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Applying Authentic Assessment in Fiqh Learning at Madrasah Ibtidaiyah

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ABSTRACT

Background: Learning evaluation practices still tend to rely on conventional assessments that focus primarily on cognitive aspects, thereby failing to comprehensively capture students' learning achievements. **Objective:** This study aims to describe the implementation of authentic assessment in Fiqh lessons at Madrasah Ibtidaiyah and to analyse its impact on students' conceptual understanding, learning engagement, and the application of Fiqh values. **Method:** This study employed a descriptive qualitative approach. Data were collected through classroom observations, in-depth interviews, and documentation analysis. **Findings:** The findings indicate that authentic assessment enhances students' understanding of Fiqh concepts, promotes active participation in the learning process, and facilitates the application of Fiqh values in real-life contexts. Furthermore, authentic assessment enables teachers to holistically evaluate students' development across cognitive, affective, and psychomotor domains. **Conclusion:** Authentic assessment is an effective and relevant evaluation strategy for Fiqh learning at Madrasah Ibtidaiyah, as it supports meaningful learning and comprehensive student assessment. **Contribution:** This study contributes empirical and practical insights into the implementation of authentic assessment as a contextual and holistic evaluation alternative in Islamic education, particularly at the elementary level.

KEYWORDS

Authentic Assessment; Fiqh Education; Madrasah Ibtidaiyah

1. INTRODUCTION

Islamic education in Indonesia continues to develop alongside social change, societal dynamics, and increasingly complex global demands. Madrasah Ibtidaiyah, as a formal educational institution, plays a strategic role in establishing the foundation of Islamic education from an early age (Hafidah & Syarifin, 2024). Beyond focusing solely on mastering religious theory, Madrasah Ibtidaiyah is also expected to cultivate a deep understanding of Islamic teachings and students' ability to apply Islamic values in their daily lives (Istichoroh et al., 2025). In this context, teachers carry a dual responsibility: delivering Fiqh content systematically while simultaneously guiding students to internalise Islamic moral and ethical values (Parnawi & Ridho, 2023). Therefore, the implementation of authentic

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assessment emerges as a relevant evaluation strategy, as it can measure both conceptual understanding and students' ability to apply Fiqh concepts in real-life situations, making learning more meaningful and contextual for students.

Authentic assessment is an evaluation method that emphasises the application of knowledge, practical skills, and contextual learning (Fernanda et al., 2025). This method assesses not only students' cognitive abilities but also their affective and psychomotor skills, thereby encouraging them to think critically, solve problems, and make decisions in accordance with Islamic principles. Moreover, the use of relevant learning media such as illustrations, hands-on practice, or instructional videos can enhance the effectiveness of authentic assessment by helping students understand abstract concepts, observe practices, analyse situations, and perform actions aligned with Fiqh teachings (Wahyudi et al., 2025). Through this approach, the learning process becomes more active and participatory, fostering students' applied skills that can be implemented in real-life contexts (Datubaringan et al., 2025).

In practice, existing conditions indicate that most Madrasah Ibtidaiyah teachers still rely on traditional evaluation methods, such as written tests and memorisation. As a result, students' understanding of Fiqh material remains suboptimal, and their ability to apply Islamic values in daily life is still limited. Preliminary observations at MI Miftahul Huda Sendang Agung indicate low levels of active student participation, limited conceptual understanding, and variations in evaluation outcomes that have not yet met the expected mastery learning standards. Additionally, heterogeneous classroom conditions and varying student numbers require teachers to implement more authentic, context-based assessment strategies to enhance learning effectiveness and ensure that every student achieves the desired competencies. These conditions highlight the need for research that examines evaluation strategies more applicable to the needs of Madrasah Ibtidaiyah students.

Previous studies indicate that implementing authentic assessment in Islamic education can yield positive outcomes (Khoirunisa et al., 2025). Authentic assessment methods have been shown to enhance conceptual understanding, critical thinking skills, and students' motivation and active participation in learning (Mega & Madani, 2023; Nawali et al., 2024; Angkat et al., 2024). In the context of Fiqh instruction, authentic assessment emphasises real-life practice and the application of Islamic teachings, enabling students not only to understand theory but also to apply Islamic values in their daily activities (Habibi et al., 2021). Nevertheless, most previous studies remain general and have not specifically examined the implementation of authentic assessment in Fiqh subjects at Madrasah Ibtidaiyah, using contextual approaches, supporting instructional media, and innovative strategies. This underscores the importance of research that integrates authentic assessment with real classroom learning practices.

Based on the review of prior research and the observed practical issues, a significant research gap is evident. Previous studies have not systematically explored the implementation of authentic assessment in Fiqh learning at Madrasah Ibtidaiyah, particularly approaches that integrate real-life practice and daily life–based evaluation. The lack of detailed studies examining teacher strategies, student responses, and the impact of authentic assessment on students' character, skills, and conceptual understanding represents a gap that needs to be addressed. This study seeks to address this need by analysing the direct implementation of authentic assessment, evaluating its effectiveness, and examining the challenges and strategies teachers employ in authentic classroom contexts.

The objective of this study is to describe in detail the implementation of authentic assessment in Fiqh learning at Madrasah Ibtidaiyah, analyse its influence on students' conceptual understanding, character development, and skills, and identify the challenges and strategies teachers employ to implement authentic assessment effectively and contextually. This study is expected to provide practical contributions to the development of more authentic, contextual, and competency-based evaluation methods, thereby improving the quality of Fiqh learning at Madrasah Ibtidaiyah and enabling students to internalise Islamic values more deeply in their daily lives.

This study does not focus solely on measuring learning outcomes but also emphasises strengthening students' character, skills, and application of Islamic values. Therefore, the findings are expected to serve as a reference for Madrasah Ibtidaiyah teachers in designing innovative evaluation strategies, improving instructional quality, and facilitating students' active, creative, and contextual learning in accordance with the demands of contemporary Islamic education.

2. METHOD

2.1 Research Design

This study employed a descriptive qualitative approach aimed at systematically, factually, and accurately describing the implementation of authentic assessment in Fiqh learning at Madrasah Ibtidaiyah. A descriptive qualitative approach was selected because it is appropriate for gaining an in-depth understanding of educational phe-

nomena without manipulating variables, allowing the researcher to capture authentic processes, interactions, and real experiences of teachers and students during the learning process.

The study was designed using a descriptive qualitative framework that emphasises detailed and interpretive data presentation. The focus of the research was to describe the process of implementing authentic assessment in Fiqh instruction, teacher–student interactions, the instructional strategies employed by teachers, and students' responses and learning experiences. Data were collected through observations, interviews, and documentation to obtain a comprehensive understanding of the phenomenon under investigation.

2.2 Research Object

This study was conducted in 2025. The research subjects consisted of teachers and students at Madrasah Ibtidaiyah Miftahul Huda Sendang Agung. Teachers served as the primary informants, as they were directly responsible for implementing authentic assessment. At the same time, students were the subjects through whom the impact of assessment implementation on conceptual understanding, character development, and skills was observed. The selection of research subjects was carried out using purposive sampling, based on their relevance and direct involvement in the Fiqh learning process that constituted the focus of this study.

2.3 Data Collection

Data were collected using several techniques: 1) Observation: The researcher directly observed the Fiqh learning process, documenting teacher–student interactions, the use of instructional media, teaching strategies, and the implementation of authentic assessment in the classroom; 2) Interviews: Semi-structured interviews were conducted with teachers and selected students to obtain in-depth information about their experiences, understanding, challenges, and responses to authentic assessment; 3) Documentation: This included teachers' records, assessment results, instructional materials, and evidence of learning practices, which served as supporting data to strengthen the analysis.

2.4 Data Analysis

Data were analysed using descriptive qualitative techniques through the following steps: 1) Data reduction: Selecting, focusing, and simplifying data that were relevant to the research focus; 2) Data presentation: Organising data in the form of narratives, tables, or diagrams to facilitate understanding of the observed phenomena; 3) Conclusion drawing and verification: Interpreting the presented data, identifying patterns and relationships among phenomena, and linking the findings to the research objectives.

The data analysis was conducted iteratively, meaning that data were continuously analysed throughout data collection to achieve a deeper understanding. To ensure data trustworthiness, source and method triangulation were employed, thereby enhancing the credibility of the findings and ensuring they accurately reflect the field conditions.

3. RESULT AND DISCUSSION

3.1 Result

Data obtained from observations, interviews, and document analysis indicate an improvement in students' understanding of Fiqh material and their application of Islamic values in daily life. Fiqh teachers also reported positive changes in students' motivation and learning engagement. The following points summarise the key findings related to the implementation of authentic assessment.

a) Students' Understanding of Fiqh Concepts

Positive aspects: The analysis reveals a significant improvement in students' understanding of Fiqh concepts. Authentic assessment enables students to connect theoretical knowledge with real-life contexts, thereby deepening their comprehension of Fiqh teachings.

Negative aspects: Some students still struggle to apply certain concepts, particularly in more complex situations. This indicates the need to adjust instructional strategies to address these learning barriers.

b) Application of Fiqh Values in Daily Life

Positive aspects: Through authentic assessment, students were able to apply Fiqh values across various real-life situations. They demonstrated the ability to identify everyday contexts that require understanding and action based on Fiqh principles.

Negative aspects: Several students struggled to recognise contexts relevant to specific Fiqh teachings. This suggests that classroom discussions may need to be further deepened or better aligned with students' lived experiences.

c) Student Motivation and Engagement

Positive aspects: An authentic assessment provided additional motivation for students to participate actively in Fiqh learning. Students were encouraged to develop a deeper understanding as they perceived a direct connection between Fiqh instruction and their daily lives.

Negative aspects: Despite increased motivation, some students still required additional encouragement to clearly perceive the relevance of Fiqh learning to their everyday experiences.

c) Impact on Teaching Practices

Positive aspects: Fiqh teachers reported improvements in their instructional practices. The use of authentic assessment provided clearer insights into students' learning progress and helped teachers adjust instructional methods to meet students' needs.

Negative aspects: Some teachers required additional training and support in designing and implementing authentic assessments effectively. This highlights a potential area for professional development among teaching staff.

d) Challenges in Implementing Authentic Assessment

Positive aspects: The challenges encountered during the implementation of authentic assessment created opportunities to enhance the quality of teaching and learning. These challenges can be addressed through appropriate strategies, such as additional teacher training and the development of more innovative instructional methods.

Negative aspects: Certain constraints, minimal instructional time, and the need for more systematic solutions require additional support from schools or educational authorities.

Overall, the findings indicate that implementing authentic assessment in Fiqh learning at Madrasah Ibtidaiyah Miftahul Huda Sendang Agung has a positive impact on students' understanding of Fiqh concepts and their ability to apply them in daily life. The challenges identified can be addressed through appropriate strategies, and these results provide a foundation for further development of authentic assessment practices within the context of Islamic education.

Table 1. Indicators of Authentic Assessment

No.	Indicator	Positive Impact	Negative Impact
1	Understanding of Fiqh Concepts	Students experienced a significant improvement in understanding Fiqh concepts. Authentic assessment helped students connect theoretical knowledge with real-life contexts, thereby deepening their understanding of Fiqh teachings.	Some students still encountered difficulties in applying certain concepts, particularly in complex situations. This indicates the need for adjustments in instructional strategies.
2	Application of Fiqh Values in Daily Life	Students were able to apply Fiqh values in various real-life contexts and identify situations that require an understanding of Fiqh principles.	Some students had difficulty recognizing specific contexts relevant to Fiqh teachings, suggesting the need for deeper discussion or better alignment with students' real-life experiences.
3	Student Motivation and Engagement	Authentic assessment increased students' motivation to actively participate in Fiqh learning and encouraged them to seek deeper understanding.	Although motivation increased, some students still required additional encouragement to clearly perceive the direct connection between Fiqh learning and daily life.
4	Impact on Teaching Practices	Teachers reported improvements in instructional practices. Authentic assessment helped teachers evaluate student learning more effectively and adjust teaching methods according to students' needs.	Some teachers required additional training and support in designing and implementing authentic assessment.
5	Challenges in Implementing	Challenges encountered became opportunities to improve teaching and learning quality.	Certain challenges, such as limited instructional time, require more

No.	Indicator	Positive Impact	Negative Impact
	Authentic Assessment	Difficulties could be addressed through appropriate strategies, such as additional teacher training or the development of innovative instructional methods.	systematic solutions and additional support from schools or educational authorities.

The implementation of authentic assessment in Fiqh instruction at Madrasah Ibtidaiyah Miftahul Huda Sendang Agung has demonstrated a clear and positive impact on students' conceptual understanding, their ability to apply Fiqh values, learning motivation, engagement, and teachers' instructional practices. The challenges encountered can be addressed through appropriate strategies, targeted teacher training, and institutional support, allowing authentic assessment to be further developed as an effective evaluation method within the context of Islamic education.

3.2. Discussion

The findings of this study indicate that the implementation of authentic assessment in Fiqh learning at Madrasah Ibtidaiyah Miftahul Huda Sendang Agung has a positive impact on students' understanding of Fiqh concepts. This result aligns with Muhibbin Syah's theory, which states that authentic assessment enables students to demonstrate their understanding through performance or products that are relevant to real-life situations, ensuring that knowledge is not merely theoretical but also applicable. By linking Fiqh theory to everyday contexts, students are able to internalize Islamic values more deeply. These findings support the view of Nitko and Brookhart, who argue that authentic assessment provides a holistic picture of students' understanding by integrating cognitive, affective, and psychomotor aspects of learning (Widyanti et al., 2025).

Beyond conceptual understanding, this study also demonstrates an improvement in students' ability to apply Fiqh values in daily life. Students were able to identify situations requiring the application of Fiqh principles, ranging from social interactions to decision-making processes aligned with Islamic teachings. Fiqh learning should involve practical and contextual experiences so that students not only understand concepts but are also able to apply them meaningfully (Dly, 2025). Authentic assessment encourages the transfer of learning from the classroom to real-life contexts, making learning more meaningful and relevant for students (Nawali et al., 2024).

Furthermore, the findings reveal a significant increase in students' motivation and engagement. Authentic assessment, which emphasizes real-life relevance, encourages students to ask questions more actively, complete tasks, and participate in discussions (Aden et al., 2025). The purpose of assessment is not only to provide information for teachers and students regarding the achievement of learning objectives, but also to enhance student engagement (Andayani & Madani, 2023). Relevant and contextual evaluation strategies can stimulate greater learning interest. Nevertheless, some students still require additional guidance to connect Fiqh learning with real-life situations, indicating the need for teachers to present more applicable examples and adjust instructional strategies to meet students' needs.

The impact of authentic assessment was also evident in teachers' instructional practices. Improvements were observed in teaching strategies and in teachers' ability to assess student learning outcomes more deeply. Authentic learning emphasizes the importance of learning environments that allow teachers to assess students' performance in real contexts and adapt instructional approaches to individual needs (Fernanda et al., 2025). Authentic assessment functions not only as an evaluative tool but also as formative guidance to continuously enhance instructional effectiveness (Nirwana et al., 2024).

Despite these positive outcomes, the study identified several challenges in implementing authentic assessment, including time constraints and teacher readiness. However, these challenges can serve as opportunities to improve instructional quality through teacher training, the development of innovative methods, and institutional support. The effective implementation of authentic assessment requires careful planning, adequate resources, and methodological adaptation to optimize learning outcomes (Pebriani et al., 2025).

The strength of this study lies in its holistic and systematic approach. Rather than focusing solely on final learning outcomes, the study examines the learning process, teacher–student interactions, the application of Fiqh values, student motivation, and the challenges encountered during implementation. This approach reinforces the principles of Islamic education, which emphasize the integration of cognitive, affective, and psychomotor domains, as well as the relevance of learning to students' real-life experiences. The findings provide practical contributions for Madrasah Ibtidaiyah teachers in designing authentic, relevant, and contextual evaluation strategies.

In synthesis, the implementation of authentic assessment in Fiqh learning has been shown to enhance conceptual understanding, the application of Islamic values, student motivation, and engagement, while also providing

guidance for teachers in improving instructional practices. This conclusion aligns with the theories of Herrington et al. and Nitko and Brookhart, which emphasize that authentic learning enables students to integrate knowledge and skills into real actions, prepares them to face real-life situations, and supports character development in accordance with Islamic values. Therefore, authentic assessment should be viewed not merely as an evaluation strategy, but as a means of comprehensively improving the quality of Fiqh education.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Imlications

The findings of this study imply that implementing authentic assessment in Fiqh learning at Madrasah Ibtidai-yah can foster a more contextual, meaningful, and holistic learning process. Authentic assessment enables teachers to evaluate not only students' cognitive achievement but also their ability to apply Fiqh values in daily life, as well as the development of their attitudes and skills. In practice, these findings highlight the importance of shifting from conventional written–test–based assessments toward performance-based, real-life, contextually aligned evaluations that align with the goals of Islamic education. Such a shift has the potential to enhance students' motivation, engagement, and internalisation of Islamic values.

4.2 Research Contributions

This study contributes to advancing Islamic education research and practice, particularly in Fiqh instruction at Madrasah Ibtidaiyah, by providing empirical evidence of the effectiveness of authentic assessment. In addition to enriching qualitative research in learning evaluation, this study offers practical insights into teachers' strategies for designing and implementing assessments that emphasise conceptual understanding, character development, and the applied integration of Islamic values. Consequently, the findings may serve as a reference for teachers, madrasah administrators, and future researchers in developing more authentic, relevant, and learner-centred assessment systems tailored to the needs of Madrasah Ibtidaiyah students.

5. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH DIRECTIONS

5.1 Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted at a single Madrasah Ibtidaiyah with a limited number of participants; therefore, the results cannot be broadly generalised to other madrasahs with different characteristics. Second, this study employed a descriptive qualitative approach, which emphasises understanding processes and participants' experiences rather than quantitatively measuring the effectiveness of authentic assessment on students' learning outcomes. In addition, the study's limited duration prevented observation of the long-term impacts of authentic assessment implementation, particularly regarding character development and the consistency of students' application of Fiqh values in their daily lives.

5.2 Recommendations for Further Research Directions

Given these limitations, future studies are recommended to involve a broader range of participants and research settings to obtain a more comprehensive understanding of the implementation of authentic assessment in Fiqh learning at Madrasah Ibtidaiyah. Further research may also adopt quantitative or mixed-methods approaches to more objectively measure the effects of authentic assessment on students' learning outcomes, attitudes, and skills. Additionally, future studies are encouraged to explore the integration of authentic assessment with innovative instructional models, such as project- or problem-based learning, and to examine its long-term impact on the internalisation of Islamic values and on students' character formation.

6. CONCLUSION

This study concludes that the implementation of authentic assessment in Fiqh instruction at Madrasah Ibtidaiyah has a positive impact on both the quality of the learning process and learning outcomes. Authentic assessment enables students to develop a deeper understanding of Fiqh concepts, as learning and evaluation are directly connected to real-life contexts. Consequently, Fiqh learning is not limited to theoretical mastery; it also emphasises students' ability to apply Islamic values in practical, meaningful ways.

In addition to enhancing conceptual understanding, authentic assessment increases student motivation and engagement in learning. Students become more active and participatory and demonstrate greater interest in learning because the assessment process is contextual and requires direct involvement in various learning activities. At the same time, authentic assessment helps teachers gain a more comprehensive understanding of students' development, enabling them to adjust instructional and evaluation strategies to meet students' needs and characteristics.

Overall, the findings affirm that authentic assessment is a relevant and effective evaluation strategy for Fiqh learning at Madrasah Ibtidaiyah. The implementation of authentic assessment not only supports the achievement of cognitive learning objectives but also plays a crucial role in character development and the internalisation of Islamic values among students. Therefore, authentic assessment should be continuously developed and implemented as an integral part of efforts to improve the quality of Islamic education at Madrasah Ibtidaiyah.

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Author Contribution Statement

The authors declare that all data presented in this article are derived from field research conducted by the researchers. Afriyanto: Conceptualisation, Methodology, Initial Draft Writing, Data Analysis, and Interpretation. Hengki Saputra: Conceptualisation and Review.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors used generative AI to assist with language editing and clarity. All analyses, data, and research conclusions remain the full responsibility of the authors. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIKPI GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that there is no potential conflict of interest related to the research, authorship, and/or publication of this article.

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