Authentic Assessment in The Students as Pre-Service Teacher Education at Karangasem Public Schools: Phenomenological Study in Karangasem Regency

Ni Komang Sri Mariati

STKIP Agama Hindu Amlapura

Corespondence: sriimariati@gmail.com

Abstract

The students as pre-service teachers as the bridge for producing good quality of the future teacher. In the era of 21st century learning, the teacher and the student are need to have ability facing the problems related to real situation. Authentic assessment needs to be developed and investigate deeply related to the situation. The purposes of the research to find out the theory of practice pf teaching and the real practice of teaching that find while conducting pre-service teacher program and to investigate the implementation of authentic assessment in student as pre-service teacher. The study used qualitative design through phenomenological method. The data were analyzed by theory from Colaizzi's method of descriptive data analysis. The study involving 64 English student as pre-service teacher in seventh semester at STKIP Agama Hindu Amlapura. The study uses purposive sampling in choosing the respondents. The study conducting at Karangasem Public schools. The result from the study was there are 3 major gaps in process teaching such as, diversity of students in making lesson plan, learning media, and classroom management. Next, the study found that mostly pre-service teacher conducts their practice with implementing authentic assessment. But, some of the pre-service teacher still use traditional assessment because the material that they taught just for remembering not for understanding. The authentic assessment could use in 21st learning century but some sub topic need use traditional assessment.

Keyword: Pre-Service Teachers; Authentic Assessment; Learning Implementation

INTRODUCTION

Every teacher is expected to have good quality in teaching. This is also the task for educational institution to shape a good pre-service teacher. It is also in line with the implementation of the innovations in learning and teaching in 21st century learning. Because of that the educational institution needs to prepare for the future teacher that can implementing real life that conducting for education field, guaranteeing the standard of education, and as the expert for teaching skilled activities (Ese Emmanuel & Melinda Dooly, 2025).

Preparing instructors at education institutional supply with the theory and practical. Concerns in arguing that there are dangers in developing instructors where abundant theory and little about practice. In learning theory, the student only thinking of the knowledge. It is dangerous for the future if the student faces the real learning situation. Dewey,1963 in April, (2020) explains that, the students facing the learning problems in classrooms and schools using their real experience rather than using theory. It is the suggestion for the next instructors or future teacher for making big change to implementing practice in real life situation rather than using theory in teaching.

Nowadays, in educational era the amount of teacher with good quality need to prepare at STKIP Agama Hindu Amlapura. It needs to improve students as pre-service teacher to practice in real life or in training area to overcome their jobs and duties for the future. The program of pre-service teachers plans for supporting quality of education, especially in Karangasem Regency. The others side, students as pre-service teacher need to have responsibility to increasing global competitive for the next educators. The educators also need satisfaction in knowledge, skills, and attitude that related for real life education.

Learning through experiences are used to develop two ideas in learning and teaching process. First in continuity, it means experience give big impact for the positive and negative ways during process of teaching and learning. Second is interaction, it means the situation of learning is influence the outcomes. The implementation of teaching today is the result of past events. A teacher's experience can be seen from how they facilitate the learning process.

In the institution, teacher training course or pre-service teachers are expected to has competencies not only base on theory but also has good quality in implementing teaching and learning process related to the 21st century learning Mensah Prince Osiesi & Sylvan Blignaut (2025). The teacher competency is very important need to develop to make good environment in classroom and to improve student's attention in learning. The preparation for the pre-service teacher not only about practice at the class and give assignments. The student as pre-service teacher also needs assess themselves through authentic assessments to get reflection from what they done. Authentic assessment becomes important assessment in the era of 21st learning century. Authentic assessment is the part of evaluation for the teachers in assessing that requires them to apply and demonstrate the real-world task. The form of authentic assessment focuses on the task that ask the students to performance of their essential knowledge and skills. Authentic assessment in really needed to prepare for face real-world situation in their job for the future. Authentic assessment is important to get pre-service teachers' quality of learning process. The preparation of authentic assessment use as reflection and directions for readiness to teaching for the future.

The study from Gravett (2020a:1) stated that pre-service teachers could be trained amongst others, to become "learning specialists,". It means that the teacher education programmed should produce teachers who can teach in all schools in the country, not just elite schools reserved for the privileged few. This should be highlighted as a growing concern of teacher preparation programs as it will become useful in solving practical problems as the gap concerning theory and practice in the program is widening. It was constantly indistinct for a teacher training program to characterize a hypothetical element of teaching practice. This study investigates the student as pre-service teacher through authentic assessment. The focus of the investigation is for the authentic assessment using self-assessment for every student as pre-service teacher. The authentic assessment as the focus in this study because the authentic assessments is very important to direct students as pre-service teacher in face real life situation after graduate. Therefore, the readiness to face 21st learning era not only involves the theory, but also for the teachers' readiness in preparing themselves to practical in real situation.

Literature Review

Assessment is the process of making decision about what students know and students can do using diverse methods (Brookhart & Nitko, 2018). Learning 21st century situation changes of life and the students need to have good preparation in facing real world situation. The teacher as the major influencer has important role in preparing students. The important of teacher in designing teaching and learning as authentic as possible give essential part for the learning. The preparations to the authentic learning not only focus on the task but it also for the assessment. Assessment in learning as the core practice. This means that students use assessments to assist them understand what is evaluated and how it is evaluated, as well as to help them attain coherence in what they have been taught (Kiomi, 2021). Richmond, Salaraz, and Jones (2019) assert that when the results are appropriately applied to enhance students' learning, assessment will have meaning for the students. Therefore, the assessment is important especially at post pandemic era the use of authentic assessment is essential for process teaching and learning.

Authentic assessment has the same basic theory with authentic task that the activity helps the students address the real-world problems (Kiomi, 2021). Authentic assessment is the assessment activity should to give reflection to the students about their capability in use their knowledge beyond the academic environment. The authentic assessment comes from the authentic task that should demand the students do the activity with synthesize the knowledge and skills based on real life-situation (Karen Gravet, 2025). The important of authentic assessment in students' preparation to face real-world situation already explain by some researchers.

The advantages of applying authentic assessment can improve learning experience through enhance people engagement and their satisfaction to achieve educational goals (Zahra, et al. 2021). Besides that, they found the authentic assessment beneficial to cover the students in training their future professional life skills like critical thinking, collaborative, communication skill, problem-solving, sell-awareness, and manage their self-

confident. It results supported by Abed, et al (2021), form their study about applying authentic assessment at math subject. The study showed the use of authentic assessment method had positive impact on the students' result in learning math. Then, the implications that measure from peer and self-assessments found that authentic assessment improve students' motivation and developing their critical thinking skill.

According to the other study by Ruiqin et al. (2019), higher level teacher education and professional development can benefit from the application of assessment decision making as a model of authentic assessment. This study assesses the teacher's decision-making process when evaluating the students. The decision-making on ethical matters in the classroom is then assessed via authentic assessment. Kiomi (2021) also did a study on teacher assessment, identifying key practices that help pre-service teachers in their training. According to the study, the strategy and assessment procedure are used as the main practices in the development of practice-based teachers. In order to build the frameworks of core practice, the researchers discovered that the assessment of students' learning was still ongoing. In this case, the assessment took center stage in the learning process.

Teachers in inserting authentic assessments need to have good preparation about the content that need for assessing the students. The importance of teachers in designing teaching and learning as authentic as possible give an essential part of the learning. The teachers are expected to design their learning process through lesson plans to gain learning objectives relate to real-world aspects (Iqbal et al., 2021). The teacher's lesson plan is an important aspect that needs to prepare before starting the class. The lesson plan is needed in the lesson product with a focus on task design, the flow of the lesson, and suggestions for the learning (Fujii, 2016). Besides, that good preparation from the teacher in learning can help the students have good outcomes. The good outcomes from school can help the students to gain jobs after graduation.

The preparation of the teacher is not only about the method and strategy in teaching, but the teacher also needs to prepare the authentic task for learning (Nordgren et al., 2021). The preparations for authentic learning not only focus on the task but also on the assessment. Assessment in learning as the core practice. It means that assessment for the students use to helps achieve coherence of what they are taught, to know what is evaluated, and how it is evaluated (Matsumoto-Royo & Ramírez-Montoya, 2021; Ndihokubwayo et al., 2022). According to Ajjawi et al. (2019); Colthorpe et al. (2020) the assessment will be meaningful for students when the results use properly to improve students' learning.

Authentic assessment has the same basic theory as the authentic task that which the activity helps the students address real-world problems (Akbari et al., 2021; Faizah & Sutopo, 2021; Matsumoto-Royo & Ramírez-Montoya, 2021). Authentic assessment is the assessment activity that should give reflection to the students about their capability to use their knowledge beyond the academic environment. The authentic assessment comes from the authentic task that should demand the students do the activity with synthesize the knowledge and skills based on real life-situation (Akbari et al., 2021; Huang & Jiang, 2020). The preparation of designing an authentic assessment needs the readiness of the teacher and the student's situation.

Readiness is not only about the ability to understand the knowledge or content of the material, but readiness is also defined as the level of preparedness, arrangements, and organization that is already planned (Saibaton & Mardhatillah, 2020). Teachers in inserting authentic assessments need to have good preparation about the content that need for assessing the students. The assessments should prepare to develop students' skills that relate to their needs for the future (Dharma & Adiwijaya, 2019). The teacher needs to prepare an authentic assessment to give students motivation to a better level in the learning process. The difficulties and advantages of the actual real assessment must be taken into account while evaluating teachers' preparedness for it. Reflection on the challenges helps to prepare the path for problem-solving. Then, benefits are used to improve the process of teaching and learning (Villarroel et al., 2020).

METHOD

The study included descriptive analysis as part of a qualitative, phenomenological research approach. Their professional development, potential advantages, and difficulties in creating and ensuring more effective and thorough teaching-learning methods for everyone could all be significantly impacted by the gaps between theory and practice that the study found. A collection of qualitative research techniques, phenomenological research design is also a philosophical movement. The study of phenomena is known as "phenomenology," and anything that an individual perceives during their conscious experience is considered a phenomenon (Moran,

2000). By examining their thoughts during their teaching experience, pre-service teachers in Karangasem public schools will provide data for this study using a phenomenological research design.

The data investigate with descriptive and reflective texts (written interviews and final reflective reports). In determining the gaps of the research, the researcher use process of Colaizzi to analyse the data to provide assistance in extracting, organizing, and analysing such descriptive dataset. The process of Colaizzi in this study following several steps. The following steps represent Colaizzi process for phenomenological data analysis (Praveena & Sasikumar, 2022) as follow: (1) The student's transcript should be reviewed several times to gain a broad understanding of the entire subject matter; (2) It is important to extract important statements from the transcript that relate to the topic being studied; (3) From these important statements, the transcript's meanings should be developed; (4) The developed meanings ought to be arranged into themes, clusters of themes, and categories; (5) A thorough explanation of the phenomenon being studied should incorporate the study's findings; (6) A description of the phenomenon's basic structure is necessary; (7) Lastly, the research participants should be asked to validate the findings so that the researcher may compare their experiences with the descriptive results.

In this study, the results of the research are described in the form of words and information obtained from the results of the questionnaire with the questionnaire guide that used to obtain primary data, namely in the form of descriptions or statement from the informant related to the overview of the location and object research and problems to be researched.

The subject of the study involving 64 English student as pre-service teacher in seventh semester at STKIP Agama Hindu Amlapura. The study uses purposive sampling in choosing the respondents. The study conducting at Karangasem Public schools. There are 10 public schools that choose for practice in pre-service teacher programme. The schools are located in Karangasem, Bali. The distribution of students is adjusted to the needs of the school. The time and the places already set up from the collage.

In this study, the data to be obtained are as follows: Primary data is data that is in the acquisition or the collection is obtained directly from the field, both obtained from the results of observations and interview students at STKIP Hindu Amlapura. Secondary data in this study is the result of research from Iris April (2020), with tittle "Teaching Preparedness of Pre-Service Teachers: Perception to Practice". In this study, the researcher used a written interview with open-ended questions where pre-service teachers expressed their leanings, before and after teaching internship.

FINDINGS AND DISCUSSIONS

Gaps Between Theory and Practice the Students as Pre-Service Teacher

Based on the pre-service teachers' responses, three main gaps between theory and practice were identified.

Gap 1: Diversity of Learners in Making Lesson Plan

In the first gap, use four public schools with comparable interview responses. The first gap that pre-service instructors must take into account while creating lesson plans is diverse learners. the outcome, as indicated by the answers below.

"The teacher cannot arrange the perfect lesson plan for all sections in a single grade when creating lesson plans," was the statement from schools A and C. More theories should be included in lesson design, and real-world situations must be adjusted. Another supposition is that the lesson plan won't work for students in one class who are at different levels.

The response from schools B and E was as follows: *"I discovered that lesson planning will change depending on the circumstances in the classroom and that maintaining standards is crucial"*. According to what I've learned, lesson planning should be done in a real school setting, include the necessary learning materials, have learning outcomes that are clear, succinct, and simple to understand, employ a range of activities and methods/techniques to meet the needs, interests, and abilities of the students, and have enough content that is appropriate for the students' level.

The findings show that pre-service teachers understand the importance of lesson planning in the classroom. Pre-service teachers are aware that just because they have acquired theoretical information regarding lesson preparation, it does not always follow that this knowledge will be put into practice. Lesson plan theories

can be applied and implemented, but doing so calls for real-world experience.

This finding is also similar to Setyono (2016), who asserts that lesson planning is a difficult and demanding process that requires pedagogical skills, contextual knowledge, and the ability to apply critical thinking abilities. Therefore, professional support, sharing, and observation are crucial if a theory is to be converted into best practice over time. Thus, by allowing pre-service teachers to maximize their teaching experiences toward transformative learning outcomes, mentor teachers and teacher educators can work together to assist them in creating effective lesson plans.

Gap 2. Learning Media

The second gap use 4 schools with similar respond about pre-service teachers in designing and using learning media. The result as shown in the responses below.

The response from school D and H: *"The similar learning media with different material based on grade is not recommended for the teacher to use. It is because the student has different perspective about the media. Then student needs various learning media to engage their attention."*

The response from school I and J: *"In using learning media, the teacher needs to give clearly instructions to make student understand. It consumes lot of time. Learning media that use should be easy for students and common media that students often see."*

The result shows that pre-service teacher in designing learning media need some consideration, such as the grade of student, the abilities, and how long learning media can cover the problem of learning. The result of the study powered by the study from (Tanveer Nazir et all., 2025), the use of media in learning is one of the solutions to cover the problems related to the effectiveness of student learning. Using the right media will increase students' attention to the material to be studied, with the help of media students' interest and motivation can be increased, students will concentrate more and it is hoped that the learning process will be better so that in the end students' understanding of learning material can be improved.

Gap 3. Classroom Management

The third gap use 2 public schools contains with 8 students as pre-service teachers find the problem in classroom management. The result as shown in the responses below.

The response from schools F and G was as follows: *"I learnt that classroom management, particularly regarding regulations, must be agreed upon between the teacher and the students before I participated in the pre-service teachers' program. However, as a teacher, I had to consider the best methods based on the grade level following the program, which I had discovered via my teaching internship and experience with various grade levels. Then, it is not very easy to manage the class. If the material is boring, I've noticed that students become disinterested, and some of them turn to something at the back of the room. For the pupils to remain engaged in the lesson, you must take into account the learning environment and employ a variety of programs and instructional tactics".*

Pre-service teachers have experience requiring a classroom to be properly prepared before beginning the teaching process, according to the study's findings. Given the diversity among the students, teachers must employ a variety of techniques. The responses of the students as pre-service teachers during instruction suggest that different classroom management strategies differ in how they view student behavior and how they approach instructing and modifying it.

According to reports, classroom management may be entwined with important and appealing instruction in order for effective learning environments to occur (M. Daumiller et al., 2025). Pre-service teachers may therefore get classroom management training, particularly in the area of research-based classroom management techniques.

The Implementation of Authentic Assessment During Conducting Pre-Service Teacher Program

Since assessment as the major part of teaching and learning process, there is growing need for teachers to use authentic assessment (AA) which is context based. Authentic assessment is different from traditional assessment. Traditional assessment more focuses on written tests or oral examination of knowledge. But in authentic assessment purpose to bring meaningful learning through activities in which they actively participate to create their own knowledge (Ozan, 2019).

The implementation of using authentic assessment nowadays is really need to improve students' learning outcomes. Here the result of the study from written interview about implementation of authentic assessment that conducting by student as pre-service teacher. The respond from question *"How the implementation of authentic assessment that use at the school?"*

The response from school A and B: *"I design tasks that reflect the real-world application of the lesson content. I give the student project, role-play, and team games tournament. For projects, I ask students to create posters, and reports, and give presentations. When implementing TGT, I have students work in groups, fostering a collaborative, playful, and meaningful learning process. This ensures that students stay engaged, excited, and motivated to learn."*

The response from school G: *"By way of discussion, students are asked to participate in class discussions, the aim is to assess students' ability to communicate ideas, think critically and argue. the assessment is through observation of participation in discussions and student reflections on their experiences."*

The response from school D and E: *"By providing project-based assessments, I provide a project that students will work on with their groups within a specified time limit. With that I can find out the student's character and the student's ability to learn."*

The response from school I: *"As a pre-service teacher, the implementation of authentic assessment is very important to ensure that students not only understand theory but can also apply it in real-world contexts. I encourage students to work in groups and discuss specific topics. This not only enhances their social skills but also allows them to learn from each other's perspectives."*

From the answer of written interview extract above, the students as pre-service teachers already implement the authentic assessment during their teaching practice. The participants asses the student by giving project, portfolios, presentation, role-play, team games tournament, create posters, reports, and collaborative group discussion. Pre-service teachers give those of the task to ensures that students stay engaged, excited, and motivated to learn. Beside that by using authentic assessment can find out the student's character and the student's ability to learn. Additionally, the participants use authentic assessment to enhances their social skills and to learn from each other's perspectives.

The result above in line with the study from Koh (2017), state that the activity of authentic assessment includes open-ended questions task to build extended responses. Next is write compositions, role plays or to produce a product in a real-world context. Other authentic activities include projects, portfolios, writing an article for newsletter or newspaper, debates, and oral presentations.

Villarroel, et al., (2021), also support with statement using authentic assessment allows students to participate in the construction of meaning and develop contextualized assessment practices that are meaningful for students and closely connected to real-world challenges has been increasingly recognized in education. Authentic assessment has the potential to increase achievement through measuring a variety of student abilities (Wiewiora, & Kowalkiewicz, 2019). The findings also show that the participants used class exercises and tests to assess learners which are traditional assessment methods. Other findings show, the schools use combination authentic assessment use in practicing process and traditional assessment for final test. The response from school H and J: *"Applying the lessons that have been taught, then it is assessed with the material that has been passed. I give daily exercise and weekly tests. The school still uses traditional assessments. Besides that, mostly the teacher uses multiple choice test and oral test in the final of learning process."*

The Response from school C and F: *"During learning I use written assignment and portfolios with ask the student to do the exercises in group and individual in the form of essay. But in the end of semester the test is use to asses student's understanding using multiple choices test. The school combine traditional assessment and authentic assessment."*

From the result of answering written interview, the pre-service teachers used both authentic and traditional assessment. The participants use essay as the authentic activity and use multiple choice test as traditional assessment. It in line with study from Norova (2020), traditional assessment includes conservative methods of testing such as standardized tests, use pen and paper exercises, multiple-choice, true or false or matching type test items as well as cloze tests. The findings support by Esther (2024), state that the used of traditional assessment such as weekly or monthly tests which may encourage rote memorization and not for understanding.

These findings seem to suggest that the pre-service teachers who participated in the study used a

combination of authentic and traditional methods to assess some pointed out that they sometimes use continuous assessment methods to assess students' ability or students' learning outcomes.

CONCLUSION

In the realm of education, the use of authentic assessment is crucial not only for improving student outcomes but also for giving students or learners practice in covering or resolving real-world situations. The 64 pre-service teachers in this study were enrolled in public schools in the Karangasem region. The study discovered a number of gaps, the first of which was in the pre-service teachers' program and addressed issues including classroom management, learning media, and student diversity in lesson planning. Second, the majority of public schools in the Karangasem regency according to this study used authentic assessment in their teaching and learning processes. At some schools, traditional and authentic assessment methods are combined. It cannot be denied that the findings have also produced important inputs that may be utilized to improve the implementation of the teacher education program. Overall, the findings showed positive attitudes of the pre-service teachers regarding the program.

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