

REFERENCES

- Angell, J. R. (1906). Perception. In *Psychology: An Introductory Study of the Structure and Function of Human Consciousness* (Third edit, pp. 122–140). Henry Holt and Company.
- Adnan, Suwandi, S., Nurkamto, J., & Setiawan, B. (2019). Teacher Competence in Authentic and Integrative Assessment in Indonesian Language Learning. *International Journal of Instruction*, 12(1), 701–716.
<https://doi.org/10.29333/iji.2019.12145a>
- Adnyayanti, N. L. P., Marhaeni, A. A. I. N., & Artini, L. P. (2013). Teacher Made Assessment Authenticity in Senior High Schools and Its Contribution To Students' English Achievement. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 1.
- Aliningsih, F., & Sofwan, A. (2019). English Teachers' Perceptions and Practices of Authentic Assessment. *Language Circle : Journal of Language and Literature*, 10(1), 19–27. <http://journal.unnes.ac.id>
- Alkharusi, H. (2021). English Language Teachers' Uses of Classroom Assessment. *Anatolian Journal of Education*, 6(1), 103–108.
<https://doi.org/10.29333/aje.2021.618a>
- Arifin, S., Abidin, N., & Anshori, F. Al. (2021). Kebijakan Merdeka Belajar dan Implikasinya terhadap Pengembangan Desain Evaluasi Pembelajaran Pendidikan Agama Islam. *Jurnal Manajemen Dan Pendidikan Islam*, 7(1), 65–78. <https://doi.org/10.28918/jupe.v8i2.84>
- Arrafii, M. A., & Sumarni, B. (2018). Teachers' Understanding of Formative Assessment. *Lingua Cultura*, 12(1), 45.
<https://doi.org/10.21512/lc.v12i1.2113>
- Ary, D., Jacobs, L. C., Sorensen, C., & Rezavieh, A. (2010). *Introduction to*

Research in Education (Eighth Edi). Wadsworth Cengage Learning.

Astawa, N. L. P. N. S. P., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and efl students' productive skills in english. *Journal of Language Teaching and Research*, 8(6), 1147–1155.

<https://doi.org/10.17507/jltr.0806.16>

Atmarizon, D., & Efendi, N. (2019). Implementation of Authentic Assessment in the 2013 Curriculum At Sma Pmt Prof. Dr. Hamka Padang. *Ta'dib*, 22(2), 8–7. <https://doi.org/10.31958/jt.v22i2.1587>

Ayubi, S. Al, Erlina, D., & Desvitasari, D. (2021). English Teachers' Perception on the Use of Authentic Assessment in EFL Classroom at MA Al-Fatah Palembang. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 2(1), 73–87.

<https://doi.org/10.52690/jadila.v2i1.185>

Aziz, M. N. A., Yusoff, N. M., & Yaakob, M. F. M. (2020). Challenges in using authentic assessment in 21st century ESL classrooms. *International Journal of Evaluation and Research in Education*, 9(3), 759–768.

<https://doi.org/10.11591/ijere.v9i3.20546>

Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry in Language Teaching and Learning Research* (First Edit). Routledge Taylor & Francis Group.

Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan. *Journal of Educational and Language Research*, 1(12), 1–52.

<https://doi.org/10.21608/pshj.2022.250026>

Biggs, J., & Tang, C. (2007). *Teaching For Quality Learning At University* (3rd Editio). Open University Press.

http://books.google.se/books/about/Teaching_for_Quality_Learning_at_Univers.html?id=XhjRBrDAESkC&pgis=1

- Bird, C. (2016). Interviews. In *Perspectives on Data Science for Software Engineering* (pp. 125–131). .
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109. <https://doi.org/10.1017/S0261444803001903>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Longman.
- Butakor, P. K., & Ceasar, J. (2021). Analysing Ghanaian teachers' perceived effects of authentic assessment on student performance in Tema Metropolis. *International Journal of Curriculum and Instruction*, 13(3), 1946–1966. ijci.wcci-international.org
- Carter, N., Bryant-Lukosius, D., Dicenso, A., Blythe, J., & Neville, A. J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>
- Chamdani, M., Salimi, M., & Fajari, L. E. W. (2022). Perceptions of First-Year Students in Online Lectures in the Covid-19 Pandemic Era Viewed from Learning Motivation. *Journal of Education and Instruction*, 12(2), 179–192. <https://doi.org/10.47750/pegegog.12.02.18>
- Coombe, C. (Ed. . (2018). *An A to Z of Second Language Assessment: How Language Teachers Understand Assessment Concepts*. British Council.
- Creswell, J. W. O. (2014). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. In *Educational Research* (Fourth, Vol. 4). Pearson Education Limited. <https://drive.google.com/file/d/1d5ZzlgJuCrwAyLpdBeK5dhKMZTpE2HNb/view>

- Démuth, A. (2013). Perception Theories. In *Applications of Case Study Research* (First Edit, Issue 4). Faculty of Philosophy and Arts, Trnava University in Trnava.
http://issafrica.org/crimehub/uploads/3f62b072bd80ab835470742e71a0fcb5.pdf%5Cnhttp://www.cdc.gov/ViolencePrevention/pdf/SchoolViolence_Factsheet-a.pdf%5Cnwww.sace.org.za
- Dharma, I. P. S., & Adiwijaya, P. A. (2019). The Analysis on the Readiness of English Teachers in Implementing Authentic Assessment in Senior High Schools. *Lingua Scientia*, 26(1), 48. <https://doi.org/10.23887/lis.v26i1.19163>
- Elsara, W., & Maiwen, S. (2019). English Teachers' Difficulties in Implementing Authentic Assessment in Speaking Skill. *Advances in Social Science, Education and Humanities Research, Volume, 301*(Icla 2018), 255–259. <https://doi.org/10.2991/icla-18.2019.42>
- Galata, F. F. (2021). The Practice of English Language Productive Skills ' Continuous Assessment in Preparatory School : The Case of West Wollega Zone, Ethiopia. *International Journal of Innovative Science and Research Technology*, 6(7). www.ijisrt.com
- Ghaicha, A. (2016). Theoretical Framework for Educational Assessment: A Synoptic Review. *Journal of Education and Practice*, 7(24), 212–231. www.iiste.org
- Gulikers, J., Bastiaens, T., & Kirschner, P. (2007). Authentic assessment, student and teacher perceptions: The practical value of the five-dimensional framework. *Journal of Vocational Education and Training*, 58(3), 337–357. <https://doi.org/10.1080/13636820600955443>
- Hanardi, L. G. (2017). A Project-Based Assessment Model of English for Senior High School Grade X. *Indonesian Journal of English Language Studies (IJELS)*, 1(1), 70–92. <https://doi.org/10.24071/ijels.v1i1.339>
- Hanifah, M., & Irambona, A. (2019). Authentic assessment: Evaluation and its

- application in science learning. *Psychology, Evaluation, and Technology in Educational Research*, 1(2), 81. <https://doi.org/10.33292/petier.v1i2.4>
- Hanifah, N. (2019). Teachers' Perception on Authentic Assessment For Assessing Students' Writing Task in the Rural Area. *Retain; Research on English Language Teaching in Indonesia*, 7(2), 38–47.
<https://ejournal.unesa.ac.id/index.php/retain/article/view/28872>
- Hasim, E. (2020). Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19. *Prosiding Webinar Magister Pendidikan Dasar Pascasarjana Universitas Negeri Gorontalo*, 68–74.
<https://ejurnal.pps.ung.ac.id/index.php/PSI/article/download/403/364>
- Huang, R., & Jiang, L. (2021). Authentic assessment in Chinese secondary English classrooms: teachers' perception and practice. *Educational Studies*, 47(6), 633–646. <https://doi.org/10.1080/03055698.2020.1719387>
- Idham, F. I. (2015). The Use of Authentic Assessment in English Writing Skill. *E-Journal of English Language Teaching Society (ELTS)*, 3(1), 1–13.
<https://media.neliti.com/media/publications/244408-the-use-of-authentic-assessment-in-engli-d2659576.pdf>
- Imansyah, I., Utama, I. M. P., & Sumarni, B. (2018). An Analysis on the EFL Teachers' Perception about Authentic Assessment. *VELES Voices of English Language Education Society*, 2(2), 98–104.
<https://doi.org/10.29408/veles.v2i2.845>
- Inayah, N., Komariah, E., & Nasir, A. (2019). The Practice of Authentic Assessment in an EFL Speaking Classroom. *Studies in English Language and Education*, 6(1), 152–162. <https://doi.org/10.24815/siele.v6i1.13069>
- Juita, D., & Yusmaridi, M. (2021). The Concept of “Merdeka Belajar” in the Perspective of Humanistic Learning Theory. *Spektrum: Pendidikan Luar Sekolah*, 9(1), 20–30. <https://doi.org/10.24036/spektrumpls.v9i1.111912>
- Khonbi, Z. A., & Sadeghi, K. (2013). The Effect of Assessment Type (Self Vs.

Peer) on Iranian University EFL Students' Course Achievement. *Procedia - Social and Behavioral Sciences*, 70, 1552–1564.

<https://doi.org/10.1016/j.sbspro.2013.01.223>

Lam, R. (2018). Understanding Assessment as Learning in Writing Classrooms: The Case of Portfolio Assessment. *Iranian Journal of Language Teaching Research*, 6(3), 19–36.

Majeed, A. C. ., & Ilankumaran, D. . (2022). Teaching Productive Skills in the ESL Classroom Through Programmed Instruction: A Perspective. *International Journal of Recent Technology and Engineering (IJRTE)*, 11(1), 77–82. <https://doi.org/10.35940/ijrte.f6846.0511122>

Mardjuki, M. S. (2018a). English Teachers' Perception on the Use of Authentic Assessment in 2013 Curriculum. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(2), 151. <https://doi.org/10.21093/ijeltal.v2i2.95>

Mardjuki, M. S. (2018b). English Teachers' Perception on the Use of Authentic Assessment in 2013 Curriculum. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 2(2), 151–161. <https://doi.org/10.21093/ijeltal.v2i2.95>

Maxwell, G. S. (2001). Teacher Observation in Student Assessment. In *Queensland School Curriculum Council* (Second Edi, pp. 1–14). Queensland School Curriculum Council. https://www.academia.edu/54455008/Teacher_Observation_in_Student_Assessment

Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research and Evaluation*, 7(25), 2000–2001.

Moria, E., Refnaldi, & Zaim, M. (2017). Using Authentic Assessments to Better Facilitate Teaching and Learning: The Case for Student Portfolios. *Journal of Studies in Education*, 148(3), 333–337.

<https://doi.org/10.5296/jse.v4i3.6149>

Mueller, J. (2005). The Authentic Assessment Toolbox; Enhancing Student Learning Through Online Faculty Development. *Journal of Online Learning and Teaching*, 1(1), 1–7.

https://jolt.merlot.org/documents/vol1_no1_mueller_001.pdf

Mustagfiroh, S. (2020). Konsep “ Merdeka Belajar ” Perspektif Aliran Progresivisme di Perguruan Tinggi. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 141–147. <https://doi.org/10.30605/jsgp.3.1.2020.248>

Natalia, D. E., Asib, A., & Kristina, D. (2018). The Application of Authentic Assessment for Students Writing Skill. *Journal of Education and Human Development*, 7(2), 49–53. <https://doi.org/10.15640/jehd.v7n2a5>

Nayman, H., & Bavli, B. (2022). Online Teaching of Productive Language Skills (PLS) during Emergency Remote Teaching (ERT) in EFL Classrooms: A Phenomenological Inquiry. *International Journal of Education and Literacy Studies*, 10(1), 179. <https://doi.org/10.7575/aiac.ijels.v.10n.1p.179>

Nguyen, T. T. K., & Phan, H. M. (2020). Authentic Assessment: a Real Life Approach To Writing Skill Development. *International Journal of Applied Research in Social Sciences*, 2(1), 20–30. <https://doi.org/10.51594/ijarss.v2i1.97>

Ni'ma, H. N., Sumardi, S., & Tarjana, S. S. (2020). Reflective Journals As Self-Assessment To Promote Students ' Writing Skill. *Journal of Education and Teaching (IOJET)*, 7, 48-58.

Nisaa, N. K., Amri, M., & Sodiq, S. (2022). Implementation of Authentic Assessment Curriculum 2013 of Mandarin Language in SMK Prapanca 2 Surabaya. *Proceedings of the International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, 618(Ijcah), 32–37. <https://doi.org/10.2991/assehr.k.211223.006>

Pantiwati, Y., Chamisijatin, L., Zaenab, S., & Aldya, R. F. (2023). Characteristics

of Learning Assessment Towards Implementation of Merdeka Learning Curriculum. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 7(1), 115–128. <https://doi.org/10.36312/esaintika.v7i1.1125>

Phillippi, J., & Lauderdale, J. (2018). A Guide to Field Notes for Qualitative Research: Context and Conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>

Pickens, J. (2005). Attitudes and Perceptions. In *Later Life Transitions* (Issue May, pp. 123–136). Saint Thomas University. https://doi.org/10.1007/978-94-009-4978-2_11

Prahani, B. K., Utama Alan Deta, Mochammad Yasir, Sri Astutik, Paken Pandiangan, Sayidah Mahtari, & Husni Mubarak. (2020). The Concept of “Kampus Merdeka” in Accordance with Freire’s Critical Pedagogy. *Studies in Philosophy of Science and Education*, 1(1), 21–37. <https://doi.org/10.46627/sipose.v1i1.8>

Purković, D., & Kovačević, S. (2020). Teachers’ Perception of the Influence of the Teaching Context on Cognitive Achievements in General Technology Education. *International Journal of Cognitive Research in Science, Engineering and Education*, 8(Special Issue 1), 1–15. <https://doi.org/10.23947/2334-8496-2020-8-SI-1-15>

Qiong, O. U. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>

Rao, V. C. S., & Durga, M. V. S. (2018). Developing Students’ Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6), 1–6.

Ratminingsih, N. M., Artini, L. P., & Padmadewi, N. N. (2017). Incorporating Self and Peer Assessment in Reflective Teaching Practices. *International Journal of Instruction*, 10(4), 165–184. <https://doi.org/10.12973/iji.2017.10410a>

- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). Qualitative Research Practice: A Guide For Social Science Students and Researchers. In *The Foundations Of Qualitative Research* (pp. 1–25). Sage Publications.
<https://doi.org/10.2118/40002-ms>
- Rizavega, I. H. (2018). Authentic Assessment Based on Curriculum 2013 Carried by EFL Teacher. *Jurnal Profesi Keguruan*, 4(2), 142–149.
<https://journal.unnes.ac.id/nju/index.php/jpk>
- Rukmini, D., & Saputri, L. A. D. E. (2017). The Authentic Assessment to Measure Students' English Productive Skills Based on 2013 Curriculum. *Indonesian Journal of Applied Linguistics*, 7(2), 263–273.
<https://doi.org/10.17509/ijal.v7i2.8128>
- Sihombing, A. A., Anugrahsari, S., Parlina, N., & Kusumastuti, Y. S. (2021). Merdeka Belajar in an Online Learning during The Covid-19 Outbreak: Concept and Implementation. *Asian Journal of University Education*, 17(4), 35–48. <https://doi.org/10.24191/ajue.v17i4.16207>
- Sreena, S., & Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering & Technology*, 7(4.36), 669–673.
<https://doi.org/10.14419/ijet.v7i4.36.24220>
- Suarimbawa, K. A., Marhaeni, A. A. I. N., & Suprianti, G. (2017). An Analysis of Authentic Assessment Implementation Based on Curriculum 2013 in SMP Negeri 4 Singaraja. *Journal of Education Research and Evaluation*, 1(1), 38–45. <https://doi.org/10.23887/jere.v1i1.9551>
- Sudarmo, S. (2021). The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives. *Linguistics and Culture Review*, 5(S1), 113–124. <https://doi.org/10.21744/lingcure.v5ns1.1321>
- Sugiri, W. A., & Priatmoko, S. (2020). Perspektif Asesmen Autentik Sebagai

- Alat Evaluasi Dalam Merdeka Belajar. *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 53. <https://doi.org/10.30736/atl.v4i1.119>
- Sukma, S., Abbas, A., Nurhayati, N., & Kaharuddin, K. (2021). Authentic Assessment in Language Skills Learning. *Proceedings of the 2nd International Conference of Linguistics and Culture (ICLC-2 2021)*, 623, 86–91. <https://doi.org/10.2991/assehr.k.211225.013>
- Sumardi, S., 'Adzima, R., & Wijaya, A. N. (2020). Digital Video Project: An Authentic Assessment to Assess Students' Speaking Skills. *Indonesian Journal of EFL and Linguistics*, 5(1), 57. <https://doi.org/10.21462/ijefl.v5i1.217>
- Susanti, M., Rahmadona, T., & Fitria, Y. (2023). Studi Literatur: Perbedaan Penilaian Kurikulum 2013 dengan Kurikulum Merdeka. *Jurnal Basicedu*, 7(1), 339–350. <https://doi.org/10.31004/basicedu.v7i1.4444>
- Taufina, . (2009). Authentic Assessment Dalam Pembelajaran Bahasa Indonesia Di Kelas Rendah Sd. *Pedagogi: Jurnal Ilmu Pendidikan*, 9(1), 113. <https://doi.org/10.24036/pendidikan.v9i1.122>
- Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163. <https://doi.org/10.11114/jets.v6i9.3443>
- Ulfa M, S. M., & Qamaria, R. S. (2021). The Death of Authentic Language Learning Assessment in Indonesia During The Global Pandemic. *PTK: Jurnal Tindakan Kelas*, 1(2), 81–93. <https://jurnal.ciptamediaharmoni.id/index.php/ptk/article/view/21>
- Vågen, M. T. A. (2017). *Formative assessment in EFL writing: A case study of pupils perceptions of their feedback practice and attitudes to receiving and using feedback*. May. <https://bora.uib.no/bora-xmlui/handle/1956/15942%0Ahttps://bora.uib.no/bora-xmlui/bitstream/handle/1956/15942/MASTERny.pdf?sequence=1&isAllowed=y>

- Wahyuni, L. G. E., Dewi, N. L. P. E. S., & Paramartha, A. A. G. (2021). Authentic Assessment Practice Teachers' Perceived Knowledge. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 540(Ictes 2020), 316–323. <https://www.atlantis-press.com/proceedings/ictes-20/125955271>
- Widyastuti, D. E. (2021). The Use of Project Based Learning and Peer Assessment To Improve Students' Speaking Skill for Young Learners. *Journal of Economics, Management, Entrepreneurship, and Business (JEMEB)*, 1(1), 66–71. <https://doi.org/10.52909/jemeb.v1i1.19>
- Wong, H. M. (2017). Implementing self-assessment in Singapore primary schools: effects on students' perceptions of self-assessment. *Pedagogies: An International Journal*, 12(4), 391–409. <https://doi.org/10.1080/1554480X.2017.1362348>
- Yanti, M. S. (2020). English Teachers' Perception on Using Authentic Assessment Based on 2013 Curriculum in the Secondary School Level. *1st International Conference On Information Technology And Education*, 508, 311–317. <https://doi.org/10.2991/assehr.k.201214.254>
- Yurdabakan, I. (2016). The Investigation of the Prospective Teachers' Opinions Related to Peer Assessment: A Qualitative Study. *International Journal on New Trends in Education and Their Implications*, 7(4), 1–12.
- Zahra, W., Inderawati, R., & Petrus, I. (2019). The use of ICT in assessment of the students' productive skills. *English Review: Journal of English Education*, 8(1), 81–90. <https://doi.org/10.4135/9781473909724.n11>
- Zaim, M. (2017). Implementing Scientific Approach to Teach English at Senior High School in Indonesia. *Asian Social Science*, 13(2), 33. <https://doi.org/10.5539/ass.v13n2p33>
- Zaim, M., Refnaldi, & Arsyad, S. (2020). Authentic Assessment for Speaking Skills: Problem and Solution for English Secondary School Teachers in

Indonesia. *International Journal of Instruction*, 13(3), 587–604.

<https://doi.org/10.29333/iji.2020.13340a>

