Islamic Journal of Teaching and Learning
Volume 1, No 2, January-June, 2025, pp (138-153)
E-ISSN (3090-112X)
doi: https:/doi.org/10.59784/jtlm.v1i2.32

Implementation of Authentic Assessment by Teachers in the Independent Curriculum for English Reading Skills at SMAN 16 Makassar

Pidia Warahma[1], Hikma Patika Sari[2], Dzulqarnain Rahmat[3]
Universitas Islam Negeri Alauddin Makassar, Indonesia
Corresponding Author: pidiawarahma@gmail.com

Article Info:
Accepted: 11-10-2025
Approved: 15-11-2025
Published: 23-12-2025

Keywords:
authentic assessment; reading skills; independent curriculum; student-centered learning; english language teaching

ABSTRACT

This study aims to explore the implementation of authentic assessment in English reading instruction based on the Independent Curriculum (Kurikulum Merdeka) through semi-structured interviews with an English teacher at SMAN 16 Makassar. Employing a qualitative descriptive design, data were collected through a semi-structured interview instrument comprising eight open-ended questions, audio-recorded and transcribed manually for thematic analysis. Using a qualitative descriptive approach, this study explores the teacher's understanding, the types of tasks used, student engagement, challenges faced, and their alignment with curriculum objectives. The results indicate that the teacher implemented authentic assessment primarily through oral reading activities, vocabulary development, and performance-based observations. These strategies reflect language use in real contexts and support student-centered learning. Despite facing challenges such as students' pronunciation difficulties due to regional dialects, the teacher implemented adaptive strategies such as repetition, inclusive feedback, and the use of flexible assessment tools such as rubrics and stopwatches. The study concludes that although the current implementation is still rudimentary, the practice aligns with the principles of the Independent Curriculum, which emphasize flexibility, engagement, and competency-based assessment. This study highlights the importance of implementing contextual and inclusive assessment to meaningfully improve students' reading skills. It is recommended that teachers diversify authentic assessment tasks by incorporating reading journals, portfolios, and peer review activities to more comprehensively evaluate students' reading competencies in line with the Independent Curriculum.

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license https://creativecommons.org/licenses/by-sa/4.0/

INTRODUCTION

Education is a fundamental pillar in building a nation's future, as it equips students with the knowledge and skills needed to thrive in a rapidly changing world. Education serves as the foundation for national development, equipping students with essential skills and knowledge to navigate a rapidly evolving global environment. In the context of language education specifically (Catacutan, Abendan, et al., 2023; Catacutan, Kit Kilag, et al., 2023).

In Indonesia, the government has initiated the Independent Curriculum (Kurikulum Merdeka) as a crucial step in its education reform efforts. According to the Indonesian Minister of Education, Culture, Research, and Technology (Catur Putri et al., 2024; Fazis & Febrian, 2024; Samitra & Satinem, 2024), the Independent Curriculum is designed to provide teachers with greater flexibility in delivering learning materials tailored to students' needs.

At its core, the Independent Curriculum focuses on student-centered learning, allowing greater flexibility in teaching methods, and adopting a competency-based approach to ensure students are better prepared to face real-life challenges and demands. At the heart of this curriculum are student-centered methodologies, flexible pedagogical approaches, and a competency-based framework, all designed to prepare students more effectively for real-world challenges. Indarta et al., (2022) further emphasize that the relevance of the Merdeka Curriculum lies in its alignment with 21st-century learning models that prioritize student agency, creativity, and adaptive competency development.

Similarly, Lestari & Margana (2024) highlights that a communicative language teaching approach, which emphasizes real-life language use and student interaction, aligns with the objectives of the Independent Curriculum in English language learning. Supporting this view,At the senior high school level, English is a compulsory subject, and students are expected to build competency in the four core language skills: listening, speaking, reading, and writing.

One of the most important skills to master in developing multiliteracies is reading comprehension. Reading is a crucial skill in English language learning, as it enables students to comprehend written texts, expand vocabulary, and develop critical thinking. Reading is not simply a process of recognizing words, but also involves constructing meaning and interpreting information from various types of texts. Research further confirms that vocabulary breadth and reading frequency are strongly interrelated, as wide reading exposure accelerates lexical growth and deepens overall text comprehension (Nation & Webb, 2011).

DF Heriyawati (2013) highlights that reading encompasses both literal and inferential comprehension, making it a complex cognitive activity that requires active engagement with the text. In the context of English language education, reading is defined as the process of decoding text and constructing meaning, encompassing both literal and inferential comprehension (Heriyawati, 2024).

Therefore, effective reading assessments should evaluate not only students' ability to recall information but also their ability to interpret, critique, and connect ideas in meaningful contexts. Yapp et al., (2023) found that reading strategy instruction significantly enhances academic reading comprehension in second language learners, further supporting the argument that assessment design must align with explicit comprehension strategies. To effectively measure students' reading skills, appropriate assessment methods are required. Assessment in education serves as a tool to evaluate learning outcomes, monitor progress, and inform instructional decisions. Reading comprehension itself is a multidimensional construct encompassing word recognition, linguistic knowledge, and inferential reasoning, all of which must be accounted for in any valid assessment design (Snow et al., 2022).
However, traditional assessments such as multiple-choice tests often fail to capture the depth of students' understanding or their ability to apply knowledge in real-world contexts. Heydarnejad et al., (2022) demonstrated empirically that performance-based assessment significantly outperforms traditional testing in improving EFL reading comprehension achievement, academic motivation, and learner self-efficacy, underscoring the need for more authentic and context-driven evaluation approaches.

In the domain of reading instruction, authentic assessment has proven highly effective in enhancing student comprehension and motivation. This assessment allows students to interact with texts in a more personal and purposeful way, such as through journal writing, reading portfolios, or responding to open-ended questions. Furthermore, the integration of reading portfolios as an authentic assessment instrument has been found to strengthen learner autonomy, self-monitoring, and metacognitive awareness, as students are actively involved in tracking and reflecting on their own reading development over time.

By implementing authentic assessment in reading activities, teachers can better support students in developing the skills and competencies necessary to process, analyze, and apply information in real-world situations.Several studies have examined the implementation of authentic assessment in reading instruction in Indonesian educational contexts, particularly in light of recent curriculum reforms. First, Zaim et al. (2022) found that although authentic

assessment has been partially implemented in high schools, its use remains limited to basic activities, and many teachers lack comprehensive strategies to effectively integrate it into reading instruction.

Third, in a study conducted in Papua, Arjuna, Hikmat, and Candraningrum (2023) reported that although teachers understood the principles of authentic assessment, they often faced obstacles such as time constraints, classroom management issues, and inadequate supporting materials These studies underscore the need for further research investigating how English teachers implement authentic reading assessment within the Independent Curriculum framework, particularly through real-life classroom practices and teacher reflection.

Although various studies have highlighted the benefits of authentic assessment in improving students' reading comprehension and motivation, most of these investigations have been conducted in general or controlled academic settings Furthermore, few studies provide in-depth insights into the practical challenges and strategies used by teachers when implementing authentic assessment in reading instruction. The semi-structured interview, as employed in this study, provides a flexible yet structured means to gather rich, contextually grounded data from educators, making it particularly suited to exploratory qualitative investigations in educational settings (Journals & 2022) Therefore, this study seeks to fill this gap by examining the implementation of authentic assessment in reading classes under the Merdeka Curriculum through an interview with an English teacher at SMAN 16 Makassar.

Specifically, this study aims to describe the teacher's understanding of authentic assessment within the Independent Curriculum, identify the types of authentic tasks employed in reading instruction, examine students' involvement in the assessment process, analyze the challenges faced by the teacher and the strategies adopted to overcome them and evaluate the degree of alignment between current assessment practices and the principles of the Independent Curriculum.

The findings of this study are expected to yield several practical and theoretical benefits. Theoretically, this study contributes to the growing body of literature on authentic assessment implementation in the Indonesian educational context, particularly under the newly adopted Independent Curriculum framework. Practically, the findings are intended to serve as a reflective reference for English teachers at the senior high school level who seek to improve their assessment practices by adopting more contextual, performance-based, and student-centered approaches.

Furthermore, the results are expected to inform school administrators and curriculum developers in designing professional development programs that equip teachers with the competencies required for implementing authentic assessment effectively. The implications of this study extend to educational policy, as the evidence gathered from real classroom settings can inform more nuanced and contextually sensitive curriculum guidelines at both the institutional and national levels.

RESEARCH METHOD

This study used a qualitative descriptive research design to explore how an English teacher implements authentic assessment in teaching reading within the Merdeka Curriculum framework. Data were collected through a semi-structured interview with an English teacher consisting of eight open-ended questions.

This interview aimed to uncover the teacher's understanding of authentic assessment, how it is implemented in teaching reading, examples of tasks used, and challenges faced during implementation. The interview was conducted face-to-face in Indonesian and lasted approximately ten minutes. With the participant's consent, the session was audio-recorded and then manually transcribed for analysis.

The research participant was a purposively selected English teacher at SMAN 16 Makassar, identified as Mr. Ardiansyah, S.Pd., M.Pd. The participant has several years of experience teaching English at the senior high school level and has been implementing the Independent Curriculum since its official adoption in the school. Purposive sampling was employed to ensure that the selected participant possessed direct and relevant experience with authentic assessment under the Merdeka Curriculum framework, thereby providing rich and contextually meaningful data.

The research instrument consisted of a semi-structured interview guide comprising eight open-ended questions designed to elicit detailed responses regarding the teacher's understanding, implementation strategies, assessment tasks, and perceived challenges in applying authentic assessment. Supporting instruments included an audio recorder to ensure accurate transcription and a written interview guide to maintain consistency across the data collection process. The use of a semi-structured interview format allowed for flexibility in probing deeper into emerging topics while maintaining alignment with the research objectives.

Data were analyzed using thematic analysis following the six-phase framework proposed, which involves: familiarization with the data through repeated reading of interview transcripts, generating initial codes from

meaningful units of data, searching for themes by grouping related codes, reviewing themes to ensure coherence and consistency, defining and naming themes and producing the report. This approach enabled the researcher to systematically identify patterns in the teacher's responses and connect them to broader theoretical frameworks of authentic assessment and curriculum implementation.

To enhance the trustworthiness of the data, member checking was employed by presenting a summary of the interpreted findings to the participant for verification. The researcher also applied reflexivity by maintaining awareness of potential biases throughout the data collection and analysis process. It is acknowledged that the use of a single informant limits the transferability of findings; however, this limitation is consistent with the exploratory and descriptive nature of the study, which prioritizes depth over breadth of understanding.

RESULTS AND DISCUSSION

The findings of this study are derived from a semi-structured interview conducted with an English teacher at SMAN 16 Makassar. The interview data were analyzed thematically to generate four overarching findings: (1) the teacher's conceptual understanding of authentic assessment, (2) the types of assessment tasks employed in reading instruction, (3) student involvement in the assessment process, and (4) challenges encountered and strategies applied to overcome them. The following table presents the interview responses, which serve as the primary data source for subsequent thematic analysis in the discussion section.

Table 1. overview of findings

No.	Interview Questions	Teacher's Answer (Mr. Ardiansyah)
1	What is your understanding of authentic assessment and how it is applied in learning to read?	Okay, if that's the case, I wouldn't be a textbook because, yes, just go straight to the reading, so we, we and especially me as an English teacher, still stick to the rules written in the syllabus. In the curriculum, the curriculum is running and elaborated, applied or in the form of a syllabus. Because in the syllabus, there are already learning objectives and targets that will be achieved through learning or assessment tests, especially reading. Sorry, but we can edit it later.

No.	Interview Questions	Teacher's Answer (Mr. Ardiansyah)
2	Forms and examples of reading tasks used in authentic assssments?	There are many ways in the form of authentic reading assessment, it depends on the class, for example in grade 10 in the written syllabus the instructions are vocabulary building, so mostly through reading the reading text, we are what is the name of the reading, reading the text we take the points that may be new for the students, then we explain. It was for 10th grade.
3	How do you assess students' understanding of the reading text authentically?	I usually divide the text per sentence for one student's allotment. From there I usually go through authentic judgment, usually when he reads, I pay attention to the pronunciation first, the way to pronounce the word or sentence and then after the pronunciation. The intonation is whether he uses low asking intonation or asking or confirming the sentence in the form of ascending intonation or he uses flat intonation. That's an example
4	What activities do you think include authentic assessment in reading?	I prefer to read the text. I read the text more. So, the more authentic, the more real they are at the time of reading.
5	What are the benefits and challenges of implementing authentic assessments in reading learning?	The benefits and challenges are because students learn directly from their experiences, they are really directly involved in the activity of reading one text instead of just reading or analyzing the text, looking for the other side, looking for supporting ideas, continuing to determine, what is the name, determining the sentence, what is the name, what is the keyword, or the key sentence, it is really an authentic experience. So what are the obstacles?
6	How to overcome these obstacles?	Obstacles are usually common in reading because most of us students come from various tribes, so, what, the pronunciation is still carried away with the regional dialect, well that's what is usually an obstacle to share and it's repetitive, yes, like my friends it's okay and maybe it's sending what to do considering discrimination but usually the most difficult thing is friends from Toraja, yes because they expel Toraja Selayar Toraja Selayar which is

No.	Interview Questions	Teacher's Answer (Mr. Ardiansyah)
		a knot and that's what Obviously, it is xx experience that experience that repeatedly, we must know that he is already bound to the dialogue of his region.
7	How to design an authentic assessment that fits the learning objectives?	If designing an authentic assessment is actually already in the syllabus, we just need to look at the learning objectives, then we determine what type of assessment we want to use, whether we use a rubric or there is another assessment, for example we want an authentic assessment, for example, our reading speed will not use a rubric, what we use is a stopwatch, in 30 words called how long it is, So it depends on the type of test and what measuring tool we use.
8	Do you have any recommendations for assessing development for reading skills?	If my actual reading skills are to be used now, it's already good, it's just for oh this is for the student level, yes, it's just a high school student, yes and it's good enough, yes, it's enough, whether the wife can be relied on if the assessment matches the student's condition. Are you ready?

Source: Data Processed

Discussion

Authentic Assessment

Authentic assessment refers to a form of evaluation that measures a student's abilities in a context that resembles a real-life situation, with a focus on the application of knowledge rather than memorization or standardized test formats. Wiggins (1990) describes authentic assessment as the process of engaging students in "real-world" tasks that demonstrate the meaningful application of essential knowledge and skills. Similarly, O'Malley and Pierce (1996) emphasize that authentic assessment involves performance-based tasks such as presentations, reading aloud, journals, portfolios, and projects, which allow students to reflect and perform in a true communicative context. Faiz, A., Parhan, M., & Ananda, R. (2022) further observe that within the Merdeka Curriculum framework, teachers are given flexibility to design such contextually meaningful assessments, a shift that positions authentic assessment as both a pedagogical necessity and a curricular expectation.

In the context of English language learning, particularly reading skills, authentic assessments are considered effective in encouraging student

engagement with the text, improving comprehension, and building critical thinking. Rather than relying on multiple-choice reading tests, this approach encourages students to interact with the text through summary writing, oral reading, or personal responses.

Findings from interviews with English teachers at SMAN 16 Makassar support this perspective. The teacher stated that authentic assessment in reading is implemented through live reading activities where each student reads a part of the text aloud. During this process, teachers assess students' pronunciation, intonation, and fluency as indicators of their reading comprehension. This method is aligned with the principles of authentic assessment, as it involves direct engagement with language in context and emphasizes observable performance rather than indirect measurements.

In addition, teachers highlight that assessment assignments are designed based on curriculum objectives and syllabus. For example, in grade 10, the focus is on vocabulary development, so reading texts are chosen to expose students to new words, which are then explained and discussed. This approach reflects an effort to bridge curriculum objectives with a real reading experience, in line with the core of the Independent Curriculum that supports student-centered, competency-based learning.

Types of Tasks and Activities in Authentic Assessment

In authentic assessment, the types of tasks used in teaching reading aim to reflect real-life use of language and encourage deeper understanding. According to Gulikers, Bastiaens, and Kirschner (2004), authentic tasks must engage students in meaningful reading experiences, such as summarizing texts, analyzing content, interpreting meaning, or applying information in a new context. These tasks not only assess literal comprehension, but also encourage critical engagement with the material.

From the results of interviews with English teachers at SMAN 16 Makassar, it was revealed that one of the most frequently used authentic tasks is oral reading, where students are asked to read a sentence or short reading aloud. During this activity, teachers observe pronunciation, intonation, and fluency, all of which serve as indicators of students' comprehension and reading ability. This is in line with the characteristics of performance-based assessment, where students demonstrate their abilities through actions, rather than written responses.

In addition, the teacher also mentioned the practice of building vocabulary through exposure to texts. For 10th graders, reading is used to introduce new vocabulary. After reading, students and teachers discuss the meaning of unfamiliar words, providing context-based learning that reflects

authentic language use principles. This approach not only assesses vocabulary mastery, but also strengthens comprehension.

Although the teacher acknowledges the existence of other reading tasks such as summarizing or analyzing the text, he emphasizes that getting students directly involved with the reading text in oral form is, in his view, the most "authentic" activity because it reflects real reading performance in the context of the classroom.

Benefits of Authentic Assessment for Reading Skills

Authentic assessments have been shown to offer several advantages in improving students' reading skills. One of the significant benefits is its positive impact on reading comprehension. (Heydarnejad et al., 2022) confirmed that performance-based assessment positively affects reading comprehension achievement, academic motivation, and self-efficacy among EFL learners, providing empirical support for the shift away from traditional test formats. This suggests that meaningful, context-based reading tasks can help deepen understanding. The shift from passive test-takers to engaged readers helps them build a stronger relationship with the text. Additionally, the use of authentic materials such as news articles, short stories, and digital text has been reported to improve vocabulary retention and foster more consistent reading habits. These benefits are also grounded in broader language assessment theory, which contends that valid and reliable assessments must mirror real-world language tasks rather than abstract test constructs divorced from actual communicative performance (Brown, 2010).

Finally, authentic assessments support the development of critical thinking and self-reflection. Students who engage in peer review, text summaries, and reflective reading notes develop better analytical skills and reading strategies. These findings are in line with the results of interviews with English teachers at SMAN 16 Makassar, who stated that reading activities such as oral reading and vocabulary-focused discussions encourage students to participate more actively and meaningfully. Although the implementation was relatively simple, teachers observed that it helped improve students' reading comprehension and confidence, which confirmed the benefits documented in previous studies.

Student Involvement in the Assessment Process

Student engagement is a key component of authentic assessment, as it transforms the learning experience from passive acceptance to active participation. Authentic assessments emphasize real engagement with language tasks, which allow students to demonstrate their abilities through performance and interaction rather than just through standardized tests. In

this context, students are not only assessed, but also become active actors in the assessment process by reading, responding, reflecting, and improving their language use through hands-on experience.

Interviews with English teachers at SMAN 16 Makassar revealed that students were directly involved during reading activities, especially through oral reading exercises. Each student is given a sentence or part of a text to read aloud in class. When doing so, the teacher assesses pronunciation, intonation, and fluency. This form of engagement encourages students to focus on accuracy and expression, as well as provide hands-on feedback that they can use to correct and improve. Han (2021) found that autonomy-supportive behaviors from teachers significantly foster learner engagement and self-directed participation in EFL classroom tasks, an insight that aligns with the observed pattern at SMAN 16 Makassar where teacher facilitation encourages students to take active roles during oral reading activities.

In addition, teachers report that students actively participate in discussions after reading, especially when exploring new vocabulary and interpreting meaning. This kind of participation is in line with the student-centered approach to learning promoted in the Independent Curriculum, which encourages students to take ownership of their learning outcomes. Lam (2022) highlights that portfolio-based assessment, as a form of authentic assessment, fosters self-regulation and metacognitive development when learners are actively involved in compiling and reflecting on their work. Research supports this practice. A post-method pedagogy framework underscores that meaningful student participation in language tasks is most effective when the learning environment prioritizes agency, relevance, and reflective practice, all of which are core elements of authentic assessment design Kumaravadivelu, (2003) Through active participation in reading assignments, students are not only evaluated but also empowered to grow as independent learners.

Challenges and Strategies for Teachers in Overcoming Obstacles

While the benefits of authentic assessment in reading are well known, their application in actual classroom settings often presents some challenges. One of the main obstacles highlighted by English teachers at SMAN 16 Makassar is the difficulty of students' pronunciation, which is generally influenced by the regional dialect. The teacher specifically noted that students from areas such as Toraja and Selayar tend to bring strong local accents into their reading, which affects the pronunciation of their English words. This issue is consistent with the findings of Suparman (2021), who reported that multilingual classes in Indonesia often experience language interference due

to diverse language backgrounds, especially in spoken language tasks such as reading aloud.

Another challenge lies in maintaining consistency and fairness in assessment when students show highly variable levels of fluency and confidence. This diversity requires teachers to adopt flexible strategies to ensure that all students are supported regardless of their starting point. (Education & 2025), in a narrative inquiry of an English teacher's journey in the Indonesian education system, similarly found that teachers navigating curriculum transitions must continuously develop adaptive competencies to address the diverse linguistic and socioeconomic backgrounds of their students. As mentioned in the interview, one of the strategies used by teachers is positive repetition and reinforcement that encourages students to practice frequently without fear of being judged or discriminated against because of their accent or fluency. This is in line with the inclusive teaching approach advocated by Zaim et al. (2022), which emphasize that teachers must create a safe learning environment where all students feel comfortable participating, especially in performance-based assessments.

In addition, teachers mentioned that while assessment tools such as rubrics are very useful, sometimes they need to be adapted depending on the task, for example using a stopwatch to measure reading speed, and not rubrics. The flexibility in choosing assessment tools based on the nature of the reading assignment reflects good alignment with the Independent Curriculum's emphasis on student-centered contextual learning.

In summary, despite challenges such as the influence of dialects and uneven levels of students' abilities, teachers at SMAN 16 Makassar use adaptive and inclusive strategies to maintain fairness and support students' progress in reading. These efforts are critical to ensuring that authentic assessments remain effective and fair.

Alignment with the Independent Curriculum

The implementation of authentic assessments in reading teaching at SMAN 16 Makassar is in line with the core principles of the Independent Curriculum, which emphasizes flexibility, competency-based learning, and student-centered teaching. According to the Ministry of Education, Culture, Research, and Technology (Makarim, 2022), the Independent Curriculum provides greater autonomy to teachers in designing learning and assessment activities that are tailored to the needs and context of students. This philosophy is reflected in the teacher's approach, which is based on the learning objectives of the curriculum and adapted through practical and contextual assessment techniques.

In the interview, the teacher explained that he was referring directly to the syllabus and learning objectives outlined in the Independent Curriculum when designing the reading assessment. For example, in Grade 10, the focus is on vocabulary development, so reading materials are chosen to expose students to new words in meaningful texts. The teacher then guides students in identifying key ideas and unfamiliar vocabulary during oral reading, creating an interactive learning experience that emphasizes comprehension rather than memorization.

Next, teachers adapt assessment tools based on the demands of the task. For example, he used rubrics for general performance, but switched to a stopwatch when measuring reading speed, which demonstrated the principle of curriculum assessment flexibility. (Kamila et al., n.d.) argue that the successful implementation of the Merdeka Curriculum in senior high schools depends largely on teachers' capacity to contextualize assessment tools and adapt them to the specific learning objectives of each unit. This practice supports the curriculum's call for a relevant and tangible learning experience, where assessments are not only formative but also reflect actual language use.

These findings are in line with Arjuna et al. (2023), who found that the successful implementation of the Independent Curriculum requires teachers to combine curriculum objectives with creative and context-based teaching strategies. By applying authentic assessment methods such as oral reading, observation of pronunciation and intonation, and reinforcement of contextual vocabulary, teachers at SMAN 16 demonstrate the practical application of the values of the Independent Curriculum. A recent study on the alignment between Kurikulum Merdeka and assessment practices in Indonesian high schools found that teachers who consciously link assessment design to curriculum competency goals produce more coherent and student-responsive evaluation processes, which in turn improve learning outcomes in language subjects. In conclusion, while assessment practices may still evolve in complexity, they have reflected the spirit of the Independent Curriculum by placing students at the center of the learning process and prioritizing meaningful, performance-based evaluations.

CONCLUSION

This study investigated the implementation of authentic assessment in teaching reading under the Independent Curriculum through a semi-structured interview with an English teacher at SMAN 16 Makassar. The findings revealed that the teacher possesses a clear understanding of authentic assessment and implements it through oral reading activities, vocabulary exploration, and performance observation to assess students' comprehension, pronunciation, and reading fluency. These practices support meaningful

learning, increase student engagement, and align with the student-centered and competency-based principles of the Independent Curriculum. Although challenges were encountered, particularly students' pronunciation difficulties influenced by regional dialects, the teacher addressed them through inclusive strategies such as repetition, encouragement, and contextual assessment approaches. The use of flexible assessment instruments, including rubrics and stopwatches, further demonstrates alignment with curriculum objectives and classroom realities. Overall, authentic assessment at SMAN 16 Makassar has been implemented effectively, although its application remains relatively simple and could be enhanced through the use of reading journals, portfolios, peer review activities, and graphic organizers, supported by professional development programs for teachers. However, the study is limited by its focus on a single teacher in one school and its reliance solely on interview data without classroom observation or document analysis, which restricts the generalizability of the findings. Therefore, future research should involve multiple participants, schools, and data collection methods to provide a more comprehensive understanding of authentic assessment implementation in the Independent Curriculum context.

ACKNOWLEDGEMENT

The researcher would like to express his deepest gratitude to Mr. Ardiansyah S.Pd,.M.Pd. as an English teacher at SMAN 16 Makassar for his valuable time and willingness to participate in the interview, which was very helpful in completing this research. Deep appreciation was also conveyed to the supervisor for guidance, input, and encouragement during the research and writing process. The researchers are also grateful for the support provided by family members and fellow students, who have provided motivation and assistance – both technically and emotionally – that have been crucial during this study. Thanks are also extended to those who have assisted in formatting, typing, and proofreading documents during the preparation of this article. This research was conducted independently and did not receive financial support or sponsorship from any institution.

REFERENCES

Brown, H. (2010). *Language Assessment: Principles and Classroom Practices.* http://222.254.35.8/handle/TLU/6751

Catacutan, A. B., Abendan, C. F. K., Kilag, O. K. T., Felix M. Diano, Jr., Tiongzon, B. D., & Malbas, M. H. (2023). Competence-Based Curriculum Development in a Globalized Education Landscape. *International Multi-Disciplinary Journal of Education*, *1*(4).

Catacutan, A. B., Kit Kilag, O. T., Diano, F. M., Tiongzon, B. D., Malbas, M. H., & Frances Abendan, C. K. (2023). Competence-Based Curriculum Development in a Globalized Education Landscape. *International Multi-Disciplinary Journal of Education*, *1*(4).

Catur Putri, F. D., S.Km., M.Pd, & Syifah, D. N. (2024). Forming A Pancasila Student Profile Through Prevention Of The 3 Big Sins Of Education In The Teaching Campus Program 6. *International Journal of Research in Education Humanities and Commerce*, *05*(01). https://doi.org/10.37602/ijrehc.2024.5119

DF Heriyawati, & 2013, undefined. (2013). Authentic assessment in literal and inferential reading comprehension for university students. *E-Journal.Iain-Palangkaraya.Ac.IdDF HeriyawatiJournal on English as a Foreign Language, 2013•e-Journal.Iain-Palangkaraya.Ac.Id*, *3*(1), 49. https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/62

Education, M. P.-P. and, & 2025, undefined. (2025). Navigating classroom challenges and curriculum changes: A qualitative study of an English Teacher's journey in the Indonesian education system. *Journals.Sagepub.ComM PuspitasariPower and Education, 2025•journals.Sagepub.Com*, *17*(3), 364–379. https://doi.org/10.1177/17577438241275799

Faiz, A., Parhan, M., & Ananda, R. (2022). Paradigma... - Google Scholar. (n.d.).

Fazis, M., & Febrian, V. R. (2024). Analisis Manajemen Kurikulum Merdeka Belajar oleh Stakeholders Pendidikan pada Madrasah di Kabupaten Tanah Datar. *Jurnal Manajemen Pendidikan Islam (MANAPI)*, *3*(2). https://doi.org/10.31958/manapi.v3i2.13781

Heydarnejad, T., Tagavipour, F., Patra, I., & Farid Khafaga, A. (2022). The impacts of performance-based assessment on reading comprehension achievement, academic motivation, foreign language anxiety, and students' self-efficacy. *SpringerT Heydarnejad, F Tagavipour, I Patra, A Farid KhafagaLanguage Testing in Asia, 2022•Springer*, *12*(1). https://doi.org/10.1186/S40468-022-00202-4

Indarta, Y., Jalinus, N., Waskito, A., Riyanda, A., & Adi, N. (2022). *Edukatif: Jurnal Ilmu Pendidikan*. https://doi.org/10.31004/EDUKATIF.V4I2.2560

Journals, S. M.-I., & 2022, undefined. (n.d.). Semi-structured interview: a methodological reflection on the development of a qualitative research instrument in educational studies Ruslin. *Academia.EduS MashuriIOSR Journals, 2022•academia.Edu*. https://doi.org/10.9790/7388-1201052229

Kamila, S., UNMA, A. R.-J. E. F., & 2023, undefined. (n.d.). Implementation of merdeka curriculum in improving the quality of senior high school. *Ejournal.Unma.Ac.Id*. https://doi.org/10.31949/EDUCATIO.V9I1.4889

Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. https://books.google.com/books?hl=en&lr=&id=zFUvFP6e4iMC&oi=fnd&pg=PP7&dq=Kumaravadivelu,+B.+(2022).+Beyond+methods:+Macrostrategies+for+language+teaching.+Yale+University+Press.&ots=xmYhmPyCEH&sig=OEqB-1pE2lTr0aQE8TAgOlbevfU

Lestari, M. B., & Margana, M. (2024). Communicative Language Teaching (CLT) Implementation In Kurikulum Merdeka: A Lesson From English Teachers' Voices. *Journal of Languages and Language Teaching*, *12*(4), 1657. https://doi.org/10.33394/jollt.v12i4.11266

Nation, I., & Webb, S. (2011). *Researching and analyzing vocabulary*. https://scholar.archive.org/work/2vepbzggs5cj7bhc3m6jqewylu/access/wayback/http://www.teslcanadajournal.ca:80/index.php/tesl/article/viewFile/1135/954

Samitra, D., & Satinem, S. (2024). Penguatan Implementasi Permendikbudristek No. 53 Tahun 2023 Pada Kurikulum Di Universitas Pgri Silampari. *Devote : Jurnal Pengabdian Masyarakat Global*, *3*(3). https://doi.org/10.55681/devote.v3i3.3119

Snow, C., literacy, P. U.-T. C. handbook of, & 2009, undefined. (2022). The challenge of academic language. *Books.Google.ComCE Snow, P UccelliThe Cambridge Handbook of Literacy, 2009•books.Google.Com*, 249–272. https://doi.org/10.1017/9781108888691.016

Yapp, D., de Graaff, R., & van den Bergh, H. (2023). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Journals.Sagepub.ComD Yapp, R de Graaff, H van Den BerghLanguage Teaching Research, 2023•journals.Sagepub.Com*, *27*(6), 1456–1479. https://doi.org/10.1177/1362168820985236