

attitudes in addition to assessment of knowledge and skills. Such assessment endeavors to develop students' abilities to conduct internal reflection, clarification of values, internalization and implementation of life values through the rational development of a choice of attitude using higher-order thinking skills. Therefore, behavioral patterns, or characters of students are fostered through a critical-analytical-evaluative-creative thinking about moral knowing, moral feeling, and moral action in everyday life (Lickona, 2013).

Conclusion

Living values-based authentic assessment is an innovation in the assessment of civic education because it amalgamates the values of life originating from the *Pancasila* (the ideology of the Indonesian state) as a view of the life of the Indonesian nation and the principles of living values education into authentic assessment. The assessment instruments deployed in this research were in the form of self-assessment and peer assessment. Both forms of assessment are expected to supplement the meaningfulness of authentic assessments in civic education because they do not solely concern assessing knowledge and skills, but more importantly assessing attitudes according to the vision and mission of “nation & character building”.

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