
AUTHENTIC ASSESSMENT MANAGEMENT STRATEGIES FOR ENHANCING STUDENT CREATIVITY IN ISLAMIC EDUCATION: A SYSTEMATIC LITERATURE REVIEW

M. Yusuf Aminuddin^{1*}

¹ STAI Senori Tuban

email: yusufaminuddin@staisenorituban.ac.id

* Corresponding Author

Received 13 February 2026; Received in revised form 6 March 2026; Accepted 9 April 2026

Abstrak

Studi ini bertujuan mengkaji peran penilaian autentik dalam meningkatkan kreativitas peserta didik melalui pendekatan Systematic Literature Review (SLR). Pencarian literatur dilakukan menggunakan Harzing Publish or Perish (PoP) dari basis data Scopus, Google Scholar, Semantic Scholar, dan Crossref, serta didukung oleh Elicit sebagai sumber tambahan. Proses seleksi literatur mengikuti PRISMA 2020 dengan kriteria inklusi: artikel jurnal terindeks SINTA, Scopus yang terbit pada periode 2020-2025, dan relevan dengan topik penelitian. Dari 1.212 artikel yang teridentifikasi, diperoleh 8 artikel yang memenuhi kriteria dan dianalisis secara mendalam. Hasil kajian menunjukkan bahwa penilaian autentik berkontribusi dalam pengembangan kreativitas peserta didik melalui integrasi aspek kognitif, afektif, dan psikomotorik, penerapan tugas kontekstual, serta pemberian umpan balik konstruktif dalam proses pembelajaran. Dalam implementasinya, masih menghadapi kendala terutama pada kelas dengan jumlah yang besar sehingga penilaian aspek sikap dan keterampilan belum optimal. Penguatan manajemen penilaian autentik secara sistematis dan konsisten diperlukan untuk mendukung pembelajaran yang lebih bermakna.

Kata kunci: *Penilaian Autentik, Strategi Manajemen, Kreativitas, Pendidikan Islam.*

Abstract

This study aims to examine the role of authentic assessment in enhancing student creativity through a Systematic Literature Review (SLR) approach. The literature search was conducted using Harzing Publish or Perish (PoP) from the Scopus, Google Scholar, Semantic Scholar, and Crossref databases, and supported by Elicit as an additional source. The literature selection process followed PRISMA 2020 with inclusion criteria: journal articles indexed by SINTA and Scopus published in the 2020-2025 period, and relevant to the research topic. Of the 1,212 identified articles, 8 articles met the criteria and were analyzed in depth. The results of the study indicate that authentic assessment contributes to the development of student creativity through the integration of cognitive, affective, and psychomotor aspects, the application of contextual tasks, and the provision of constructive feedback in the learning process. In its implementation, it still faces obstacles, especially in classes with large numbers, so that the assessment of attitudes and skills aspects is not optimal. Strengthening the management of authentic assessment systematically and consistently is needed to support more meaningful learning.

Keywords: *Authentic assessment, Management strategy, Creativity, Islamic education.*

INTRODUCTION

Education is a crucial aspect of human resource development in preparing a future generation that is creative, innovative, and adaptive. The success of the teaching and learning process is not determined solely by content mastery, but also by students' ability to think creatively, as one of the essential competencies of the twenty-first century (Purwananti, 2016; Zubaidah, 2018). International organizations such as UNESCO and the OECD emphasize the importance of education that fosters critical, collaborative, and creative thinking skills to enable graduates to navigate global challenges effectively (Carney, 2022; Taguma et al., 2019). However, field observations indicate that many students still struggle to freely express their ideas and creativity, highlighting the need for instructional and assessment methods that optimally support the development of students' creativity.

One approach considered effective in addressing these challenges is authentic assessment, which emphasizes students' ability to apply knowledge and skills in real-world contexts (Lisliningsih et al., 2024; Wiggins, 1990). Authentic assessment does not merely evaluate outcomes but also the processes of thinking, creativity, and problem-solving within everyday situations (Mueller, 2005; Palm, 2008). International studies demonstrate that the implementation of authentic assessment significantly contributes to students' active engagement and creativity across various learning tasks (Darling-hammond et al., 2020; Tomlinson & Moon, 2013).

The effective implementation of authentic assessment requires well-planned and consistent management strategies, including the development of appropriate instruments and rubrics, continuous assessment, and the utilization of assessment results for feedback and instructional improvement (Bolden et al., 2019; Sangadah et al., 2025). In educational contexts, creativity is understood as the ability to identify new opportunities, generate original ideas, and think flexibly in response to complex situations (Janse van Rensburg et al., 2022). Through authentic assessment, students are provided with opportunities to demonstrate their creativity and divergent thinking through tasks that are relevant to real-life experiences (Pantiwati, 2013).

A considerable body of research has examined the relationship between authentic assessment and the enhancement of student creativity. Adinda, Wahyuni, and Majidah (2020) found that authentic assessment plays a crucial role in fostering creativity in early childhood education through real-life activities such as coloring, drawing, and role-playing. Meanwhile, Abdillah, Sulton, and Husna (2021) reported that although teachers understand the concept of authentic assessment, challenges such as large class sizes often hinder the depth and accuracy of assessing skills and attitudes. These differing emphases suggest that while authentic assessment is beneficial, it also requires robust instructional management to be effectively implemented.



Despite the growing number of studies discussing authentic assessment, there remains a lack of systematic reviews that synthesize these findings specifically in relation to the development of student creativity. Therefore, this study employs a Systematic Literature Review (SLR) approach to analyze existing research concerning the connection between authentic assessment and student creativity. This study aims to strengthen conceptual understanding, practical insights, and evidence of the impact of authentic assessment on creativity, as well as provide recommendations for educators in designing more meaningful and creativity-oriented learning practices.

METHOD

This study used a Systematic Literature Review (SLR) method, which aims to conclude several studies examining authentic assessment in enhancing student creativity. A Systematic Literature Review (SLR) is a research method for collecting and evaluating research findings related to the topic under study (Putri & Juandi, 2022). A Systematic Literature Review (SLR) aims to identify, analyze, and draw conclusions from all research findings relevant to the topic under study (Lame, 2019).

This research involves several steps, starting with formulating research questions, searching for literature, establishing criteria, collecting data, and finally drawing conclusions based on the data obtained.

Research questions are formulated based on the needs of the topic being studied to guide the literature analysis process in a more focused manner. In this study, the main questions asked are: (1) What is the strategy for implementing authentic assessment in the learning process? (2) What is the impact of implementing authentic assessment on increasing student creativity? (3) What factors support and hinder the implementation of authentic assessment in increasing student creativity?

The formulation of this research question also considers the conceptual framework approach commonly used in systematic review research, such as PICO (Population, Interest, Context), to help clarify the focus of the literature review being analyzed. Literature study search was conducted using the Harzing Publish or Perish (PoP) tool (Mccallum, 2010) from various Scopus database sources, Google Scholar, Semantic Scholar Search, and Crossref, as well as using Elicit as an additional reference outside of Publish or Perish (PoP). In the literature search process, researchers used a combination of keywords and Boolean operators to obtain more relevant results. The search strings used included authentic assessment, creativity, and students, and authentic assessment and student creativity.

The use of this combination of keywords aims to expand and focus the search results for literature relevant to the research topic. This stage is carried out to assess the suitability of the literature sources obtained as research data. The criteria used

to select literature that can be used in research are as follows: (1) Inclusion Criteria: literature in the form of scientific journal articles; literature indexed by Sinta and Scopus; publication year covers the last 5-year period (2020–2025); literature related to authentic assessment in enhancing students' creativity. In addition to the inclusion criteria, this study also established exclusion criteria: literature in the form of conference proceedings, books, theses, dissertations or dissertations, articles that are not available in full text, articles that do not directly address the relationship between authentic assessment and student creativity, articles that are not indexed in the specified database.

The determination of inclusion and exclusion criteria aims to ensure that the literature analyzed has adequate academic quality and is relevant to the research focus. The researchers then used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 method to facilitate a transparent and systematic literature selection process. A PRISMA diagram was used to illustrate the literature selection process, from the identification stage to the articles included in the final review. The collection of literature results was carried out by searching publications detected by Harzing Publish or Perish (PoP) from various database sources, such as Scopus, Google Scholar, Semantic Scholar Search, and Crossref, as well as using Elicit according to the established inclusion criteria (Mccallum, 2010).

From the results of the literature search through various databases, several articles were obtained, which were then selected using the stages in the PRISMA based on Figure 1 (Muhaymin Hakim Abdullah et al., 2022, Liberati et al., 2009). namely identification, screening, eligibility assessment, and articles included in the final review (included). The PRISMA diagram is used to increase transparency in the literature selection process and to explain the reasons for exclusion at each stage of the selection (Linnenluecke et al., 2020).

The extracted data were then analyzed using thematic analysis and narrative synthesis. Thematic analysis was conducted by grouping research findings based on key themes related to authentic assessment and student creativity. Furthermore, narrative synthesis was used to integrate the various research findings to provide a more comprehensive picture of the relationship between the application of authentic assessment and increased student creativity.



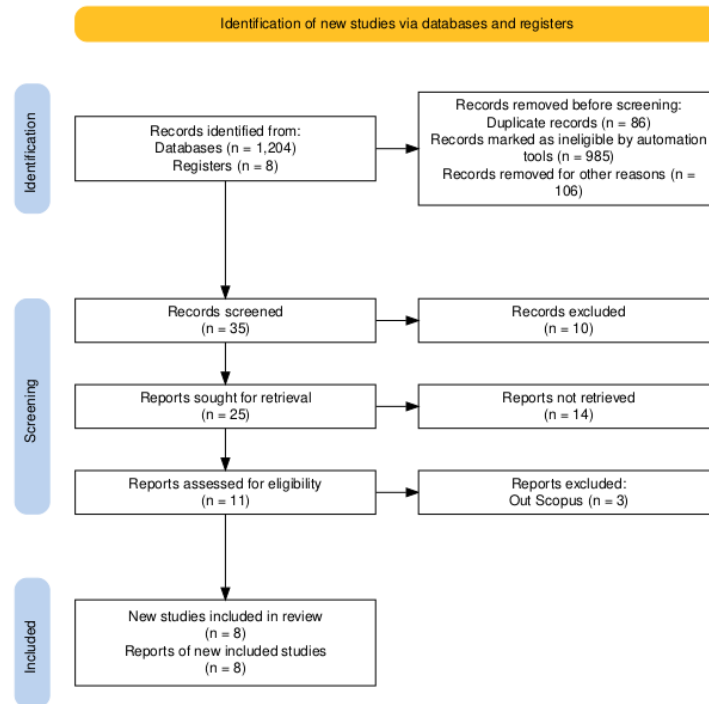


Figure 1. Results of Data Identification Analysis Using PRISMA Flow Chart

Based on the data management results above, at the identification stage, 1,212 records were found from database sources and registers. After initial screening, 1,117 records were removed due to duplication (86), ineligibility according to automated tools (985), and other reasons (106). The remaining 35 records underwent further screening, resulting in 10 of them being excluded because they did not meet the selection criteria. Next, the document retrieval stage of 25 reports was searched for more in-depth analysis, but only 11 reports were successfully obtained, while 14 others were inaccessible. Then, 11 reports were assessed for eligibility due to inappropriate topics (3 data), data not indexed by Scopus or SINTA. The results showed that there were 8 new studies included in the literature review as the final result of the review.

RESULTS AND DISCUSSION

The literature search process in Harzing Publish or Perish (PoP), indexed from various database sources such as Scopus, Google Scholar, Semantic Scholar Search, and Crossref, and using Elicit, with a time span of the last five years from 2020 to 2025, produced 1,212 pieces of literature. The 1,212 literature were with the keywords assessment, evaluation, creativity, and students. From the data obtained, 1,212 literature items, including journals, yielded 8 research items. The results of the research data obtained were then classified in the following Table 1.

Table 1. Classification of Selected Literature

No	Author Name	Journal Name	Volume and Edition	Indexing	Amount
1	Maya Nurlita dan Rahma Gusmalinda	Jurnal Akademik Pendidikan Matematika	Volume 6, Nomor 1, 2020	Nationally Accredited Journal	1
2	Novia Lisliningsih, Nova Mariyanti, Nurul Fajri, Arifmiboy	Jurnal Pendidikan Ilmiah Transformatif	Volume 8, Nomor 11, 2024	Nationally Accredited Journal	1
3	Fadhillah Millah Abdillah, Sul-ton Sul-ton, Arafah Husna	<u>Jurnal Kajian Teknologi Pendidikan</u>	Volume 4, Nomor 1, 2021	Nationally Accredited Journal	1
4	Ade Suhendra	Dirasatul Ibtidaiyah	Volume 1, Nomor 1, 2021	Nationally Accredited Journal	1
5	Riska Febriani	Mitra PGMI: Jurnal Kependidikan MI	Volume 7, Nomor 2, 2021	Nationally Accredited Journal	1
6	M'Balía Thomas	Eric:Learning Landscape	Volume 14, Nomor 1, 2021	International Journal/Scopus	1
7	Cecile Janse van Rensburg, Stephen A. Coetzee and Astrid Schmulian	Assessment & Evaluation in Higher Education	Volume 47, Nomor 6, 2022	International Journal/Scopus	1
8	Winda Nuri Adinda, Sri Wahyuni, Khotimatul Majidah S	Jurnal Raudhah	Volume 8, Nomor 1, 2020	Nationally Accredited Journal	1

Table 1 shows that the literature used in this study consists of eight journal articles published between 2020 and 2025 and indexed by SINTA and Scopus. These articles come from various educational research contexts, ranging from elementary to higher education. These eight articles were selected because they align with the research focus, namely, the application of authentic assessment and its relationship



to improving student creativity. Furthermore, the selected articles were also screened based on their titles, abstracts, keywords, and relevance to the research content, thus meeting the criteria for further analysis in this literature review.

Based on the analysis of eight selected studies, the research findings not only reflect the results of each study but can also be synthesized into several key themes that illustrate the relationship between authentic assessment and student creativity. These themes include: the role of authentic assessment management in optimizing student creativity, challenges in implementing authentic assessment, especially in the context of Islamic education, strategies for strengthening authentic assessment management to increase student creativity.

The synthesis process is carried out in several stages. First, the researcher carries out identification and coding of key findings from each article analyzed, especially those related to the concept of authentic assessment, student creativity, and factors influencing its implementation in the learning process. Second, findings that share similar concepts and research focus are then grouped into thematic categories to find patterns of relationships between studies. Third, these categories are then analyzed comparatively to see the similarities, differences, and contributions of each study to the development of the concept of authentic assessment in increasing student creativity. Fourth, the results of the grouping and analysis are then formulated into major themes, which are the basis for the discussion of this research. Through this synthesis stage, the results of the literature review not only describe a summary of each study, but also produce a more comprehensive understanding of how authentic assessment management plays a role in encouraging the development of student creativity and the factors that influence its success in learning practices.

Based on the results of the analysis of the eight studies reviewed, it can be concluded that authentic assessment has a significant impact on increasing student creativity. This research is in line with the theory proposed by Wiggins, who states that authentic assessment focuses on measuring students' abilities in real contexts, thereby encouraging students to think critically and creatively (Wiggins, 1990). This is in line with the findings of Nurlita and Gusmalinda, which show that authentic assessment has a positive effect on student learning outcomes (Nurlita & Gusmalinda, 2020). The application of authentic assessment not only functions as an evaluation tool but also as a pedagogical strategy that can increase student engagement in the learning process, encouraging students to develop new ideas and solutions to increase creativity in dealing with problems.

Lisliningsih, Mariyanti, Fajri, and Arifmiboy emphasize that authentic assessment encompasses cognitive, affective, and psychomotor aspects, which aligns with Bloom's view of learning taxonomy (Lisliningsih et al., 2024). Bloom argues that effective learning must encompass multiple dimensions, including knowledge, skills, and attitudes. Authentic assessment, encompassing various

aspects, can provide a comprehensive picture of student abilities and support holistic competency development. Authentic assessment assesses not only final results but also the student's learning process, enabling educators to provide more constructive feedback and support student development holistically.

Abdillah, Sulton, Husna, and Suhendra point to a gap between theory and practice in implementing authentic assessment (Abdillah et al., 2021). This aligns with Black and Wiliam's findings, which state that many teachers understand assessment theory but often struggle to apply it effectively in the classroom (Black & Wiliam, 2010). Obstacles such as large student numbers pose challenges for teachers, which can hinder the implementation of in-depth and comprehensive assessments. Therefore, educational institutions must provide adequate training and resources to teachers so they can implement authentic assessment more effectively.

Febriani emphasized that obstacles in implementing authentic assessments are often caused by the large number of students, resulting in suboptimal assessment of attitudes and skills (Febriani, 2021). This aligns with the theory proposed by Stiggins, who states that effective assessment requires sufficient attention to the context and conditions in which it is conducted (Stiggins, 2005). Therefore, teachers need to find appropriate solutions to ensure effective assessment. For example, teachers can use technology to facilitate more efficient assessments or implement more flexible assessment methods that can be adapted to the number of students.

M'Balia Thomas highlights the role of authentic assessment in fostering student creativity (Thomas, 2021). This aligns with Moneta and Csikszentmihalyi's view of the importance of context in developing creativity. Assessments that allow students to apply knowledge in real-life situations can increase their engagement and creativity (Moneta & Csikszentmihalyi, 1996). By providing students with opportunities to be creative and collaborate on real-life projects, authentic assessment can create a more dynamic and inspiring learning environment, which in turn can improve student motivation and learning outcomes.

Rensburg, Coetzee, and Schmulian demonstrated that, despite low levels of digital creativity among students, authentic assessment can positively influence the development of creative output (Janse van Rensburg et al., 2022). This supports Robinson's theory, which emphasizes the importance of creating a supportive environment for creativity in education (Robinson, 2006). Therefore, educational institutions need to create an atmosphere that encourages exploration and experimentation, and provide students with access to develop their digital skills through relevant, authentic assessments.

Finally, research by Adinda, Wahyuni, and Majidah shows that authentic assessment models effectively measure students' creative learning outcomes (Adinda et al., 2020). This aligns with the theory proposed by McTighe and Wiggins



on the importance of relevant and contextual assessment in education, which can provide accurate information about student competencies. Well-designed assessments not only provide a snapshot of students' abilities but can also motivate them to continue learning.

The above research confirms that authentic assessment plays a crucial role in enhancing students' creativity. By integrating various assessment aspects, including cognitive, affective, and psychomotor, authentic assessment not only provides a comprehensive picture of students' abilities but also encourages them to think critically and innovate. Despite challenges in its implementation, such as large student numbers, teachers need to adhere to authentic assessment guidelines to ensure fair and effective assessment. Therefore, the consistent and planned implementation of authentic assessment can be an effective tool in supporting the development of students' competencies and creativity, preparing them to face challenges in education and real life.

The Role of Authentic Assessment Management in Optimizing Student Creativity

Authentic assessment management is a crucial part of a learning system focused on developing student competencies (Ramli et al., 2025). An authentic assessment not only assesses the final learning outcomes but also assesses the process and performance of students in relevant real-life contexts (Angkat et al., 2024). From an educational management perspective, authentic assessment encompasses the stages of planning, implementation, outcome management, and follow-up assessment, all conducted systematically and continuously.

The implementation of well-managed authentic assessment can create a more meaningful and participatory learning environment (Fernanda et al., 2025). Through structured project-based assignments, portfolios, performance, and contextual problem-based assessments, students are encouraged to explore ideas and develop broader perspectives. This process directly contributes to the development of student creativity, as students are not limited to a single correct answer but are given space for divergent and reflective thinking.

Authentic assessment management also plays a crucial role in integrating creativity indicators into assessment instruments. Clearly designed and measurable assessment rubrics enable teachers to assess aspects of creativity such as originality, flexibility of thinking, elaboration of ideas, and the ability to modify ideas. The systematic use of authentic rubrics not only facilitates teacher assessment but also helps students understand expected performance standards (Jendriadi et al., 2025). This encourages students to produce more creative and high-quality work.

Effectively managed authentic assessment allows for constructive formative feedback. This feedback provides a means for students to reflect on and improve their work (Teibang, 2025). This reflective process is a crucial element of creative

learning because it allows students to learn from mistakes, evaluate their thinking processes, and develop new strategies for completing tasks. Continuous feedback in authentic assessment positively impacts students' creativity and independent learning.

The implementation of the Independent Curriculum through authentic assessment is the primary approach to assessing student learning outcomes. Integrated authentic assessment management with lesson planning enables alignment between learning objectives, learning activities, and assessments. This alignment encourages student-centered learning and provides ample space for the development of creativity. With planned management, consistent implementation, and the use of assessment results as a basis for learning improvement, authentic research serves not only as an evaluation tool but also as a means of continuously developing students' creative potential.

Challenges of Implementing Authentic Assessment in Islamic Education

The implementation of authentic research in Islamic education is a strategic effort to realize holistic, integrative learning that is oriented toward character building and student competency (Ramli et al., 2025). Authentic assessment aligns with the goals of Islamic education, which emphasize not only cognitive aspects but also affective and psychomotor aspects, reflected in students' attitudes, morals, and religious practices. The implementation of authentic assessment in Islamic educational institutions still faces various conceptual, technical, and systemic challenges.

One of the main challenges is educators' limited understanding of the concepts and principles of authentic assessment. As teachers, Islamic education still views assessment as an administrative activity oriented toward numbers and final results, rather than as a continuous process to comprehensively capture the development of student competencies. This condition impacts the use of assessment instruments that do not fully reflect authentic character. The next challenge relates to teachers' ability to design authentic assessment instruments relevant to the characteristics of Islamic education. Developing assessment rubrics for affective and spiritual aspects, such as honesty, responsibility, discipline, and the experience of Islamic values, requires a high level of pedagogical acumen and competence (Khoerunnisa et al., 2025). In many cases, teachers experience difficulty in formulating measurable and objective indicators, resulting in subjective assessments that are not systematically documented.

Managerial and administrative aspects also pose significant challenges in implementing authentic assessment. Authentic assessment requires more time, effort, and consistency than conventional assessment (Sahra et al., 2025). Teachers must conduct ongoing observations, record student progress, provide feedback, and manage learning portfolios. In the context of Islamic educational institutions with



limited resources and high teacher-student ratios, these demands often create an additional burden that hinders the optimal implementation of authentic assessment.

Another challenge arises from limited system and policy support. Although the national curriculum encourages the implementation of authentic assessment, its implementation in the field has not been fully supported by adequate technical policies, ongoing training, and academic supervision. As a result, Islamic education teachers often implement authentic assessment partially and as a formality without strong integration with learning planning and processes. The challenges of implementing authentic assessment in Islamic education reflect the need for synergy between conceptual understanding, human resource readiness, and institutional policy support.

Strategies for Strengthening Authentic Assessment Management to Enhance Student Creativity

Strengthening authentic assessment management is a strategic step in efforts to increase student creativity at various levels of education (Angkat et al., 2024). Authentic assessment functions not only as a tool for evaluating learning outcomes but also as a pedagogical instrument that encourages students to think critically, innovatively, and reflectively through direct engagement in meaningful tasks (Syarifah et al., 2025). Therefore, authentic assessment management needs to be carried out in a planned, systematic manner and oriented towards developing students' creative potential.

The synthesis of various studies in a systematic literature review shows that authentic assessment has a significant influence on improving the quality of learning and student creativity. Assessments based on performance projects, portfolios, and reflections have been shown to provide a comprehensive picture of student abilities, encompassing cognitive, affective, and psychomotor aspects. Through assignments that require the application of knowledge in real-world contexts, students are encouraged to generate original ideas, develop alternative solutions, and express creativity in various forms of work.

The primary strategy for strengthening authentic assessment management is improving the quality of assessment planning (Nuriza & Muniroh, 2025). Good planning is characterized by clear objectives, a match between learning indicators and assessment instruments, and the formulation of rubrics that explicitly include creativity indicators, such as originality, flexibility of thinking, elaboration of ideas, and problem-solving skills. The literature review shows that when authentic assessments are designed systematically and consistently, students demonstrate higher learning engagement and produce more creative work.

Optimizing the implementation of authentic assessments on an ongoing basis and not on a minimalist basis. Literature findings indicate that although educators understand the concept of authentic assessment, practice in the field is often limited and merely serves to meet administrative demands. Therefore, strengthening

assessment management needs to be directed at consistent implementation, particularly in assessing aspects of attitudes and skills that are closely related to creativity. Continuous assessment implementation allows teachers to monitor students' creative development more accurately and objectively.

Providing formative feedback is also a crucial strategy in authentic assessment management. Based on the literature review, constructive and reflective feedback helps students understand the strengths and weaknesses of their work, while simultaneously encouraging continuous improvement and development of ideas. This reflective process is at the heart of creative learning, as students are not solely focused on the final grade but also on the process of thinking and creating their work.

Strengthening authentic assessment management requires support from classroom management and a proportionate teacher workload. Literature shows that large student populations are a major obstacle to implementing in-depth authentic assessment. Therefore, managerial strategies such as the use of efficient assessment instruments, the utilization of assessment technology, and the collaborative division of assessment tasks can be solutions to increase assessment effectiveness without compromising the quality of student creativity measurements.

In the realm of Islamic education and modern learning, authentic assessment also needs to be directed at strengthening digital and contextual creativity (Uri & Saputra, 2025). A literature review shows that when students are given broader opportunities to express their creativity through media, presentations, and digital products, both their understanding of the material and the quality of their creative output improve. This confirms that authentic assessment must be adaptive to current developments and student needs.

Based on the explanation above, strengthening authentic assessment management to enhance student creativity includes thorough instrument planning, consistent implementation, comprehensive formative feedback, and adequate managerial support. A synthesis of research findings in the literature indicates that effectively managed authentic assessment not only improves learning outcomes but also plays a significant role in developing student creativity as an essential competency in facing challenges.

CONCLUSION AND SUGGESTION

Authentic assessment effectively fosters student creativity by immersing learners in real-world tasks that demand innovation and critical thinking, provided it is managed through meticulous planning, consistent implementation, and strong teacher competencies. Despite challenges like time constraints and large class sizes that necessitate enhanced institutional support and professional development, its potential remains transformative. Future research directions across diverse



educational contexts will further refine its application, ensuring optimal enhancement of creative skills in modern education.

REFERENCES

- Abdillah, F., Sulton, S., & Husna, A. (2021). Implementasi Penilaian Autentik Dalam Kurikulum 2013. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 4(1), 41–50. <https://doi.org/10.17977/um038v4i12021p041>
- Adinda, W. N., Wahyuni, S., & Majidah S, K. (2020). Penilaian Autentik Pada Pembelajaran Kreativitas Anak Usia Dini di Annur I Sleman Yogyakarta. *Jurnal Raudhah*, 8(1), 92–104. <http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah>
- Angkat, S. A., Wardhani, S., & Syahrial, S. (2024). Konsep Penilaian Autentik dalam Evaluasi Pembelajaran di Sekolah Dasar. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(3), 1–13. <https://doi.org/https://doi.org/10.47134/ptk.v1i3.432>
- Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81–90. <https://doi.org/10.1177/003172171009200119>
- Bolden, B., Deluca, C., Kukkonen, T., Roy, S., & Wearing, J. (2019). Assessment of Creativity in K-12 Education : A Scoping Review. *Review of Education: An International Journal of Major Studies in Education*, 8(2), 343–376. <https://doi.org/10.1002/rev3.3188>
- Carney, S. (2022). *Reimagining our futures together: a new social contract for education*, *Comparative Education*. by UNESCO. <https://doi.org/https://doi.org/10.1080/03050068.2022.2102326>
- Darling-hammond, L., Flook, L., Cook-harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Febriani, R. (2021). Implementasi Penilaian Autentik pada Pembelajaran Tematik di Sekolah Dasar. *Mitra PGMI: Jurnal Kependidikan MI*, 7(2), 121–127. <https://doi.org/10.46963/mpgmi.v7i2.367>
- Fernanda, S. A., Fernica, V. O., & Pratama, M. B. (2025). Penerapan Evaluasi Autentik Dalam Pembelajaran Pendidikan Pancasila Di Tingkat Sekolah Dasar. *Menulis: Jurnal Penelitian Nusantara*, 1(5), 334–340. <https://doi.org/https://doi.org/10.59435/menulis.v1i5.277>
- Janse van Rensburg, C., Coetzee, S. A., & Schmulian, A. (2022). Developing digital creativity through authentic assessment. *Assessment and Evaluation in Higher Education*, 47(6), 857–877. <https://doi.org/10.1080/02602938.2021.1968791>
- Jendriadi, Irdawati, Marlina, Asmelawati, Lovita, N., & Titin, E. D. (2025). Implementasi Penilaian Autentik dalam Pembelajaran di SDN 16 Nan Sabaris. *Jurnal Edumatika*, 2(1), 147–155. <https://mail.ojs.unitas-pdg.ac.id/index.php/edumatika/article/view/1163>

- Khoerunnisa, S., Atiqoh, S., Lathifah, S., Akil, & Azis, A. (2025). Competency And Character Based Integrative Assessment Model In Islamic Religious Education (PAI) Learning. *Classroom: Journal of Islamic Education*, 2(1), 129–141. <https://doi.org/https://doi.org/10.61166/classroom.v2i1.27>
- Lame, G. (2019). Systematic literature reviews: An introduction. *Proceedings of the International Conference on Engineering Design, ICED, 2019-Augus(August)*, 1633–1642. <https://doi.org/10.1017/dsi.2019.169>
- Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate healthcare interventions: explanation and elaboration. *BMJ (Clinical research ed.)*, 339. <https://doi.org/10.1136/bmj.b2700>
- Linnenluecke, M. K., Marrone, M., & Singh, A. K. (2020). Conducting systematic literature reviews and bibliometric analyses. *Australian Journal of Management*, 45(2), 175–194. <https://doi.org/10.1177/0312896219877678>
- Lisliningsih, N., Mariyanti, N., Nurul Fajri, & Arifmiboy. (2024). Konsep Penilaian Autentik (Autentik Asesmen). *Jurnal Pendidikan Ilmiah Transformatif*, 8(11), 30–37.
- Mccallum, M. L. (2010). Characterizing author citation ratings of herpetologists using Harzing's Publish or Perish. *Herpetology Notes*, 3(1), 239–245.
- Moneta, G. B., & Csikszentmihalyi, M. (1996). The Effect of Perceived Challenges and Skills on the Quality of Subjective Experience. *Journal of personality*, 64(2), 275–310.
- 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/VOL1No1mueller.pdf>
- Muhaymin Hakim Abdullah, Lutfan Jaes, Mohd Zulfadli Rozali, Nurizyani Azhar, Yuslizar Kamaruddin, & Asyraf Maula. (2022). Analisis tinjauan literatur sistematis (SLR): elemen humanisme dalam sistem pendidikan. *Human Sustainability Procedia*, 2(2), 57–67. <https://doi.org/10.30880/hsp.2022.02.02.007>
- Nuriza, R., & Muniroh, S. M. (2025). Strategi Asesmen Autentik untuk menanamkan Karakter Religius dalam Pendidikan Dasar. *Jurnal Inovasi Strategi Dan Model Pembelajaran*, 5(2), 170–179. <https://doi.org/https://doi.org/10.51878/strategi.v5i2.5401>
- Nurlita, M., & Gusmalinda, R. (2020). Pengaruh Penilaian Autentik dan Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas VIII SMP Negeri 1 Buton Tengah. *Jurnal Akademik Pendidikan Matematika*, 6, 62–66. <https://doi.org/10.55340/japm.v6i1.199>
- Palm, T. (2008). Performance Assessment and Authentic Assessment : *Practical Assessment, Research & Evaluation*, 13(4), 1–11. <http://pareonline.net/getvn.asp?v=13&n=4>



- Pantiwati, Y. (2013). Authentic Assessment for Improving Cognitive Skill , Critical-Creative Thinking and Meta-Cognitive Awareness. *Journal of Education and Practice*, 4(14), 1–10.
- Purwananti, Y. S. (2016). Peningkatan Kualitas Pendidikan Sebagai Pencetak Sumber Daya Manusia Handal. *Proceedings International Seminar FoE (Faculty of Education)*, 220–229.
- Putri, A. A., & Juandi, D. (2022). Kemampuan Pemecahan Masalah Matematis Ditinjau dari Self Efficacy: Systematic Literature Review (SLR) di Indonesia. *Symmetry: Pasundan Journal of Research in Mathematics Learning and Education*, 7(2), 135–147. <https://doi.org/10.23969/symmetry.v7i2.6493>
- Ramli, R., Lestari, U., Taufik, Hamran, & Syamsuriah. (2025). Pengembangan Model Penilaian Autentik dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Arus Jurnal Psikologi Dan Pendidikan*, 4(3), 581–587. <https://doi.org/https://doi.org/10.57250/ajpp.v4i3.1790>
- Rifky, S., Putra, J. M., Ahmad, A. T., Widayanthi, D. G. C., Abdullah, G., Sunardi, S., & Syathroh, I. L. (2024). *Pendidikan yang Menginspirasi: Mengasah Potensi Individu*. Yayasan Literasi Sains Indonesia
- Robinson, K. (2006). Do Schools Kill Creativity? In Presentation at TED2006 conference. *Monterey, CA*. https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity
- Rofiatun Nisa', Sukiyanto, & Latifatul Mujtahidah. (2019). Pengaruh Kreativitas Guru Terhadap Prestasi Belajar Peserta Didik Mata Pelajaran Matematika. *Cendekia*, 11(2), 89-98. <https://doi.org/10.37850/cendekia.v11i2.104>.
- Sahra, A. P., Komalasari, K., Kayyis, I. I., Andrian, M., & Iskandar, S. (2025). Evaluasi Manajemen Sekolah Dasar Studi Kasus dalam Menantang Paradigma Konvensional dan Menciptakan Inovasi Pendidikan Berkelanjutan. *Jurnal Ilmiah Global Education*, 6(2), 313–322. <https://doi.org/https://doi.org/10.55681/jige.v6i2.3818>
- Sangadah, R., Musrikah, & Chotimah, C. (2025). Strategi Penilaian Autentik (Authentic Assessment) Dalam Pembelajaran Bahasa Indonesia Pada Kurikulum Merdeka Di Madrasah Ibtidaiyah. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 39–51. <https://doi.org/https://doi.org/10.59829/yb9rg865>
- Stiggins, R. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan*, 87(4), 324–328. <https://doi.org/10.1177/003172170508700414>
- Syarifah, S., Natibah, S., Hamzah, R., & Najmudin, D. (2025). Model Evaluasi Autentik Untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik. *Celebes Journal of Elementary Education*, 3(2), 173–187. <https://doi.org/https://doi.org/10.31605/cjee.v3i2.5144>
- Taguma, M., Gabriel, F., Hwee, L. I. M. M., & Expert, O. E. C. D. (2019). Future of Education and Skills 2030: Curriculum analysis. *Organisation for Economic Co-operation and Development (OECD)*, May 2019, 1–58.

- Teibang, D. (2025). Evaluasi Hasil Asesmen Melalui Pemberian Umpan Balik dalam Tes Formatif sebagai Tolak Ukur Hasil Belajar Siswa. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 2236–2242.
<https://doi.org/https://doi.org/10.54371/jiip.v8i2.6836>
- Thomas, M. balia. (2021). The Everyday Creativity of Authentic Classroom Assessments. *LEARNing Landscapes*, 14(1), 293–407.
<https://doi.org/10.36510/LEARNLAND.V14I1.1039>
- Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. ASCD.
- Uri, F., & Saputra, D. (2025). Pengembangan Evaluasi Pelaksanaan Pendidikan Islam. *IMTIYAZ: Jurnal Ilmu Keislaman*, 9(2), 367–391.
<https://doi.org/https://doi.org/10.46773/imtiyaz.v9i2.2111>
- Wiggins, G. (1990). The case for authentic assessment. - practical assessment, research & evaluation. *Practical Assessment, Research, & Evaluation*, 2(2), 1–3.
<http://pareonline.net/getvn.asp?v=2&n=2>
- Zubaidah, S. (2018). Keterampilan Abad ke-21. *Jurnal Pendidikan Biologi*, June, 1–25.

