

HYBRID LEARNING AUTHENTIC ASSESSMENT: TEACHER PRACTICE AND CHALLENGE

1st Maulida Furqobi- and 2nd Alfani Hariri 3rd Achmad Anang Darmawan

1st 2nd 3rd STKIP Al Hikmah

Surabaya, Indonesia

alfanhariri@hikmahuniversity.ac.id

Abstract: The changing of teaching learning process also changes the way how teachers assess their students. Therefore, online authentic assessment is considered more suitable for assessing students. This research is aimed to identify teacher's way in implementing authentic assessments during online classroom and the challenges may be faced. This research used qualitative approach to find out the implementation of authentic assessment and the challenges during online learning by observing and interviewing the teacher. The study found out that teacher used performance assessment in assessing student's speaking skill. The teacher did some steps in implementing authentic assessment, namely identify the standards, creating authentic task, giving evaluation, and doing assessment rubric. The study also found out some challenges, such as teacher was not able to control the student's process of making the work, student's limited time, and passive student.

Key words: *Authentic assessment, Hybrid Learning, Speaking skill*

INTRODUCTION

Due to the covid-19 pandemic, Nadiem Anwar Makarim as the Minister of Education and Culture issued Circular Number 4 of 2020 about the implementation of distance learning (online learning). It means the teaching learning process that usually happen in the classroom or face-to-face learning is changed into online learning. Suartama (2014)

stated that through online learning students can access the material provided anytime and anywhere. Online learning can be done through various platforms. The changing of teaching learning process also changes the way how teachers assess their students. Assessment is an important thing in the learning process both face-to-face classroom and online learning. To make it effective, assessments must be active and authentic in online teaching (Robles & Braathen, 2002).

Mostly, old-fashioned teacher using traditional assessment teacher to assess their students such as giving multiple-choice test. Wiggins (1990) stated that traditional assessments tend to reveal whether the student can recognize or recall what was learned out of context. In addition, traditional assessment standardizes objective items hence the one right answer for each. It is good enough to use multiple-choice to assess the students, but it is not able to assess receptive and active skills thoroughly, it is only able to measure student's knowledge. The assessment is intended from traditional assessment by giving tests such as multiple-choice test, true/false tests, short answers, and essays towards authentic assessment (Dikli, 2003).

In regulation of the Minister of Education and Culture number 104 year 2014 stated that authentic assessment is an assessment that reflect student's real-life and not only measure what students know but also measure what students can do or perform. Therefore, the authentic assessment measures attitudes, skills, and knowledge competencies based on the process and outcome, while the traditional assessment is measuring the competence of knowledge to gain skills (Mohamed & Lebar, 2017). Moreover, teacher should know the purposes of assessment

that will be helpful for the teacher to understand the behavior, activity, and student's knowledge will be evaluating Orlich, et. al, (2010). So that teacher can arrange the suitable assessments as the needs.

Teachers who play an important role in the teaching process must be able to combine the material with students' daily live in order to make students not only know about the theory, but they can also apply it in real life. Richards (2001) stated that student's need is the correlation between what students do in language learning, and what they should do in their real-life. If learning is relevant to the student's need, it will help students to learn and to apply their knowledge into the real-life situation (Richards, 2001). O'Malley and Pierce (1996) use the term authentic assessment to describe the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities. Therefore, learning English must be related with the use of language in students' daily live. Dealing with that term, there are some types of authentic assessment which relates with the real world.

Based on some previous research, many teachers face difficulty in carrying out authentic assessment during face-to-face classroom. In order to adequately prepare students for authentic assessment, teachers should modify their teaching methods by combining innovative methods into their teaching pedagogy (Wei Bao, 2020). Thus, the present study tries to identify the way teacher implements online authentic assessment and the challenges would be faced by the teacher when implementing authentic assessment in online learning.

LITERATURE REVIEW

Authentic assessment is also known as alternative assessment. Brown states that the alternative in assessment gained its popularity when there was a rebellion against the notion that all people and all skills could

be measured by traditional test (Brown, 2004). Authentic assessment is believed to be more comprehensive in terms of providing information about students' performances and learning process. Authentic assessment allows student to experience meaningful tasks by applying their knowledge and skill in real world context. Mueller defines authentic assessment as a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

Moreover, O'Malley and Pierce (1996) describe authentic assessment as an evaluation process that involves multiple forms of performance measurements reflecting the students' learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Assessment is not about pieces of paper or exams or marks or grades or intricate scoring systems; it is really about the question of how we use certain tasks or events to prove or establish that learning has occurred, that someone is able to do something or knows something (Lamprianou & Athanasou, 2009).

In the other hand, assessment is an ongoing process that encompasses a much wider domain. Whenever a student respond to a question, offers a comment, or tries out a new word a structure, the teacher subconsciously makes an assessment of the student's performance. Authentic assessment is considered as the effective way in assessing student's performance in the class as it ability to assess the whole process of learning rather than just testing students' knowledge at the end of the lesson. According to O'Malley and Pierce (1996), authentic assessment is the multiple forms of assessment, which reflects students'

learning motivation and attitudes on instructionally relevant classroom activities.

Based on the theories above, authentic assessment can be defined as multiple forms of assessment which required students to be active in accomplishing tasks that reflect actual learning experience with relevant skill to solve the problem.

Characteristics of Authentic Assessment

Gulikers et al. (2004) mention five-dimensional framework which reflects the characteristics of authenticity in assessment, there are:

1. Task

Authentic task engages students with the practices that are also used by professionals. According to Gulikers et al. (2004), the objective in an authentic assessment is to define the content of the assessment through the assessment assignment.

2. Physical Context

In authentic assessment, the physical context should describe how the professionals use their knowledge, skill, and attitudes or how the environment occurs where students are supposed to complete assessment task.

3. Social Context

The social context in authentic assessment presents the potential social interactions that might take place throughout the assessment. We have to emphasize that in authentic assignment, the social process of the assessment should reflect the same as the reality.

4. Assessment Result or Form

Independent of the content, it has to do with the type of assessment methodology. There are four characteristics define the result. First is the product or performance quality, which students may be required to demonstrate in real life situations. Second, how students demonstrate the product or performance related to the competencies.

Additionally, since there may be several tests used to demonstrate performance the third component is necessary. It contains the structure of tasks and indicators to come to the conclusion of the task. The last requirement is to present the project of the performance or product in written or oral test.

5. Criteria and Standard

The criteria are the results of the assessment that will be grading by the teacher. It is important to tell students about the criteria so that they can meet standards for doing authentic assignments. In addition, the criteria can be a benchmark about student assignments whether successful or unsuccessful.

1. Performance Assessment

According to Association for Supervision and Curriculum Development (2011) performance assessment known as performance task which demonstration and application of knowledge, skills, and work habits are involved this assessment. The task created based on what students interested in which could help them make connections to student's personal life. In performance assessment, students require demonstrate their skill and knowledge into certain context which suitable criteria (Kunandar, 2013). Assessing performance assessment can be done during learning. Teacher can observe the students' performance while they are learning.

According to O'Malley and Pierce (1996), performance assessment divided into some types namely, retelling story or text, making a video blog, broadcasting, describing picture or stories, and doing interviews. These activities can improve students' motivation in

learning language and improve their understanding through the real-world tasks.

2. Project Assessment

According to Phillips as cited in Rukmini and Saputri (2017) a project assessment is a combination of works that cannot be completed in a time. Project assessment is activities of assessing students' tasks within period of time Project Assessment requires students to conduct a set of assignment that would be the result as a product or data in detail. Project assessment can be done as a group or individually.

Brown stated that a project involves three phases, like a story: beginning, middle, and final. In the beginning phase, the teacher orients the student with the learning material and the competencies to be developed, which help the student decide a topic of his/her project. In this phase the teacher also provides the condition of project accomplishment. In the middle phase, the student works for the accomplishment of the project. Collecting material and data, interviewing expert, exercising, writing reports, etc. In this phase, the student works independently and with teacher's assistance. In the final phase, the student exhibits or performs the project.

According to Stroller in Garza (2011) there are three types of projects.

(a) The structured project which has been settled orderly to support students' activity in the classroom. The teacher sets up the instruction and questions clearly to be identified.

(b) The unstructured project which is more flexible to explore students' idea regarding the goal of the study.

(c) The semi-structured project which students are instructed to do the project based on the guidance, but they could expand their knowledge to reach the goal.

3. Portfolios

According to O'Malley and Pierce, portfolio assessment is a collection of students' work that was purposed to see the students' improvement over time. The aim of portfolio assessment was to motivate the students in learning process, analyze their learning needs. According to Zahrok (2009), portfolio assessment is a way of assessing and work results, so that all activities carried out can be valued with value. One of the features in the portfolio assessment is the involvement of students in selecting of their own work, to show the progress or the learning process. Based on Ponnampereuma (2014), portfolio is one of a various of students' evidence for the learning outcomes. This assessment intended to collect students' reflection in the learning process, such as summary of reports, papers, and other materials.

Implementing authentic assessment in hybrid learning

According to Permendikbud as cited in Atmarizon and Efendi (2019) summarized steps in implementing authentic assessment begin with preparing, implementing, scoring, and reporting. The detail procedures are proposed as follows:

1. Preparing

Permendikbud (2013) suggests to begin steps of assessment by reviewing the syllabus as a guideline in creating lesson plan and designing assessment criteria. In addition, Mueller (2007) adds in

preparing implementing authentic assessment teachers can do some steps by identifying the standards, developing an authentic task, identifying the criteria for the task, and creating the rubric for the task.

2. Implementing

Permendikbud (2013) emphasizes that the teachers begin the lesson by exploring students' learning experience. The teachers ask some questions which consider the condition and level of the students. The teachers assess the students by using authentic assessment they choose to assess the student's skills.

3. Scoring

The teacher scores the students related to what have been asked quantitatively or qualitatively. O'Malley and Pierce (1996) state that the teacher can score the students by using checklist, rating scale, or anecdotal records.

4. Reporting

After documenting the result by using rating scale, checklist, or anecdotal records, the data collected in authentic assessment is analyzed as the report to students, parent, or other teachers in the school.

However, the plan that teacher has made may not work as it planned. Many people support the idea that teachers and students can optimize the use of technology in conducting online teaching and learning. Computer and smartphone devices, internet connection, and communication platforms can support the process of an online class effectively. Students also have more mobility in searching the material through the searching machine. With all these facilities, the process of teaching and learning is expected to perform well. According to Sutadji, et. al. (2021) the problem is there is no instructional design has been found for authentic online assessment. Many teachers have difficulties in carrying out authentic assessment during face-to-face learning process. Thus, it is necessary to have an authentic assessment design that is adapted from the existing implementation, so that it will be easier for the teacher

to implement. Teacher may find difficulty in preparing, implementing, scoring, and reporting the assessment. According to Mattarima and Qamaria (2021) related to the challenges in implementing authentic assessment during online learning, there are four challenges that founded such as authenticity of students' tasks, the slow submission of students' tasks, too much assessment burden, and fair scoring.

Research Method

This research applied qualitative research design. The qualitative design is appropriate to explain the way how teachers implement authentic assessment and challenges during online learning. Creswell (2012) explained that qualitative research relates to ideas, perceptions, opinions of the person or group being studied and all the data will be analyzed by using words rather than numbers.

This research is conducted in SMA Raudlatul Jannah. The school was chosen as the place to conduct this research because the teacher already applied authentic assessment to assess the students. To obtain the data in the field, the researcher did observation and interview to collect the data.

Interview was supposed to clarify some events which happened. By using interview, the research data can be collected based on the direct verbal interactions between the researcher and the research subject (Borg & Gall, 1989). Beside interview, the researcher also used documentation in the form of lesson plans, assessment rubric or media that teacher use during implementing authentic assessment.

Result and discussion

A. Implementation of authentic assessment during online learning

The findings related to the implementation of authentic assessment during online learning has been described by the researcher in the result of finding. The researcher then discusses it into several points, which are the types

of authentic assessment implemented during online learning, steps in implementing authentic assessment during online learning, and characteristics of authentic assessment implemented during online learning.

B. Types of Authentic Assessment Implemented during Online Learning

As the research finding above, the researcher has found that teacher used performance assessment to assess students' speaking skill. From this result, it can be understood that amongst some types of authentic assessment written by the Ministry of Education and Culture, there was only one implemented by the teacher. Furthermore, the Ministry of Education and Culture has explained that the assessment related to the students' performance must be carried out in a variety of contexts to determine the level of performance of criteria competencies. Performance assessments can be done such as small group discussion, speech, storytelling, and interviews to measure speaking skills. The finding of this research in line with the theory of types of authentic assessment mentioned by the Ministry of Education and Culture since the performance assessment is implemented by requiring students to perform a speech.

C. Steps in Implementing Authentic Assessment during Online Learning

a. Preparing authentic assessment

The teacher prepared the lesson plans which had consisted of standard and the assessment she wanted to use in learning. These steps are in line with the Mueller's step in implementing authentic assessment.

b. Implementing

In Standar Penilaian Pendidikan (2013) emphasizes that the teacher begins the lesson by exploring students learning experience by asking some questions which consider the condition and level of the students. In the end of the teaching learning process, the teacher gives spoken feedback during the meeting. As Lewis stated in Khairani and Refnaldi (2020) that feedback is the way of telling the students about the progress they are making and facilitating them in improvement

c. Scoring

In scoring, the teacher requires to assess the students quantitatively or qualitatively. Based on the interview result the teacher assesses the students' work by using analytic rubric. As Berger stated in Ulker (2017) that analytic rubric works on cognitive, affective, and psychomotor. This is similar with the study conducted by Ilmasruroh et al (2017). Therefore, the speaking skills tested in online learning is not much different from the speaking skills applied in face-to-face learning.

d. Reporting

As explained by Permendikbud (2013), the teacher needs to inform the students to upgrade the score or asked the students to complete the assignment given so that the score was not empty. Because reporting is conducted at the end of after collecting the data, the teacher had to analyze the data related to the students' skills.

D. Characteristics of Authentic Assessment Implemented during Online Learning

According to the characteristics of authentic assessment mentioned by Gullikers et al., the English teacher implemented all the characteristics which were mentioned. First, the task, which means authentic task engages students with the practices that are also used by professionals. The teacher has already integrated the assessment to the learning process through requiring the students to perform their speech in a form of video using the topic they were interested to discuss.

Secondly, the physical context. In authentic assessment, the physical context should describe how the professionals use their knowledge, skill, and attitudes or how the environment occurs where students are supposed to complete assessment task. Third, social context, which represents daily life context. In authentic assignment, the social process of the assessment should reflect the same as the reality. The next characteristic is assessment result or form. Last, criteria and standard. Authentic assessment relates to results and

how to measure these results with criteria. Teacher writes down the criteria in the lesson plan. According to interview result, before giving assignments to students, the teacher tells the criteria for the results to be achieved to students so that they can explore what is in them or the environment to complete the task.

E. Challenges of Implementing Online Authentic Assessment

In this study, the researcher found three challenges that teacher faced in implementing authentic assessment during online learning. The first challenge faced by teacher is about lack of monitoring students' assignment. Teacher has difficulty in monitoring the students' process of making the assignment directly. The validity of the student's assignment is a bit crucial because the teacher find difficulty whether the students do it by themselves or copying from internet. Similarly, Mattarima and Qamaria's and Guangul (2012) find that since the risk of cheating is increased when students have no idea, teacher can offer students an opportunity to ask clarification when it is needed.

The second challenge is limited time. The limited time caused students slow submitted the task. Similarly, Rukmini and Saputri (2017) stated that scoring process is the hardest part in conducting performance assessment, because teacher had to be able to deliver the materials while at the same time conducting the assessment. To overcome this problem, the teacher implements score deduction system for students who are late in submitting assignments.

The last challenge is sometimes students being passive in teaching learning process. Putri (2020) and Nurwaliyah's (2018) find that the affective factors that caused problems in speaking English among students are low self-confidence, lack of motivation, and introvert personality.

CONCLUSION

There are some steps that teacher did before implementing performance assessment. There are preparing, implementing, scoring, and reporting. In preparing authentic assessment, the teacher prepared the lesson plans which had consisted of standard and the assessment she wanted to use in learning. The teacher chooses appropriate types of authentic assessment to be used in teaching based on the standard she has determined. It was found that the authentic assessment which was used during online learning at SMA Raudlatul Jannah

was performance assessment. Second, in implementing authentic assessment the teacher did ask the question related to the material at first before giving further explanation about material they are going to learn. In the end of the teaching learning process, the teacher gives spoken feedback during the meeting. Next, in scoring authentic assessment the teacher uses the assessment rubric so that the teacher easily scoring the students. Teacher designed analytic rubric for the performance assessment. Last, the teacher assessed the student in the form of numbers. The teacher should describe it to analyze the students' progress.

In implementing authentic assessment during online learning, the teacher found some challenges. The researcher found three challenges that teacher faced in implementing authentic assessment during online learning. The first challenge is lack of monitoring students' assignment. To overcome this problem, the teacher giving question regarding to the students' work in order to check students' understanding about their assignment. The second challenge is limited time. To overcome this problem, students who late in submitting the assignment will have score deducted. The last challenge is the students being passive in teaching learning process.

Connected to the finding of this research, the researcher has some recommendations for the teacher and the next researcher who interested in this topic. First, the teacher is expected to maintain and improve students discipline in doing online assessment. Furthermore, the researcher hopes that the next researcher will conduct more detail research that will provide more information to help the teachers prepare the lesson materials that are suitable for the students, as well as enhance the educators' ability to develop online authentic assessment.

REFERENCE

- Ahmadi, R. (2014). *Metodologi Penelitian Kualitatif*. Yogyakarta: Ar-ruzz Media.
- Ally, M. (2008). Foundation of Educational Theory for Online Learning. In T. Anderson, *The Theory and Practice of Online Learning* (pp. 15-44). Canada: AU Press.
- Aminah, S. N. (2014). *An Analysis of English Authentic Assessment: The English Teachers' Ways in Assessing Performance Assessment at SMPN 12 Padang*. Padang: PGRI Sumatera Barat.
- Arikunto, S. (2019). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Atmarizon, D., & Efendi, N. (2019). Implementation of Authentic Assessment in the 2013 Curriculum at SMA PMT Prof. Dr. Hamka Padang. *Jurnal Ta'dib*, 87-98.
- Bao, W. (2020). Covid-19 and Online Teaching in Higher Education: A Case Study of Peking University. *Human Behavior and Emerging Technologies*, 2.
- Borg, W., & Gall, M. (1989). *Educational Research: An Introduction 5th Edition*. White Plains: Longman Inc.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Budiana, H., & Nurwaliyah, N. (2018). The Affective Factors Causing Students to be Passive During the Speaking Class. *Advamce in Social Sciences, Education, and Humanities Research*, 232-234.
- Collin, S. (2002). IT and Accelerated Learning: The Perfect Combination. *Training Journal*, 18-20.
- Cresswell, J. W., & Cresswell, J. D. (2018). *Research Design: Qualitative and Mixed Methods Approaches*. Los Angeles: Sage Pub.
- Development, A. f. (2011). *Assessment: Designing Performance Assessment*. Retrieved from www.ascd.org

- Dikli, S. (2003). Assessment at A Distance: Traditional vs Alternative Assessments. *The Turkish Online Journal of Educational Technology*, 13-19.
- Fitri, H. A. (2017). *The Implementation of Authentic Assessment Skills by English Teacher in English Instruction Based on Curriculum 2013 in Academic year 2016/2017*. Surakarta: IAIN Surakarta.
- Fitriani. (2017). Implementing Authentic Assessment of Curriculum 2013: Teacher;s Problems and Solutions. *Getsempena English Education Journal*, 164-171.
- Garza, D. I. (2011). *A Guide Book for Assessing Learning*. Naucalpan: Empresas Ruz.
- Guangul, F. M., Suhail, A. H., Khalit, M. I., & Khidhir, A. B. (2020). Challenges of Remote Assessment in Higher Education in The Context of COVID-19: A Case Study of Middle East College. *Educational Assessment, Evaluation adn Accountability*, 519-535.
- Gulikers, J. T., Bastiaens, T. J., & Kirschner, P. A. (2004). A Five-Dimensional Framework for Authentic Assessment. *Educational Technology Research and Development*, 67-86.
- Hartley, D. E. (2001). *Selling 5 E-Learning*. United States of America: American Society for Training & Development.
- Ilmasruroh, Regina, & Wardah. (2019). *Improving Student's Speaking Ability by Using Information Gap Technique*. Pontianak: Tanjungpura University.
- Inayah, N., Komariah, E., & Nasir, A. (2019). The Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education*, 152-162.
- Khairani, I., & Refnaldi. (2020). English Teacher's Oral Feedback in Teaching and Learning Process. *Journal of English Language Teaching*, 377-389.

- Khan, B. H. (1997). *Web-Based Instruction: What Is It and Why Is It?* Englewood Cliffs: Educational Technology Publications.
- Kunandar. (2013). *Penilaian Autentik: Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013*. Jakarta: Rajawali Press.
- Lamprianou, I., & Athanasou, J. A. (2009). *A Teacher's Guide to Educational Assessment Revised Version*. Rotterdam: Sense Publishers.
- Mathur, S., & Murray, T. (2006). Authentic Assessment Online: A Practical and Theoretical Challenge in Higher Education. In D. D. Williams, S. L. Howell, & M. Hricko, *Online Assessment, Measurement, and Evaluation: Emerging Practice* (p. 250). United State America: Idea Group Inc.
- Mattarima, S. M., & Qamaria, R. S. (2021). The Death of Authentic Language Learning Assessment in Indonesia During The Global Pandemic. *PTK: Jurnal Tindakan Kelas*, 81-93.
- Mohamed, R., & Lebar, O. (2017). Authentic Assessment in Assessing Higher Order Thinking Skills. *International Journal of Academic Research in Business and Social Sciences*, 466-476.
- Mueller, J. (2021, August 21). *Authentic Assessment Toolbox*. Retrieved from <http://jfmuellet.faculty.noctrl.edu/toolbox/whatisit.htm#traditional>
- Nazli, A. D. (2021). *Understanding Authentic Assessment Used by Teachers in Improving Students' Language Skills*. Banda Aceh: UIN Ar-Raniry.
- Novitasari, U. (2020). *An Analysis of Using Online Assessment in Teaching Learning English in Tenth Grade of SMA Muhammadiyah 2 Surakarta*. Surakarta: IAIN Surakarta.
- Nurgiyantoro, B. (2008). Penilaian Otentik. *Cakrawala Pendidikan*, 250-261.
- Nursalam, & Efendi, F. (2008). *Pendidikan dalam Keperawatan*. Jakarta: Salemba Medika.
- O'Malley, M. J., & Pierce, L. V. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Addison-Wesley Publishing.

- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2010). *Teaching Strategies: A Guide to Effective Instruction*. Boston: Wadsworth.
- Ponnamperuma, G. G., & Davis, H. M. (2014). Portfolio Assessment. *Journal of Veterinary Medical Education*, 84-279.
- Putri, E. (2020). *The Problems and Solutions of Passive English Students toward Their English Speaking Skill*. Banda Aceh: UIN Ar-Ranury.
- Rahmawati, F. (2016). E-Learning Implementation: Its Opportunities and Drawbacks Perceived by EFL Students. *Journal of Foreign Language, Teaching & Learning*, 1-15.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Robles, M., & Braathen, S. (2002). Online Assessment Techniques. *The Delta Pi Epsilon Journal*, 39-49.
- Rukmini, D. (2017). The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum. *Indonesia Journal of Applied Linguistics*, 263-273.
- Rukmini, D., & Saputri, L. A. (2017). The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum. *Indonesian Journal of Applied Linguistics*, 263-273.
- Stahl, N. A., & King, J. R. (2020). Understanding and Using Trustworthiness in Qualitative Research. *Journal of Developmental Education*, 26-28.
- Suartama, I. K. (2014). *E-Learning Konsep Dan Aplikasinya*. Indonesia: Universitas Pendidikan Ganesha.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.
- Susilana, R., & Riyana, C. (2009). *Media Pembelajaran*. Bandung: CV. Wahana Prima.

- Sutadji, E., Susilo, H., Wibawa, A., Jabari, N. A., & Rohmad, S. (2021). Adaptation Strategy of Authentic Assessment in Online Learning during the Covid-19 Pandemic. *Journal of Physics Conference Series*, 1-8.
- Svinicki, M. D. (2004). Authentic Assessment: Testing in Reality. *New Directions for Teaching and Learning*, 23-29.
- Thomson, D. L. (2010). Beyond the Classroom Walls: Teachers' and Students' Perspective on How Online Learning Can Meet the Needs of Gifted Students. *Journal of Advanced Academics*, 662-712.
- Tjokro, S. L. (2009). *Presentasi yang Mencekam*. Jakarta: Elek Media Komputindo.
- Tomlison, C. A., & Imbeau, M. B. (2010). *Leading and Managing a Differentiated Instruction*. Alexandria: Association for Supervision and Curriculum Development.
- Ulker, V. (2017). The Design and Use of Speaking Assessment Rubrics. *Journal of Education and Practice*, 135-141.
- Young, J. R. (1997). Rethinking the Role of the Professor in an Age of High-Tech Tools. *The Chronicle of Higher Education*, 26-28.
- Yutavia, I. (2017). *The Implementation of Authentic Assessment Using Writing Rubric (A Case Study at the First Grade of SMAN Pontang)*. Banten: UIN Sultan Maulana Hasanudin.
- Zahrok, S. (2009). Asesmen Autentik dalam Pembelajaran Bahasa. *Jurnal Sosial Humaniorah*, 166-180.