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An Analysis of Authentic Assessment Integrated in Moral and Social Aspects of English Classes at A State Junior High School in Indramayu

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Abstract: This study examines the integration of authentic assessment into the moral and social dimensions of English language learning at SMPN Unggulan Sindang, Indramayu. The research objectives are threefold: (1) to describe the implementation of authentic assessment in English classes with a focus on moral and social aspects, (2) to identify challenges encountered by teachers and students in its application, and (3) to analyze its relevance and contribution to students' character education. Adopting a qualitative descriptive approach, data were gathered through classroom observations, semi-structured interviews, document analysis, and triangulation to enhance validity. The findings indicate that authentic assessment is enacted via project-based learning, reflective reading, group discussions, peer and self-assessments, and summative reports that evaluate both cognitive skills and character traits. Teachers design activities that promote honesty, discipline, cooperation, empathy, and responsibility while advancing language proficiency. This integration aligns with Lickona's (1991) framework of moral knowing, moral feeling, and moral action, positioning English as a vehicle for character development. Nonetheless, obstacles include time constraints, inconsistent student engagement, and teachers' insufficient training in creating character-oriented rubrics and evaluations. In summary, incorporating authentic assessment into moral and social aspects of English learning substantially supports holistic student development by cultivating reflective thinking, moral awareness, and social competencies alongside linguistic abilities. The study recommends institutionalizing authentic assessment as a sustainable practice to reinforce character education within English language teaching and learning.

Keywords: Authentic Assessment, Moral and Social Aspect, Character Education, English Language Teaching, Junior High School.

INTRODUCTION

Education is a central pillar of national development, serving as a foundation for fostering knowledge, moral values, and social awareness in students. According to Tamamiyah (2024), the Indonesian education system faces the challenge of equipping students not only with academic skills but also with the moral integrity required in an increasingly globalized world. The 2003 National Education Law emphasizes that education must cultivate spiritual strength,

intelligence, and noble character. However, despite these ideals, many schools still prioritize cognitive outcomes over moral development, leading to imbalances in student growth. As a result, education must evolve into a more holistic process that integrates moral, social, and intellectual development.

Moral degradation among students has become an increasingly urgent issue in Indonesia, as reflected in rising cases of dishonesty, indifference, and school violence. Astuti (2020) noted that excessive exposure to digital and social media content contributes to students' declining social responsibility. Likewise, Inayah et al. (2025) found that moral disengagement negatively impacts students' sense of empathy and ethical behavior. Rosmiati et al. (2024) further explained that the current models of character evaluation in Indonesia are still underdeveloped, particularly in assessing authentic moral behavior. This condition underscores the need for reform in both teaching and evaluation practices to nurture ethically aware and socially responsible learners.

Given these realities, there is a strong urgency to strengthen the integration of character education within classroom learning. The Ministry of Education's Character Education Strengthening Program (PPK) seeks to promote values such as religiosity, nationalism, cooperation, independence, and integrity (Silaban, 2025). Fajri (2025) highlighted that collaboration between teachers and parents plays a vital role in reinforcing character education outcomes. Meanwhile, Ayuningtum et al. (2024) demonstrated that authentic assessment is one of the most effective approaches to measuring students' moral and social development. Therefore, reinforcing character values through integrated assessment models is essential to achieving comprehensive educational goals.

Authentic assessment provides a practical means to evaluate both academic competence and moral behavior through real-life learning experiences. Rosmiati et al. (2024) emphasized that authentic assessment captures students' learning processes, attitudes, and social skills beyond traditional tests. This approach allows teachers to observe behaviors like honesty, cooperation, and empathy in actual classroom interactions (Ayuningtum et al., 2024). In English learning, such assessments can include activities like presentations, group projects, and reflective journals that combine linguistic and moral objectives. As noted by Tamamiyah (2024), these practices align with the broader vision of developing students who are academically skilled and ethically grounded.

Several contemporary studies have highlighted the growing importance of authentic assessment in Indonesia's educational system. Astuti (2020) found that digital-era challenges necessitate new strategies for integrating moral values into classroom evaluation. Similarly, Fajri (2025) stated that authentic assessment supports collaborative learning environments that encourage mutual respect and social engagement. Rosmiati et al. (2024) also reported that this approach promotes deeper understanding by linking learning content to real-life moral experiences. Despite these advancements, research focusing on the integration of authentic assessment with moral and social education in English language learning at junior high schools remains limited. This gap presents an opportunity for further investigation into how authentic assessment can enhance both moral and linguistic outcomes in the Indonesian context.

This study presents novelty by exploring the integration of authentic assessment with moral and social aspects in English language teaching at SMPN Unggulan Sindang. Unlike most previous studies that primarily emphasize cognitive performance, this research highlights how assessment can also serve as a medium for cultivating students' moral responsibility, empathy, and cooperation. It introduces a context-specific approach that links authentic tasks, such as group discussions and narrative writing, with value-based education. The study also provides insights into how assessment can transform classroom activities into opportunities for ethical growth. By emphasizing this integrated framework, the research offers a new perspective on developing holistic education in Indonesia.

The focus of this study is to analyze the implementation of authentic assessment in evaluating the moral and social aspects of English learning at SMPN Unggulan Sindang. It examines how English teachers design and apply authentic assessments that encourage responsibility, respect, and teamwork among students. The study also investigates the challenges faced by teachers, such as limited training and understanding of assessment design. Furthermore, it explores how assessment practices align with the objectives of Indonesia's Character Education Strengthening Program. Through this analysis, the research aims to provide an in-depth understanding of how authentic assessment can be optimized to support moral and social growth.

The main objectives of this research are to describe the integration of authentic assessment in teaching reading skills to seventh-grade English students, identify obstacles faced by teachers and students, and analyze the contribution of authentic assessment to character development. It seeks to determine how assessment practices foster both academic competence and moral awareness. This study also aims to evaluate the extent to which authentic assessment aligns with the goals of character education in Indonesia. Ultimately, it aspires to develop recommendations for improving classroom practices and educational policies related to moral evaluation. By doing so, the research contributes to the enhancement of holistic education that prioritizes ethics alongside cognition.

METHOD

This study employed a qualitative case study design aimed at exploring the implementation of authentic assessment integrated with moral and social aspects in English language teaching at SMPN Unggulan Sindang. A qualitative approach was chosen to obtain an in-depth understanding of teachers' practices, students' behaviors, and classroom dynamics in real educational settings. As emphasized by Creswell (2020), qualitative research enables a holistic interpretation of human experiences within their natural context, allowing the researcher to capture complex social interactions and value-based learning. The study site—SMPN Unggulan Sindang in Indramayu, West Java—was purposefully selected because it actively applies authentic assessment and character education through the Independent Curriculum. Data were collected over one semester during the 2024/2025 academic year to ensure comprehensive observation and meaningful interpretation of assessment practices.

Participants in this study consisted of two English teachers and thirty seventh-grade students selected through purposive sampling, which aligns with qualitative research principles where participants are chosen based on their relevance to the studied phenomenon (Fajri, 2025). The teachers were selected for their active engagement in authentic assessment practices, while students were chosen to represent diverse learning characteristics and classroom experiences. Data were obtained using multiple techniques—classroom observation, semi-structured interviews, and documentation of teaching instruments—to ensure triangulation and credibility of findings (Rosmiati et al., 2024). Observations focused on teachers' assessment processes and students' moral and social behaviors, while interviews explored perceptions, challenges, and reflections on character-based assessment. Documentation such as lesson plans, rubrics, and student portfolios supplemented primary data and provided tangible evidence of authentic assessment in practice.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldana (2014), consisting of data reduction, data display, and conclusion drawing, conducted simultaneously throughout the research process. Triangulation was applied across data sources, methods, and times to validate the accuracy and consistency of findings, as recommended by Wijaya (2021). This systematic process enabled the researcher to identify emerging themes related to the integration of moral and social aspects in English assessment and to verify their alignment with character education goals. The analysis revealed how authentic assessment promotes students' moral awareness, empathy, cooperation, and responsibility while supporting

linguistic proficiency. Overall, the methodological rigor, prolonged engagement, and validation techniques ensured that the research produced credible, transferable, and contextually grounded insights into character-based English language education.

RESULTS AND DISCUSSION

The Integration of Authentic Assessment of Moral and Social Aspects for Seventh-Grade English Students in SMPN Unggulan Sindang

The integration of authentic assessment in English learning at SMPN Unggulan Sindang represents a transformative approach that bridges language proficiency with moral and social development. By embedding character values within assessment practices, teachers create learning environments where academic tasks also function as moral and social learning experiences. This approach ensures that English education does not solely emphasize linguistic mastery but also nurtures students' ethical awareness, empathy, and responsibility in real-world contexts. The integration supports the holistic goals of education by aligning cognitive learning outcomes with character formation, encouraging students to become not only skilled language users but also reflective and socially responsible individuals.

The findings show that integrating authentic assessment into English learning at SMPN Unggulan Sindang effectively combines academic, moral, and social development. Through observations, interviews, and documentation, it was found that authentic assessment evaluates not only students' cognitive performance but also their attitudes, behaviors, and social interactions (Sugiyono, 2019). Teachers incorporate values such as honesty, responsibility, discipline, cooperation, and tolerance into reading lessons that use moral and socially themed texts (Kamaruddin, 2012). These activities encourage students to reflect on moral values, discuss them collaboratively, and relate them to real-life experiences, demonstrating that authentic assessment goes beyond measuring comprehension to fostering empathy, character formation, and holistic learning (Wiggins, 1998; Mueller, 2013).

The findings indicate that the integration of authentic assessment in English learning at SMPN Unggulan Sindang effectively combines cognitive, moral, and social objectives through a structured sequence of learning activities. Teachers plan lessons using texts that contain moral and social themes, guiding students to analyze values such as honesty, responsibility, and cooperation through reading, discussions, and reflections (Wiggins, 1998). During core activities, students summarize moral messages, engage in group discussions, present their ideas, and write reflections that connect lessons to real-life experiences (Sugiyono, 2019). Teachers employ observation, self-assessment, and peer-assessment rubrics to measure students' integrity, discipline, and empathy, ensuring that the assessment process captures both performance and attitude (Mueller, 2013). These integrated methods encourage active participation, enhance collaboration, and promote self-awareness, making assessment a meaningful process that develops moral reasoning alongside language proficiency.

Overall, authentic assessment at SMPN Unggulan Sindang demonstrates significant progress in fostering character-based learning by emphasizing honesty, responsibility, tolerance, and teamwork within English classes. Teachers complement summative tests with formative assessments such as portfolios, reflections, and peer evaluations to obtain a holistic picture of student growth (Fajri, 2025). Observations reveal that students respond positively to this system, becoming more motivated and responsible because evaluation extends beyond grades to include moral and behavioral aspects. Teachers also reinforce positive conduct through daily classroom routines like greetings, mutual respect, and recognition of helpful behavior, aligning with the school's vision to strengthen character education (Rosmiati et al., 2024). Although implementation challenges remain, particularly in maintaining consistency and inclusivity, this approach proves effective in cultivating ethical awareness, social empathy, and linguistic competence simultaneously.

Table 1. Integration of Authentic Assessment of Moral and Social Aspects for Seventh Grade English Students at SMPN Unggulan Sindang

No.	Forms of Authentic Assessment	Moral Aspects Assessed	Social Aspects Assessed	Field Findings
1.	Read narrative text then write a summary with a moral message	Honesty (not copying friends' work), responsibility (completing assignments on time)	Empathy (understanding the values in the story), appreciating group discussions	The majority of students are able to write a summary according to the contents of the text, but some still have difficulty expressing the moral message independently
2.	Group discussion about moral values in reading texts	Discipline (active participation without deviating from the topic), respect	Cooperation, tolerance, respect for other people's opinions	The discussion showed that students found it easier to understand reading through interaction, but there were students who were passive and more dependent on other group members
3.	Oral presentation of reading comprehension results	Self-confidence, responsibility for the results of group work	Ability to share information, communication, solidarity	Active students who were involved in the presentation showed the ability to convey the content of the reading well, but involvement was uneven because only a few appeared dominant
4.	Writing a personal reflection on moral values in reading	Honesty (reflection based on self-understanding), self-awareness	Empathy, social sensitivity to issues in the text	Most students were able to connect moral values to personal experiences, but the depth of reflection varied.
5.	Portfolio Assessment (a collection of reading assignments, summaries, and reflections)	Consistency of attitude of responsibility, independence	Cooperation in compiling group assignments	The portfolio shows students' development in terms of reading ability and attitude, although there are students who are not yet consistent in completing each stage of the assignment

The implementation of the Mid-Semester Summative Report (STS) in Grade VII English classes at SMPN Unggulan Sindang reflects a comprehensive assessment approach that integrates cognitive, moral, and social aspects. The STS report card documents not only academic performance but also character development through values such as honesty, responsibility, discipline, cooperation, and empathy (Sugiyono, 2019). Assessment activities include projects, presentations, and written tests designed to evaluate both language proficiency and moral understanding in real-life contexts (Mueller, 2013). Attendance and participation are also assessed as indicators of responsibility and commitment, contributing to the holistic calculation of students' final scores. This system ensures that learning outcomes reflect students' academic progress and their moral engagement, supporting the Independent Curriculum's goal of developing well-rounded learners with strong ethical foundations (Rosmiati et al., 2024).

Complementing the summative evaluation, authentic assessments in English reading instruction emphasize the integration of moral and social values through contextualized learning activities. Students engage in tasks such as writing summaries with moral messages, participating in group discussions, presenting reading results, and composing personal reflections, all of which foster honesty, empathy, and collaboration (Wiggins, 1998; Conti, 2013). Portfolio assessments further document students' consistency, independence, and cooperative attitudes, providing tangible evidence of both cognitive and affective growth (Rost, 2002). Field findings indicate that while most students actively participate and demonstrate

moral awareness, a few still require guidance to enhance responsibility and engagement. Overall, the integration of authentic assessment into the STS framework successfully promotes linguistic competence and character development, making English learning a medium for shaping disciplined, empathetic, and socially responsible individuals.

The Obstacles Faced by English Teachers and Students in Implementing Authentic Assessment on Moral and Social Aspects Based on Character Education

The study reveals that implementing authentic assessment integrated with moral and social aspects in English learning at the junior high school level faces multiple challenges, including teachers' limited understanding of assessment concepts (Kunandar, 2015), high administrative workloads (Sani, 2016), diverse student backgrounds and motivation (Hamid, 2017), as well as insufficient facilities and policies that prioritize academics over character development (Mulyasa, 2013). These issues highlight that the difficulties are not only pedagogical but also structural and cultural (Lickona, 1991). Nonetheless, authentic assessment remains crucial for developing students' character and communication skills, requiring continuous teacher training and institutional support to balance cognitive, moral, and social goals.

The study reveals that implementing authentic assessment integrating moral and social aspects in junior high school English learning still faces several challenges, including limited teacher understanding (Kunandar, 2015), high administrative workloads (Sani, 2016), diverse student backgrounds (Hamid, 2017), and limited school facilities (Mulyasa, 2013). These issues show that authentic assessment is influenced not only by pedagogical but also by structural and cultural factors (Lickona, 1991). Nevertheless, authentic assessment remains vital for developing students' character and communication skills, aligning with the goals of character education (Wiggins, 1998) and supporting holistic learning as emphasized by the Ministry of Education and Culture (2013).

Table 2. The Obstacles in the Implementation of Authentic Assessment of Moral and Social Aspects

Aspect	Main Obstacles	Impact/Challenges
The Teachers	<ul style="list-style-type: none"> - Conceptual understanding and pedagogical skills are still limited in designing measurable assessment instruments. - Time constraints and high administrative burdens. - Difficulty maintaining objectivity in assessments in classes with large student populations. 	<ul style="list-style-type: none"> - Authentic assessment practices are not yet consistent and systematic. - Character assessment has not been optimally implemented in daily learning.
The Students	<ul style="list-style-type: none"> - Low awareness of the importance of moral and social aspects. - Differences in family and social backgrounds. Motivation to learn is still oriented towards academic achievement. 	<ul style="list-style-type: none"> - Lack of active student participation in demonstrating behaviour consistent with character values. - Teachers have difficulty observing authentic student behaviour.
School Environment and Education System	<ul style="list-style-type: none"> - School orientation still emphasizes academic achievement. - Assessment policies do not place significant weight on character aspects. - Institutional support and an evaluation culture are lacking. - School culture remains oriented toward numerical grades. 	<ul style="list-style-type: none"> - Teachers' efforts to assess moral and social aspects lack institutional support. The implementation of authentic assessment is not sustainable.

Aspect	Main Obstacles	Impact/Challenges
Facilities and infrastructure	<ul style="list-style-type: none">- Limited classroom space, learning media, and educational technology.- Lack of supporting facilities for contextual activities.- Inadequate documentation system- for assessment results.	<ul style="list-style-type: none">- Learning activities struggle to foster students' moral and social behaviour.- Accurate and continuous follow-up of assessment results is difficult.
Educational Follow-up	<ul style="list-style-type: none">- Lack of post-assessment coaching mechanisms.- Lack of synergy between teachers and homeroom teachers.- Weak parental involvement.- Absence of school programs linking assessment results to- character building.	<ul style="list-style-type: none">- Authentic assessment results stop at the administrative level.- The impact on strengthening students' moral and social values is low.

The study concludes that implementing authentic assessment integrating moral and social aspects in English learning still faces complex, systemic challenges involving teachers, students, schools, and educational structures. Teachers struggle with limited understanding, time, and administrative burdens (Kunandar, 2015), while students often focus more on academic scores than moral development (Hamid, 2017). Schools also face policy and facility constraints that hinder effective implementation (Mulyasa, 2013). These findings emphasize that authentic assessment requires not only technical improvements but also collective efforts through supportive policies, teacher training, and institutional commitment to balance academics with character education. Strengthening these areas will allow authentic assessment to function as a strategic instrument for shaping students with integrity, responsibility, and readiness to face real-life challenges.

The Relevance and Contribution of Authentic Assessment in Moral and Social Aspects to Students' Character Education in The Context of English Learning

The study shows that authentic assessment in English learning at the junior high school level plays a crucial role in integrating moral and social aspects into character education. Beyond measuring cognitive skills, it evaluates honesty, responsibility, cooperation, and empathy through real-life learning activities such as discussions and projects (Kunandar, 2015). This approach aligns with the goals of national education, emphasizing the balance between intellectual, moral, and social development (Ministry of Education and Culture, 2013). Authentic assessment also serves as a tool for internalizing positive values that shape students' character in daily interactions (Sani, 2016), preparing them to face global challenges that require both academic competence and strong moral integrity (Wiggins, 1998). Thus, authentic assessment contributes significantly to forming ethical, responsible, and socially aware learners capable of engaging positively in diverse contexts.

Table 3. Analysis of the Relevance of Authentic Assessment to Character Education and English Language Learning

No.	Authentic Assessment Aspects	Relevance to Character Education	Contribution to English Language Learning	Field Findings
1.	Observation of student attitudes in class	Cultivate discipline, responsibility, and honesty	Accustoming students to demonstrate good learning ethics in understanding language	Teachers noted that students who were accustomed to discipline found it easier to focus on learning English
2.	Group work assessment	Cultivating cooperation, tolerance, and empathy	Opening up communication space in English through collaborative interaction	Students began to support each other in completing English group assignments
3.	Participation in class discussions	Encourage courage, respect for opinions, and leadership	Help students develop speaking and critical thinking skills	Students who actively participate in discussions show significant improvements in vocabulary mastery
4.	Project assignments (e.g. presentations, drama, literacy work)	Instilling creativity, responsibility, and solidarity	Integrating listening, speaking, reading, and writing skills	Collaborative projects demonstrate the synergy between language skills and character values
5.	Student self-reflection	Developing self-awareness, honesty, and moral introspection	Help students assess weaknesses/strengths in language skills	Students are increasingly aware of the importance of independent learning and an honest attitude towards their achievements.
6.	Learning development portfolio	Cultivate consistency, commitment, and perseverance	Provides a complete picture of the progress of students' language skills	Teachers found that students who diligently filled out portfolios were more disciplined and consistent in learning
7.	Assessment of behaviour outside the classroom	Forming integrity, concern, and social ethics	Encourage the use of language in social contexts and everyday interactions	Students' positive attitudes outside the classroom are directly proportional to their motivation to learn language in the classroom
8.	Social project- based assessment (service learning, literacy campaigns)	Strengthening social awareness, empathy, and active participation	Connecting English to real life and social issues	Students use English to voice humanitarian values through posters or public presentations

The findings show that authentic assessment integrating moral and social aspects strongly supports both character education and English language learning. Through activities such as group work, class discussions, projects, reflections, portfolios, and social-based tasks, students develop values like honesty, responsibility, empathy, tolerance, and cooperation while improving their language skills. Each assessment form not only measures cognitive achievement but also internalizes character values through real-life learning experiences. This dual function makes authentic assessment a bridge between academic evaluation and moral development, balancing students' cognitive, affective, and psychomotor domains. Overall, authentic assessment serves as a strategic tool that connects English curriculum goals with character education, fostering competent, ethical, and socially responsible learners ready for 21st-century challenges.

In addition, the data presented in Table 3 further reinforces the idea that authentic assessment serves as an effective medium for uniting academic learning with moral and social

character formation. Each assessment component—from class observations and group discussions to project-based tasks and self-reflection—plays a crucial role in nurturing discipline, honesty, empathy, cooperation, and responsibility among students while simultaneously enhancing their English proficiency. This multidimensional approach ensures that learning outcomes are not confined to test scores but encompass ethical awareness and social engagement. By integrating moral and social dimensions into English instruction, authentic assessment transforms classroom activities into meaningful life lessons that prepare students to apply language skills in real-world contexts. Ultimately, this integration exemplifies how authentic assessment can cultivate not only academically capable learners but also individuals with strong integrity, empathy, and adaptability—qualities essential for success in the 21st century.

Table 4. Analysis of the Relevance of Authentic Assessment Aspects to Character Education and English Language Learning (Reading Ability)

No.	Authentic Assessment Aspects	Relevance to Character Education	Contribution to English Language Learning (Reading Ability)	Field Findings
1.	Group discussion of reading texts	Teaches cooperation, tolerance, and respect for opinions	Helping to understand text more deeply through collaboration	Students who are usually passive become more involved when discussing the meaning of the reading with friends
2.	Answering critical questions from the text	Cultivate responsibility, honesty, and critical thinking	Develop inference, analysis, and detailed reading comprehension skills	Teachers found that students who dared to put forward different answers tended to be more critical and honest about their own understanding
3.	Reflection of moral values from reading texts	Cultivating moral awareness, empathy, and introspection	Connecting reading content with real life	Students are able to relate the content of the story to moral values such as honesty, responsibility, and solidarity
4.	Compiling a summary of the reading	Cultivate discipline, consistency, and hard work	Practice the skill of finding main ideas and important information	Some students showed improvement in writing short summaries as well as discipline in submitting assignments
5.	Literacy projects (e.g. creating a poster on the value of reading)	Developing creativity, social awareness, and responsibility	Help students express reading comprehension in visual and contextual forms	Student posters display moral messages from the reading while practicing English creatively
6.	Reading portfolio (collection of reading assignments)	Building consistency, perseverance, and a sense of pride in progress	Monitoring the development of students' reading skills holistically	Teachers can see the development of students' understanding of the text as well as their discipline over time

The study reveals that authentic assessment in English reading instruction plays a crucial role in integrating academic achievement with character education. Activities such as group discussions, answering critical questions, moral reflection, summaries, literacy projects, and reading portfolios not only enhance students' reading comprehension but also instill values like cooperation, honesty, discipline, empathy, and responsibility. Authentic assessment allows students to demonstrate their competencies through real-life, participatory tasks that connect language use with moral and social contexts, fostering holistic development that combines

cognitive, affective, and social skills. Teachers serve as facilitators who guide students in internalizing these values, creating an inclusive and interactive learning environment. Overall, authentic assessment is not merely a tool for measuring academic performance but a strategic means of shaping morally aware, socially responsible, and linguistically competent learners.

Discussion

The findings of this study reveal that authentic assessment integrated with moral and social aspects in English language learning serves a dual functions as an instrument of academic evaluation and as a means of character formation. At SMPN Unggulan Sindang, authentic assessment through reading activities, reflective writing, group discussions, and project-based learning enables students to apply English in real contexts while developing values such as honesty, responsibility, empathy, and cooperation. This aligns with the view that authentic assessment should reflect real-world challenges and foster critical, reflective, and ethical thinking (Mueller, 2013). In addition, moral learning activities based on moral dilemmas and social collaboration strengthen students' capacity for moral reasoning and empathy, consistent with Nucci and Narvaez's (2008) and Worrell et al.'s (2020) perspectives on moral and social competence.

Furthermore, the integration of authentic assessment with character education supports the development of holistic learners who are intellectually skilled and morally grounded. In accordance with Lickona's (1991) framework—moral knowing, moral feeling, and moral action—English learning becomes a process of internalizing ethical values through communication, reflection, and social interaction. Authentic assessment thus connects linguistic competence with moral and social growth, encouraging students to think critically, act responsibly, and communicate ethically in both academic and social contexts. This finding is reinforced by Berkowitz and Bier's (2014) argument that character education must be systematic and continuous across all learning dimensions, showing that authentic, value-based assessment in English language learning can cultivate empathetic, responsible, and globally minded individuals.

The findings show that authentic assessment integrated with moral and social aspects plays a crucial role in developing students' character through English language learning. At SMPN Unggulan Sindang, this approach enables students to demonstrate linguistic competence while internalizing moral and social values such as honesty, empathy, and responsibility through contextual and reflective learning (Mueller, 2013). Guided by Lickona's (1991) framework of *moral knowing*, *moral feeling*, and *moral action*, authentic assessment transforms language learning into a process that cultivates ethical awareness and social responsibility. Activities such as text analysis, group discussions, and project-based learning foster critical thinking and collaboration, aligning with Nucci and Narvaez's (2008) view of moral reasoning and Worrell et al.'s (2020) emphasis on social competence. Supported by Berkowitz and Bier's (2014) principle that character education must be systematic and continuous, authentic assessment thus serves not only as an academic evaluation tool but also as a medium for shaping empathetic, reflective, and morally grounded global citizens.

CONCLUSION

This study concludes that the implementation of authentic assessment integrated with moral and social aspects in English learning at SMPN Unggulan Sindang significantly contributes to students' character formation, particularly fostering values such as honesty, responsibility, empathy, cooperation, and discipline through contextual and reflective learning activities. Authentic assessment functions not only as an academic evaluation tool but also as a strategic means of developing students' moral and social competencies holistically. Therefore, it is recommended that teachers continue to design creative and reflective assessment models, schools provide institutional and infrastructural support, and policymakers develop flexible

curricula that promote the sustainable implementation of authentic assessment. Future researchers are also encouraged to expand the study to other language skills and involve parents and communities, ensuring that authentic assessment practices are applied consistently and effectively as an instrument for shaping intelligent, ethical, and adaptive learners prepared to meet the challenges of the 21st century.

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