techniques with interviews, documentation, and observations. The validity test of data is done with source and engineering triangulation. The data analysis techniques used are interactions analysis with data collection measures, data reduction, data presentation and verification withdrawal. The research was allocated at the aliyah madrasah country of jember, located on the street. Priest bonjol no.50, kaliwates kidul, kec kaliwates, jember district. The selection of this location is based on a jember countryman who was appointed to pilot the 2013 curriculum project.

Results and Discussion

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1) Based on the interview with Mr. Jamanhuri, m. pd. I have been an Arabic teacher and a chairman of the Manpk program since man 01 jember on May 11, 2023; it is known that the application of the authenticated assessment in Arabic learning of the madrasah aliyah program of the 01% countries has been accomplished and can improve student speech (Maharah kalam). This is because when teaching (KBM) in class, teachers give assignments of speaking Arabic in front of the course as individual and group assignments. And when there are students who some students still need to memorize the material, then remedy must do. Students learn motivation, thus stimulating them to remember mufradhat (vocabulary) and hiwar materials (conversation) and confidence when speaking in Arabic in front of teachers and friends. The implementation of authentic assessment requires several aspects of assessment, among other things: Assessment of knowledge. In knowledge assessment educators use writing and oral testing instruments. Oral tests were used on maharah kalam. Learners are given the task of presenting essential kalam materials in front of the class at each material end. Whereas written tests are usually performed at any finished material in a chapter or at a final exams of madrassa and ma 'had being CBT (computer based test).

2) Attitude assessment. In applying attitudes associated with Arabic learning, educators use specific formulas in Excel applications where the procedures can determine the level of learners' worth by individual perspectives. An example, in the maharah kalam study, learners who know the presentation material by heart and can advance will receive a higher score from other learners who do the presentation afterward. If some are progressing without knowing them by heart, then it is required to memorize first to score and to move forward when learned. This may have motivated learners to compete vigorously in remembering the material to get the best grades and strive to have access to all the material the presentation.
Based on an interview conducted by a researcher with one of the murabbiyah siti maulidatul Hashanah on May 18, 2023, it is understood that the assessments of the attitude done in the manpack program can be seen from the disciplinary aspect of learners both in the classroom and in the dormitory since each activity is a marked attendance of the learner who can determine activation of the activity.

Skill assessment. This assessment resonates with the assessment of knowledge. Assessments of skills in Arabic learning materials on qira 'ah's maharah materials by reading the Yellow Book like jurmiyah using the methods of al bidayah. With the use of the al - 'arabiyah lil hayah and al - 'arabiyah baina yadaik 'in direct practice. As for ours, it's usually about making up (insya'). In the use of the bible al - 'arabiyah lil hayah and al - 'arabiyah baina yadaik have also embraced the four language abilities of maharah qira 'ah, maharah kalam, maharah istima 'and maharah ah. But if using only the two books was not enough to train the four language skills, much less the qira 'ah Maharaj material. Therefore, reading the Yellow Book requires a book of the al-bidfathers' methods that can help students understand the nahwu shortcode.

In the learning process, a teacher assesses learners from a variety of specific aspects. Assessments are divided into three aspects of cognitive (knowledge), affective aspect (attitude), and psychosomatic (skill) aspects. An authentic assessment is a systematic and continuous assessment of the student's process and learning to make decisions based on prescribed criteria.

Three types of assessments have different characteristics, that is, 1) an assessment of learning (summative assessment). This assessment at the end of each semester. This assessment summarizes how well learners learn what teachers have taught. 2) assessment for learning (formative assessment). This assessment can help learners clarify meaning and overcome every. 3) assessments as learning. At this assessment, learners learn by judging themselves. They implement their assessment of themselves associated with their learning, knowledge, skills, creativity, and character (Ropiah 2021).

Authentic judgments have various benefits for educators and learners. For educators, original judgments gave widespread information regarding the abilities of learners. This is because in the implementation of the authentic educator's assessment it is not only judging learners from purely cognitive ability but also assessed the attitudes and interests of learners in the learning process. At the same time, authentic learners can make classroom teaching more exciting and less tedious. This is because frequent assessments are more likely to use traditional systems of assessment. However, with authentic assessment, learners can try new things in the learning process, such as the implementation of both project assessment and performance that will encourage the talents and interests of learners to continue to grow and improve (Wiartini dkk 2022).

Obstacles faced in the application of authentic judgments and solutions to overcome them In the learning process, a person will not escape a deterrent, either of difficulties or of barriers that must be overcome in order to achieve a goal. Similarly, as an educator teaches learners in learning, there are obstacles to overcome (Assaggaf 2019).
The new English bible dictionary defines obstacle (kb) as an obstacle or obstacle with a limited state limitations, obstructing or preventing reaching a target. According to Ahmad spiritually, obstacles to learning are among the factors that can block learning from the educator, the learner, the family, or the facility. (Wahyuni & Atmazaki 2019) As for the problems which many educators have faced in the practice of authentic assessments at manpack at zero-one jember, a poor learner who resigned from the program because of being less active and zealous and felt that school and dorm activities were so dense and much material to be studied. Based on the results of an interview with one of the xi manpk class protestors named dian cahya may be known that one of the more educators in the learning process in the a few learners slept in the class when the learning poses took place. But he is globally aware that the learning process and curriculum systems already applied to manpack are both good and can improve language skills even when the educators as an exciting and pleasant method that can minimize the saturated and exhausted levels of learners that can cause them to become drowsy.

Conclusion

Based on some of the previous descriptions, can be concluded that the implementation of authentic assessment in learning Arabic at the Madrasah Aliyah Religious Program (MANPK) at Madrasah Aliyah Negeri 01 Jember has been carried out and can improve the participants' speaking skills (maharah kalam) educate. The implementation of the authentic assessment includes three aspects of assessment, namely the assessment of knowledge, attitudes and skills. The obstacle faced is that some need more sleep when the teaching and learning process in class takes place due to the dense activities they are going through. While efforts to deal with this are educators using exciting and creative methods to make the classroom atmosphere active and fun.

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References


