



Post Covid-19 Authentic Assessment of Grade VI Students

Agus Hariyanto¹ & Murfiah Dewi Wulandari^{*2}

^{1,2}Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

*Email: mdw278@ums.ac.id

Submitted: 2022-09-23

DOI: [10.53088/eej.v2i1.1092](https://doi.org/10.53088/eej.v2i1.1092)

Accepted: 2022-11-08

Published: 2022-12-27

Keywords:	Abstract
Authentic assessment Post-COVID-19 Elementary education Teacher strategies	<p>Background: The transition from online to face-to-face learning after the COVID-19 pandemic has presented new challenges, particularly in implementing authentic assessment. This research aims to explore how authentic assessment is conducted post-pandemic, the obstacles teachers encounter, and strategies employed to overcome these challenges.</p> <p>Method: This study utilized a qualitative descriptive method. Data were collected through interviews and documentation analysis from sixth-grade teachers and the principal of SD Negeri 2 Jatisawit, Jatiyoso District. Data validity was ensured using source and methodological triangulation, while analysis was performed using Miles and Huberman's interactive model.</p> <p>Result: Authentic assessment implementation post-pandemic involved clearly defined standards aligned with lesson plans (RPP), diversified assessment tasks (portfolio, projects, performance, written assessments), and systematically developed criteria and rubrics. Obstacles identified included disparities in student abilities, limited assessment time, inadequate infrastructure, and limited technological skills among teachers and students. Teachers addressed these by implementing differentiated instruction, utilizing median standards, providing enrichment and remediation, enhancing assignment creativity, and improving their technological competence.</p> <p>Implication: The findings suggest practical approaches for teachers and school administrators to effectively implement authentic assessment, addressing the diverse needs of students and limitations of available resources in post-pandemic situations.</p> <p>Novelty: This study provides specific strategies for differentiated authentic assessment, uniquely adapted to address challenges resulting from the COVID-19 pandemic in an elementary education setting.</p>

INTRODUCTION

COVID-19 is a novel disease that had not previously been identified in humans. Common symptoms of COVID-19 infection include acute respiratory issues such as fever, cough, and shortness of breath. The average incubation period is approximately 5-6 days, with the longest incubation period being up to 14 days (Dewi, 2020).

Indonesia is one of the countries significantly affected by the COVID-19 pandemic, impacting various aspects of life, including education. One of the main impacts has been the inability to conduct direct face-to-face learning, forcing educational activities to move online, resulting in less effective learning outcomes. This shift also significantly affected assessment activities and methods, posing challenges for teachers in accurately measuring student competencies (Afif & Maemoenah, 2022).

The education sector is increasingly required to provide effective and engaging learning experiences. The advancement of a nation can be achieved by improving the quality of educators. Education plays a crucial role in everyone's life, requiring ideal values as standards to guide educational activities towards achieving desired goals. Currently, the COVID-19 pandemic is gradually subsiding, allowing schools to resume face-to-face learning (Novia, 2022).

The gradual disappearance of the COVID-19 pandemic affects school learning practices. Learning, which initially transitioned from face-to-face to online, is now shifting back to offline. The reopening of schools also affects teachers' assessment techniques. Assessments previously conducted online due to the pandemic are now reverting to authentic assessments. Authentic assessments are deemed appropriate for measuring the actual knowledge acquired by students and are considered suitable for the post-pandemic period.

According to the Ministry of Education and Culture Regulation No. 104 of 2014, authentic assessment involves real-world evaluation, allowing students to demonstrate acquired knowledge, attitudes, and skills. Authentic assessment helps teachers measure the success of implemented learning processes, serving as a basis for planning future programs by developing educator and student skills and knowledge. Therefore, teachers must understand authentic assessment thoroughly, as traditional objective tests alone cannot measure all necessary competencies comprehensively.

Septia (2021) defines authentic assessment as an evaluation emphasizing both process and results, using diverse instruments aligned with basic competencies. This form of assessment measures learning achievements based on scores obtained compared to ideal scores rather than comparing students to one another. Authentic assessment enables teachers to evaluate basic competencies, core competencies, and graduate competency standards.

Typically, teachers still conduct assessments directly within classroom activities to collect data, facts, and student learning documents, aiming to directly determine the extent to which predetermined competencies have been achieved. Additionally, this process allows teachers to plan improvements to learning programs if competencies have not been met (Tamrin et al., 2021).

Preliminary observations at SD Negeri 2 Jatisawit in Jatiyoso District revealed several obstacles in implementing authentic assessments. Teachers struggle to adjust assessments because students experienced disrupted learning due to the COVID-19 pandemic. Although students are now in grade VI, their competencies in attitudes, knowledge, and skills resemble those typically observed in grade V or even grade IV students. Specifically, in attitudes, challenges include reduced student motivation, evident in the classroom where many students fail to pay attention to stimuli provided by teachers. Moreover,

activities requiring critical thinking reveal students remain passive, struggling to interact and communicate effectively.

METHOD

Type and Design

The research design utilized was qualitative descriptive, aiming to depict clearly and comprehensively the authentic assessment practices post-COVID-19 pandemic.

Data and Data Sources

Data were primarily qualitative, obtained from direct interviews and relevant documentation. Primary data sources included sixth-grade teachers and the school principal of SD Negeri 2 Jatisawit. Documentation such as lesson plans (RPP), student assessment rubrics, and teachers' notes were used as supporting data.

Population and Sample

The research population included all educators involved in the assessment practices at SD Negeri 2 Jatisawit. Purposive sampling was employed to select specific informants, including the sixth-grade classroom teacher and the school principal, based on their direct involvement and responsibility in authentic assessment practices.

Instrument Development

Interview guidelines and documentation checklists were developed to facilitate systematic data collection. The interview questions were designed to explore deeply teachers' and the principal's experiences, perceptions, challenges, and strategies regarding authentic assessment implementation.

Instrument Development Process

Interview guidelines underwent expert validation to ensure clarity and relevance. Revisions were made according to expert feedback before data collection commenced.

Data Collection

Data were collected through in-depth interviews and documentation reviews conducted from January 2 to January 10, 2024. Interviews were audio-recorded with participant consent to ensure accuracy and completeness.

Data Validation

Triangulation of methods and sources was employed to ensure data validity. Interviews were cross-checked with available documents, and data from various informants were compared to verify consistency and reliability.

Data Analysis

Data analysis followed the Miles and Huberman model, involving data reduction, data display, and conclusion drawing. Initially, collected data were organized and condensed to identify key themes. The data were then systematically presented in narrative form, followed by interpretations and conclusions based on the identified themes and research questions.

RESULT

The results of this study are based on interviews, observations, and document analysis conducted at SD Negeri 2 Jatisawit from January 2 to January 10, 2024. The findings indicate that authentic assessment has been implemented systematically post-COVID-19, specifically in the sixth-grade classroom. The implementation process follows four main stages:

Determining Assessment Standards

Teachers began the process by referring to the lesson plan (RPP) and identifying four core competencies: religious, social, knowledge, and psychomotor domains. Teachers

analyzed each learning goal to ensure clarity and alignment with students' context. A Minimum Competency Criterion (Kriteria Belajar Minimal or KBM) was established using a matrix based on complexity, student intake, and available school resources.

Teachers faced difficulties due to varying student abilities and limited time to plan and conduct assessments.

To address these issues, the teacher set median standards and provided enrichment for high-achieving students while offering remedial tasks for those below the standard. Efficient time management strategies were also implemented.

Designing Authentic Tasks

Various types of authentic assessments were used, including written tests, project-based assignments, performance tasks, and portfolio assessments. Written assessments, such as daily quizzes and mid- and end-term exams, were the most frequently used. Project-based learning, such as creating cultural artifacts, and performance tasks like measuring geometric objects, were also integrated.

Limited resources and technological skills among teachers and students constrained task design. The teacher focused on designing creative tasks using accessible materials and attended workshops to improve digital literacy.

Developing Task Criteria

Teachers formulated specific assessment criteria based on core competencies. Criteria were structured using clear, measurable language and categorized according to performance levels.

Teachers struggled with time constraints and the diverse ability levels of students. Teachers managed their time more effectively and used differentiated grouping to cater to student needs.

Creating Assessment Rubrics

Rubrics were developed to evaluate knowledge, skills, and attitudes. Attitude rubrics focused on indicators such as discipline, honesty, responsibility, and courtesy. Skills rubrics included criteria such as preparation, execution, observation, and conclusion-making. Knowledge rubrics consisted of test items accompanied by a scoring matrix.

Ensuring objectivity and consistency in scoring across various student performances. The rubrics were refined collaboratively between teachers and administrators, ensuring alignment with intended learning outcomes and facilitating fair evaluation.

These findings indicate that despite resource limitations and the lingering effects of the COVID-19 learning disruptions, the teacher implemented authentic assessment in a structured and adaptive manner, addressing both academic and contextual challenges effectively.

DISCUSSION

The implementation of authentic assessment at SD Negeri 2 Jatisawit post-COVID-19 demonstrates a structured and reflective approach by the classroom teacher in aligning assessment practices with student needs. The shift from online to face-to-face learning required teachers to not only readjust pedagogical strategies but also ensure that assessments remained comprehensive and meaningful.

The determination of assessment standards based on lesson plans and the establishment of Minimum Competency Criteria (KBM) reflects an awareness of the need for alignment between instructional goals and student abilities. This aligns with Sholihah (2021), who emphasized that setting clear performance standards is essential to making authentic assessment purposeful and targeted. The challenges encountered, particularly the wide variation in student abilities and limited time for planning, mirror findings by Hastanto (2021), who noted that post-pandemic assessment requires greater flexibility and sensitivity to individual learning trajectories.

In designing authentic tasks, the teacher successfully integrated diverse formats such as written tests, projects, and performance-based tasks. This is in line with findings by Jamilah (2022), who argued that a variety of task formats is crucial in capturing students' full potential. The creativity shown by the teacher in using accessible materials for project-based learning reflects an important post-pandemic strategy for overcoming infrastructural limitations. The teacher's effort to improve digital literacy by attending seminars also supports the view of Acmad (2022), who emphasized the importance of teacher professional development in integrating assessment with current technological demands.

The process of developing assessment criteria revealed the teacher's attention to clarity, measurability, and fairness. The use of differentiated grouping strategies to accommodate students' varying capabilities further demonstrates the teacher's responsiveness. These efforts resonate with Arifin (2016), who stressed that criteria should not only reflect curriculum standards but also the real contexts in which students learn and grow. The development of rubrics for assessing attitudes, skills, and knowledge ensures that the assessment process is transparent and consistent, which Stevens and Levi (2013) have identified as essential to the success of classroom-based authentic assessment.

This study also highlights the continued relevance of authentic assessment in the post-pandemic period, where students are still recovering from learning disruptions. The findings contribute to the broader discourse on how teachers can adjust assessment practices to meet current learning realities. By documenting specific strategies used in a real classroom context, this research offers practical examples for other educators navigating similar challenges in elementary schools.

CONCLUSION

This study concludes that the implementation of authentic assessment for sixth-grade students at SD Negeri 2 Jatisawit in the post-COVID-19 period was carried out in a systematic and thoughtful manner. The teacher followed four essential stages: establishing assessment standards, designing authentic tasks, developing task criteria, and constructing assessment rubrics. Each stage was executed by considering both curriculum demands and the specific learning context of the students, who had experienced prolonged disruptions during the pandemic.

Authentic assessments allowed the teacher to evaluate students holistically, focusing not only on academic achievement but also on behavioral and practical competencies. The challenges encountered—including varying student competencies, limited time, inadequate school resources, and restricted technological proficiency—were addressed through creative strategies such as setting median standards, offering differentiated instruction, and improving the teacher's technological skills through self-directed learning and professional development activities.

However, this study had certain limitations. The scope of the research was restricted to a single school with a relatively small number of informants, which may limit the generalizability of the findings. Furthermore, the study focused solely on the teacher's perspective, without incorporating student reflections or parental involvement in the assessment process.

Future research is encouraged to include multiple schools and a broader range of participants, including students and parents, to provide a more comprehensive understanding of authentic assessment practices post-pandemic. Additionally, further studies could explore the long-term impact of these assessments on student learning outcomes and teacher professional growth in diverse school environments.

REFERENCES

- Achmad, G. H. (2022). *Penilaian autentik pada Kurikulum Merdeka Belajar dalam pembelajaran Pendidikan Agama Islam di Sekolah Dasar*. Edukatif: Jurnal Ilmu Pendidikan, 4(4), 5685–5699. <https://doi.org/10.31004/edukatif.v4i4.3280>
- Afif, M. N. H., & Maemoenah. (2022). *Penilaian kompetensi keterampilan berbasis portofolio pada pembelajaran PAI di masa pandemi COVID-19*. Wahana Islamika. <http://www.wahanaislamika.ac.id/index.php/Wahanaislamika/article/view/187>
- Arifin, Z. (2016). *Evaluasi pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Acmad, G. H. (2022). *Pelaksanaan penilaian autentik dalam pembelajaran pendidikan agama Islam pada kurikulum merdeka belajar*. Edukatif: Jurnal Ilmu Pendidikan, 4(4), 5685–5699.
- Dewi, W. A. F. (2020). *Dampak COVID-19 terhadap implementasi pembelajaran daring di sekolah dasar*. Jurnal Ilmu Pendidikan, 2(1), 1–5. <https://www.edukatif.org/index.php/edukatif/article/view/89>
- Hastanto, E. Y. S. (2021). *Pelaksanaan penilaian autentik Bahasa Indonesia di SMP Negeri 4 Magetan masa pandemi COVID-19*. Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia, 3(2), 58–65.
- Jamilah, K. M. (2022). *Pelaksanaan penilaian autentik pada pembelajaran tematik di Madrasah Ibtidaiyah*. Jurnal Pendidikan Guru Madrasah Ibtidaiyah, 6(2), 97–110. <https://doi.org/10.30736/atl.v6i2.998>
- Ministry of Education and Culture. (2014). *Regulation No. 104 of 2014 on assessment guidelines for primary and secondary education*. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.
- Novia, N. H. (2022). *Efektivitas pembelajaran pasca pandemi dalam pembelajaran tematik di SDN 71 Kota Bengkulu*. IAIN Bengkulu Repository. <http://repository.iainbengkulu.ac.id/10318/>
- Septia, W. (2021). *Implementasi penilaian autentik dalam pembelajaran tematik di SD Negeri 2 Rama Gunawan Kecamatan Seputih Raman Kabupaten Lampung Tengah*. <http://repository.radenintan.ac.id/17468/>
- Sholihah, M. (2021). *Authentic assessment in online learning during the COVID-19 pandemic*. Edunesia: Jurnal Ilmiah Pendidikan, 2(2), 576–580. <https://doi.org/10.51276/edu.v2i2.167>
- Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd ed.). Stylus Publishing.
- Sugiyono. (2019). *Metode penelitian kualitatif*. Bandung: Alfabeta.
- Tamrin, M., et al. (2021). *Implementasi penilaian autentik dalam pembelajaran luring di SDN 67 OKU*. Universitas Islam Negeri Raden Intan Lampung Repository. <http://repository.radenintan.ac.id/23181/>