

# turnitin unesa1

## 276 Similarity



---

### Document Details

**Submission ID**

trn:oid::3618:145178586

**Submission Date**

Jul 8, 2026, 10:49 PM GMT+7

**Download Date**

Jul 8, 2026, 10:53 PM GMT+7

**File Name**

276 Similarity.pdf

**File Size**

586.0 KB

**1 Page****518 Words****3,680 Characters**

# 4% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

## Filtered from the Report

- Bibliography

## Exclusions

- 3 Excluded Matches

## Match Groups

-  **1 Not Cited or Quoted 4%**  
Matches with neither in-text citation nor quotation marks
-  **0 Missing Quotations 0%**  
Matches that are still very similar to source material
-  **0 Missing Citation 0%**  
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**  
Matches with in-text citation present, but no quotation marks

## Top Sources

- 4%  Internet sources
- 0%  Publications
- 0%  Submitted works (Student Papers)

## Integrity Flags

0 Integrity Flags for Review

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

## Match Groups

- 
**1 Not Cited or Quoted 4%**  
 Matches with neither in-text citation nor quotation marks
- 
**0 Missing Quotations 0%**  
 Matches that are still very similar to source material
- 
**0 Missing Citation 0%**  
 Matches that have quotation marks, but no in-text citation
- 
**0 Cited and Quoted 0%**  
 Matches with in-text citation present, but no quotation marks

## Top Sources

- 4%  Internet sources
- 0%  Publications
- 0%  Submitted works (Student Papers)

## Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

- 1

Internet

repository.uin-malang.ac.id

4%



# Transformative Authentic Assessment for Learner Identity Reconstruction in Personalized Learning Pathways: Advancing SDG 4 and SDG 10 in Indonesian Education

Afakhrul Masub Bakhtiar\*, Yatim Riyanto, Sujarwanto

Universitas Negeri Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.2.3.276>

## Sections Info

### Article history:

Submitted: February 16, 2026  
 Final Revised: May 20, 2026  
 Accepted: June 22, 2026  
 First Available Online: July 8, 2026  
 Publication Date: September 27, 2026

### Keywords:

Community Education;  
 Learner Identity Reconstruction;  
 Motivation;  
 Personalized Learning  
 Pathways;  
 SDG 4;  
 SDG 10;  
 Self-Efficacy;  
 Transformative Authentic  
 Assessment.

## ABSTRACT

**Objective:** To investigate how transformative authentic assessment implemented within Personalized Learning Pathways (PLP) reconstructs learner identity by enhancing motivation and self-efficacy among learners in Indonesian Community Learning Centers (PKBM), while supporting the achievement of Sustainable Development Goals (SDGs) 4 and 10. **Method:** A qualitative multi-site case study was conducted at PKBM Sekolah Dolan Malang and PKBM Tsurayya Karimah Indonesia. Fifty-seven participants, including institutional heads, tutors, administrative staff, learners, and an external supervisor, were purposively selected. Data were collected through participatory observations, semi-structured interviews, and document analysis. The data were analyzed using thematic analysis and cross-site synthesis to identify recurring patterns across both learning centers. **Results:** The findings reveal that authentic assessment functions as a continuous, reflective, and learner-centered process rather than merely an instrument for measuring academic achievement. Portfolio-based assessment, reflective discussions, individualized feedback, and continuous learning monitoring significantly enhanced learners' intrinsic motivation and self-efficacy. These assessment practices gradually transformed learners' perceptions from educational failure and low self-confidence toward positive learner identities characterized by confidence, autonomy, responsibility, and lifelong learning orientation. **Novelty:** Proposing a transformative authentic assessment framework that conceptualizes learner identity reconstruction as a sequential psychological process linking authentic assessment, recognition of learners' strengths, enhanced motivation, strengthened self-efficacy, and positive learner identity. The findings extend authentic assessment literature beyond academic achievement by demonstrating its role as a psychological mechanism for educational inclusion and learner empowerment within personalized learning pathways in community education.

## INTRODUCTION

Achieving Sustainable Development Goal (SDG) 4 requires education systems to provide inclusive, equitable, and quality learning opportunities that enable every learner to develop not only academic competence but also confidence, autonomy, and a positive learning identity. For marginalized learners, particularly those who have experienced educational disruption, assessment should function as more than a mechanism for measuring achievement. Instead, assessment should become a transformative educational process that recognizes learners' strengths, validates their lived experiences, and supports the reconstruction of their learning identity. Within personalized learning pathways (PLP), authentic assessment is expected to facilitate this transformation by aligning learning experiences with learners' individual needs, interests, readiness, and potential while simultaneously reducing educational inequalities in line with SDG 10.

Despite this expectation, educational realities remain far from ideal. In Indonesia, approximately 21.61% of adolescents aged 16–18 remain outside the formal education system due to school dropout, early employment, economic hardship, and psychosocial challenges