

IMPLEMENTATION OF PROJECT BASED ASSESSMENT IN DEVELOPING STUDENTS' UNDERSTANDING OF ADVERTISING MATERIALS, SLOGAN, AND POSTERS FOR CLASS VIII

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Abstract: Students' understanding of the material being studied is an important factor in the success of learning in the classroom. This is important because students' understanding of the material is the key to accessing knowledge of attitudes (affective) and skills (psychomotor) which essentially change students to glorify God in their lives. But in fact, students still have difficulty understanding the material taught by the teacher. This was also found by researchers during PPL2 at a private junior high school in Lampung. The purpose of writing this final project is to describe the teacher's role in implementing project-based assessment in developing students' understanding of class VIII advertising material, slogans, and posters. This research method uses descriptive qualitative research methods. The philosophical foundation and Biblical insight of this research is that assessment is a means of accountability, bringing students to continue to grow and learn, and to develop their talents, all of them to respond to God's call. The result of this study is that the application of project-based assessment has succeeded in developing students' understanding of the material studied previously. The conclusion of this study is that the application of project-based assessment has succeeded in developing grade VIII students' understanding of advertising materials, slogans, and posters. Researchers suggest that the implementation of project-based assessment requires the active role of the teacher and requires a heart that imitates Christ in its implementation.

Keywords: The teacher's role, student understanding, project-based assessment, meaningful and holistic assessment

INTRODUCTION

Face-to-Face Learning (PTM) with 100% which will be held again in the odd semester of the 2022/2023 Academic Year, is expected to provide new changes in the world of education in Indonesia. Especially after the Covid-19 period which required learning activities to be carried out online (PJJ). Although now the Distance Learning (PJJ) system has been replaced by the PTM system. However, the problems caused by the PJJ system still have an impact on face-to-face learning activities. One of these problems was expressed by (Haryati, 2022) who stated that one of the effects of PJJ caused learning loss or loss of student learning outcomes both affective, cognitive, and psychomotor by 25-30 percent. Furthermore (Rahmat, Isa, & Arbarini, 2021) states that learning loss during PJJ causes a decline in students' academic abilities, so that during PTM students have difficulty understanding the material being taught. This problem was also found by researchers during the observation of Face-to-Face Learning (PTM) in the implementation of PPL2 in one of the private junior high schools in Lampung. During the implementation of PTM, researchers identified that students had difficulty understanding class VIII advertising materials, slogans, and posters previously taught by the teacher. This is evidenced by students only being able to answer questions that are reciting the material that

has been studied. However, when asked to explain the students could not answer. And during the learning process students never ask questions even though they have been given the opportunity. This was further strengthened by the student test scores which were conducted by the researcher after the lesson was finished which aimed to measure the level of students' understanding of the advertising material, slogans and posters that had been studied previously. The test results showed that the cumulative majority of students did not understand the advertising material, slogans and posters for class VIII that had been taught by the teacher with a cumulative average student score of 57.2.

Ideally a successful learning if students can understand the material being taught. Because understanding the material is the key to opening doors in understanding other knowledge (Fridani, 2013). This understanding is not just knowing the material being taught but also understanding the concept of the material. This is in line with the opinion (Purwanto, 2010) which states that students are said to understand if students know the concept of the material being taught by the teacher. So understanding is not just knowing about learning material, but students know the concept of material taught by the teacher.

This is very important to note, because even though understanding the material is not the most important thing in the learning process. However, understanding the material that has been taught is one of the determining factors for the success of a learning process. According to (Lie, et al., 2020) students' understanding of the material enables these students to apply the material in their daily lives. This is in line with the opinion (Brummelen, 2009) which states that the overall goal of Christian education is to guide students to become responsible human beings. Being responsible here is not only related to obeying existing rules, but rather utilizing and developing the full potential of oneself through learning that aims to glorify God. One way to be able to utilize and develop this potential is by studying. So, from this explanation, it can be understood that students' understanding of the material is the starting point of the learning objectives, which are then manifested into applications (psychomotor) and attitudes (affective) which ultimately glorify God through the learning materials that have been received.

The explanation above shows that Christian teachers have a big responsibility in helping students understand learning material. Because to realize a holistic and transformative education, education is not only emphasized on the development of character (affective) and skills (psychomotor). But also in the cognitive abilities of students in mastering the learning material that has been taught. This is in line with the national education goals stated in Law no. 20 of 2003 which states that the goal of national education is to develop the potential of students to become human beings who believe in God, have noble character, are knowledgeable and creative (Ansori, 2019).

The solution offered by researchers to overcome students' difficulties in understanding advertising materials, slogans, and posters in class VIII Indonesian language learning is through project-based assessment. To see its relevance, the researcher describes the definitions of advertisements, slogans, and posters according to experts. Advertising according to (Jaiz, 2014) states that advertising is any form of message that is used to convey a product or service to some or all the public. Furthermore, a slogan according to (Alwi, 2003) is a short word or sentence that is interesting and striking and easy to remember to explain the goals of an ideology, organization, or political party. Next, posters according to (Sujipto, 2013) are effective media for conveying short, concise, and impressive messages.

Based on the description of the opinions of the experts above, there are similarities in the characteristics of advertising material, slogans, and posters, namely, they are both a means of conveying information to the public. The problems experienced by students in understanding advertising materials, slogans, and posters, namely, students had difficulty understanding linguistic elements and characteristics, advertisements, slogans and posters. This is evidenced

by the results of the test given by the researcher of 83.33% of students wrong in distinguishing the characteristics of advertisements, slogans, and posters. Furthermore, 94.44% of students had difficulty determining the elements of the linguistic rules of advertisements, slogans, and posters. Based on this, the application of project-based assessment is very effective in developing student understanding because it can be directly applied to products made by students. This is in line with the opinion (Hasanah, et al., 2021) that project-based assessment allows students to select their knowledge and demonstrate their knowledge through application in the real world. This assessment is very appropriate to the context.

The condition of students who have difficulty understanding learning material, because through this assessment, students are encouraged to reconstruct their understanding of learning material and are invited to think critically to connect their knowledge with applications in the real world. This indirectly helps students to understand the material that has been taught by the teacher. This assessment is also one of the applications of meaningful and holistic assessment in learning. Because basically assessment does not only measure students' abilities but through these assessments students can help students understand the material they have learned and can be applied in the real world.

In relation to the explanation above, the formulation of the problem in this final project is how to apply project-based assessment in developing students' understanding of class VIII advertising material, slogans and posters?

METHOD

The purpose of this writing is to describe the application of project-based assessment that can help students understand advertising material, slogans, and posters for class VIII. The limitations in this study include advertising material, slogans, and posters for class VIII in the context of face-to-face learning in Indonesian. As well as in writing this final assignment, researchers used descriptive qualitative research methods.

FINDING AND DISCUSSION

Analysis of Empirical Data Problems of Student Understanding of Slogan, Advertising, and Poster Materials

Based on the results of the Field Experience Program (PPL) 2 implementation which was held July 25 - August 26, 2022. Researchers found that students did not understand slogans, advertisements, and posters material in class VIII/A. The following is a table of problem findings that researchers found during observations on August 2, 2022, in class VIII/A.

Table 1. Student responses to teacher questions

Teacher's Question	Student Response
What is Advertising?	1 student answered, "shown on social media."
	1 student answered, "who promotes goods."
What is the purpose of the Ad?	1 student answered, "so that someone will buy."
What are slogans?	1 student answered, "words today that can motivate."
	1 student answered "meaningful, interesting, striking, and easy to remember."
What are posters?	1 student answered "invite."

	1 student answered, "placard containing an invitation."
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Based on the presentation of class VIII/A students' responses to the teacher's questions in the table above, students have not understood the material that has been taught by the teacher before. But only limited to knowing the material that has been taught. This can be seen from the students' answers to respond to the teacher's questions which only mention the teacher's explanation again. This is in line with the opinion (Ratama, 2019) which states that a person is said to know if someone mentions it again but does not reach the stage of explaining. Meanwhile, according to (Herlinyanto, 2015) understanding does not just mention but explains the whole concept of the material that has been explained. So from the examples of questions and answers held by the teacher above, students do not understand the material taught by the teacher.

Table 2. Observation results of class VIII/A activities

Teacher	Student	Percentage
The teacher reviews the material during the beginning of learning through ice breaking.	Of the 18 students in class VIII/A, 10 students enthusiastically participated in the ice breaking, 4 students did not pay attention to the teacher, and 3 students acted passively during material review, and 1 person had permission to go to the toilet.	55% of students in class VIII/A are active.
The teacher notes and explains the material characteristics of posters, advertisements, and slogans.	Of the 18 students in class VIII/A, it was seen that 13 students paid attention and took notes on the material. While 5 students did not pay attention to the blackboard.	72% of class VIII/A students paid attention to the material.
The teacher asks the purpose of making advertisements, slogans, and posters.	Of the 18 students in class VIII/A, 6 students answered the teacher's questions, with 3 students trying to answer well, and 3 students responding carelessly. While 12 students did not answer.	33% of Class VIII/A students answered the teacher's questions.
The teacher gives questions to students.	Of the 18 students in class VIII/A, it was seen that 17 students worked immediately, and 1 other student did not seem to be working.	94% of VIII/A students follow the teacher's instructions

Based on the presentation of the observation results table above, the researcher did not find external factors that influenced students' understanding. According to (Baiduri, Utomo, & Wardani, 2021) external factors that affect student understanding in the form of a learning environment include student behavior, student concentration levels, and non-social environments such as the availability of learning tools. Based on the presentation of the class observation conditions described, it was seen that more than 50% of students followed the teacher's instructions well which showed that most students paid attention during the learning session. So it can be concluded that there are no external factors that influence students' understanding abilities during the learning process.

To confirm that the researcher suspected that students did not understand the material that had been taught, the researcher gave a test containing multiple choice questions to students regarding advertising materials, slogans, and posters that had been studied by students in class VIII/A. The researcher chose a multiple-choice test because multiple-choice tests are conventional tests that can provide a clear and objective picture of student understanding. This is in line with the opinion (Djemari, 2012) which states that multiple choice tests are objective tests in measuring students' abilities because there are alternative choices in the test. Giving this test is given after the entire learning session of advertising materials, slogans and posters and before the implementation of formative assessment 1. The results of the student tests are as follows.

Table 3. Results of student test scores before formative assessments 1 and 2

No.	Student scores	No.	Student scores
1	40	10	60
2	70	11	50
3	60	12	60
4	30	13	70
5	40	14	80
6	50	15	60
7	80	16	40
8	50	17	80
9	40	18	70
Average test score		57,2	

Based on the table of students' assignment 1 values described above, it shows that most of the students in class VIII/A still do not understand advertising material, slogans, and posters. The students' difficulties in understanding advertising material, slogans and posters were mostly due to errors in distinguishing the elements of advertisements, slogans, and posters by 83.33% and the linguistic characteristics of advertisements, slogans, and posters by 94.44%. This shows that the average class VIII/A students do not understand advertising material, slogans, and posters. This is in line with the opinion (Sanjaya, 2008) which states that one of the characteristics that proves students understand the material taught by the teacher is that students can correctly answer the questions the teacher gives. So that it can be concluded based on the presentation of the results of class observations, the results of observations of teacher and student questions and answers, as well as the results of student tests indicate that class VIII/A students do not understand the slogans, advertisements, and posters material that has been taught by the teacher before.

Analysis of Empirical Data Application of Project-Based Assessments to Slogan, Advertising and Poster Materials

In achieving learning objectives, it does not only lie in the teaching and learning process activities. However, it is also supported through assessments carried out as part of the learning design. According to (Morrison, Ross, Morrison, & Kalman, 2019) the learning design components include methods and assessment. So, to achieve the learning objectives, namely cognitive, psychomotor, and affective, a synchronization between methods and assessments in learning is needed which support each other to develop students' abilities to understand learning material.

In relation to the statement above, the researcher applies a project-based assessment to develop students' understanding of advertising materials, slogans, and posters. This assessment method was chosen because it is in accordance with the characteristics of

advertising material, slogans and posters that must be implemented to determine the level of students' understanding of the material. This is in line with the opinion (Widhayani, 2019) which states that the goal of learning advertisements, slogans and posters is to make advertisements, slogans and posters to be applied to the real world. In implementing this project-based assessment, there are two formative assessments that the researcher takes, namely, formative 1 in the form of the results of an advertising project presented in the form of a poster in which there is a slogan, and formative 2 in the form of students' ability to make presentations in the form of role plays on the results of formative project 1. As for the application of project-based assessment in advertising materials, slogans and posters carried out in groups. The following table shows the application of project-based assessments.

Table 4. Steps for implementing project-based assessment

Stages	Teacher	Student
Project Planning	The teacher prepares project-based assessments for advertising materials, slogans, and posters, in the form of projects that are carried out with the objectives of project assignments, assessment rubrics, steps for working on projects assigned to students, and assembling student group members.	-
Project introduction presentation by teacher	The teacher gives an explanation of the objectives and work on the advertising project assignments, slogans and posters to students, in the form of task objectives, steps in doing the work, assessment rubrics, rule and procedur, as well as the collection schedule	Students follow the teacher's directions in working on project assignments given by the teacher.
Work on project assignments	The teacher monitors and facilitates the work on student advertising projects, slogans, and posters by going around and trying to direct students through leading questions to solve the difficulties of student groups in working on project assignments.	Students began to ask questions and describe the difficulties their group experienced in carrying out project assignments
		Students arrange presentations in the form of role play projects that they work on in front of the class
Assessment and Presentation of project assignments	The teacher assesses the results of student projects, as well as provides evaluations during project work	Students present the results of projects that have been done

Based on the implementation table for project-based assessment above, it can be concluded that the implementation of project-based assessment has been carried out in accordance with the steps for implementing project-based assessment. The results of the assessment carried out are as follows.

Table 5. Scores of formative tasks using project-based assessments

No.	Student scores			No.	Student scores		
	Test scores (before formative)	Formative 1	Formative 2		Test scores (before formative)	Formative 1	Formative 2
1	40	90	90	10	60	85	85
2	70	90	85	11	50	85	85
3	60	85	85	12	60	85	87,5
4	30	90	90	13	70	90	85
5	40	85	85	14	80	85	85
6	50	85	87,5	15	60	85	85
7	80	85	87,5	16	40	90	90
8	50	85	87,5	17	80	85	87,5
9	40	85	85	18	70	90	85
Average test score							57,2
The average formative value is 1							86,66
The average formative value is 2							86,52
Average overall formative score							86,59

Based on formative assessment 1 in the form of exposure to the results of making advertisements in the form of posters in which there are slogans indicating that all students understand advertising material, slogans, and posters. This is evidenced by their ability to make advertisements in the form of posters in which there are slogans in accordance with the rubrics that have been prepared by previous researchers. This is in line with the opinion (Ramadhani, 2020) which states that one of the indicators is that someone is said to understand if someone can make an application from the material. Making here is not only limited to making but also having to meet the rubric assessment criteria compiled by previous researchers. The criteria for making advertisements in the form of posters containing slogans are divided into two aspects, namely, aspects of content which include the criteria for the making framework which includes poster material, criteria for persuasive words representing advertising materials, and containing slogans. While the second aspect is the aspect of student creativity related to the ability to design advertisements in the form of posters.

In formative assessment 2 in the form of a presentation rubric in the form of an advertising role play in the form of a poster containing a slogan. Students can explain the aspects contained in the advertisement in the form of a poster that they are working on. This is evidenced by the fact that the whole group met the criteria for the steps for making

advertisements contained in the formative rubric 2. Based on the explanation above, it can be concluded that the application of project-based assessment is able to develop students' understanding abilities. This claim is not limited to the results of teacher observations, but also from the results of a class VIII/A questionnaire 94.44% stated that they were helped to understand the material being taught through the application of project-based assessment.

DISCUSSION

Students' understanding of the material is an important factor in the success of a lesson. Student understanding is not the goal of learning objectives, but student understanding is the starting point for achieving learning which is then applied in behaviour (affective) and action (skills). However, the reality on the ground shows that students still have difficulty understanding the material being taught, this is evidenced by the ability of students to only mention back the material that the teacher explained (reflection attachment). Even though the hope is that students can master the material concepts taught by the teacher so that they can be applied to the real world.

The problem of students' low understanding of the material being taught is one of the impacts learning loss during PJJ. Implementation of PJJ for two years has reduced students' ability to absorb learning material. This is in line with the statement (Widayanti, 2020) which states that PJJ plays a significant role in reducing students' cognitive abilities. This decline did not only occur during PJJ but also at this time, namely the transition from PJJ to PTM. To overcome this, one of the solutions is the application of project-based assessment in student learning assessment.

The application of project-based assessment in student learning assessment is an effective solution in developing students' understanding of advertising material, slogans, and posters. This is evidenced by the results of the application of project-based assessment and analysis of research theory which shows an increase in students' understanding of advertising materials, slogans, and posters. Based on the application of project-based assessment that the researchers have implemented, the researcher found that project-based assessment helps students reconstruct the knowledge that has been learned in the previous material, so that students are aware of what knowledge is still not understood during the previous learning process. second, students increasingly understand the advertising materials, slogans, and posters that were studied before, because they are directly involved in making advertisements, slogans, and posters in their groups.

The steps for implementing project assessment that have been applied by researchers in the assessment are the first step is planning the project, in this step, the researcher determines the project assignment, provides a rubric, and pays attention to the assignment according to KI/KD. In addition, the researchers critically considered the objectives of implementing the project assessment based on the WKA and the needs of the students. The application of an assessment that considers the objectives of carrying out the project appraisal is based on the WKA, which the researcher applies, namely, starting with the nature and purpose of the assessment addressed not only to assess students' understanding, but also to develop students' talents in terms of creativity in making advertisements, in the form of posters inside it there is a slogan. This can see on the assessment rubric of making advertising posters. Furthermore, namely, student cooperation in making advertisements, slogans, and posters as well as in the presentation of poster advertisements that have been made. This can be seen from the group presentation assessment rubric in which all group members have the same role in the presentation. Based on display that, can see WKA considerations largely determine the application of the assessment carried out. Of course, WKA's considerations in the application of assessments are a way for researchers to present correct judgments that are in accordance with the Bible which originate from God's truth. This is in line with the opinion (Sproul, 1999)

which states that God is the only true source of truth. So that every activity in the assessment should be based on the true source of truth, namely God. As for the considerations of researchers regarding the needs of students in the implementation of the assessment, namely, availability cell phone or laptops as a means of doing project-based assessment assignments, the availability of an internet network that students can access while working on project assignments given by researchers, and finally, the challenges students will face in the future when they enter the world of work. Based on these considerations, the researchers decided to make posters through digital applications, apart from having adequate equipment, it also helps students adapt to the current digital era. Furthermore, consider the characteristics of each member of the student group that is formed so that the group that is formed effectively carries out the task properly; and the last one is to consider the equipment students use to do the project assignments. By considering these things, the teacher has laid a solid foundation in carrying out project-based assessment. This is in line with the opinion (Tung, 2013) which states that the characteristics of Christian teachers are that they are sensitive to the needs of students. So, as Christian teachers, we have an obligation to make the needs of students and things that can help them a top priority.

The second step, namely the presentation of project assignments to students. In this step, the teacher presents the objectives of the project assessment. The purpose of the project evaluation that the researchers compiled was to demonstrate product advertising to the wider community through digital poster media. Next are the steps for working on project assignments. The steps for making the project that the researcher describes are, first determining the product to be promoted, then compiling a framework for making an ad in the form of a poster, after that, compiling a slogan that represents the product, then making an ad design in the form of a poster using the application Canva.

In connection with the explanation above, the researcher then explained the scoring rubric, in this presentation the researcher explained what things would be assessed, namely in formative assessment 1, namely making advertisements in the form of posters, namely material aspects which include advertisements, slogans, and posters. Furthermore, in formative 2, namely the presentation of advertisements that have been made with role play includes aspects of assessing material mastery, creativity, and cooperation between members of student groups. Furthermore, in the presentation of the project assignment collection schedule, the researcher explained the deadline for carrying out the project assignments carried out, namely after the learning lesson ended, students had completed at least 80% of the advertising framework in the form of posters that the student groups made. Students are expected before the next meeting to have completed the design of advertising posters that have been framed before. At the next meeting, one lesson will be given the opportunity for students to compose role play, and finally, at meeting 4 and meeting 5 students will present the results of their project assignments. As ferrule and procedure what the researcher explained is, each group member must contribute to carrying out project assignments, it is prohibited to take advertisements in the form of posters from the internet, if there are difficulties, please ask the teacher. At the stage of presenting project assignments by the teacher, the teacher must provide as much opportunity as possible for students to ask questions and opinions. The goal is that students and teachers have the same understanding in doing the project assignments. Also at this step, the teacher must ensure that students understand the rules for carrying out the project assignments carried out.

The third step is the execution of project tasks. In this step, the teacher monitors and facilitates groups of students working on project assignments. At this stage the teacher must not play a passive role, namely only observing students' work, but the teacher must be active in giving leading questions to help groups of students work on their project assignments.

Because at this stage, the development of student understanding occurs, because individual students are forced to reconstruct the knowledge, they know into the project assignments they are working on.

Steps Fourth namely, the assessment and presentation of project tasks. At this stage students will present their project assignments and the teacher will conduct an assessment. At this stage the teacher does not only carry out the assessment but gives appreciation to the group of students making the presentation. At this stage, it is very important for the teacher to re-check students' understanding through the project assignments they are working on. At this stage too, the teacher must provide motivation to students related to the project assignments they are working on.

Table 6. Comparison of test scores and project-based assessment implementation scores

No.	Student scores			No.	Student scores		
	Test scores (before formative)	Formative 1	Formative 2		Test scores (before formative)	Formative 1	Formative 2
1	40	90	90	10	60	85	85
2	70	90	85	11	50	85	85
3	60	85	85	12	60	85	87,5
4	30	90	90	13	70	90	85
5	40	85	85	14	80	85	85
6	50	85	87,5	15	60	85	85
7	80	85	87,5	16	40	90	90
8	50	85	87,5	17	80	85	87,5
9	40	85	85	18	70	90	85
Average test score							57,2
The average formative value is 1							86,66
The average formative value is 2							86,52
Average overall formative score							86,59

The results of implementing this project-based assessment can be seen in the table above. From the table, there has been an increase in students' understanding of class VIII/A in understanding advertising material, slogans, and posters. This can be seen in the cumulative results of student scores experiencing a significant increase. Not only that, based on the results of the questionnaire given by the researcher after the implementation of formative 1 and

formative 2 assessments, there were 94.44% of class VIII/A students stating that formative 1 and formative 2 assignments helped them understand material that had been previously. So, from these data, it can be stated that the application of project-based assessment that the researchers applied succeeded in developing class VIII/A students' understanding of advertising materials, slogans, and posters.

The application of project-based assessment described above is a real application of meaningful and holistic assessment through authentic assessment. Authentic assessment is an assessment that demonstrates material knowledge, skills, and attitudes in real situations. In practice, authentic assessment based on the principles of meaningful and holistic assessment is the basis for assessment, that is, assessment that responds to God's call, keeps students growing and learning, and developing their talents. So that in practice, not only demonstrating knowledge in real applications, but also introducing God through the principles of assessment carried out to students.

Based on the explanation above, project-based assessment steps are a form of meaningful and holistic assessment that can be applied. However, in this regard, the project-based assessment steps that the researcher described above are only tools that can be used. But what is more important is the heart of the teacher and students and the role of the holy spirit in carrying out new project-based assessments to realize meaningful and holistic assessments. Because without the help of the Holy Spirit, humans only focus on themselves, including when carrying out assessments. Without the Holy Spirit, assessment is only a place for competition between students to get mere grades, without any of them understanding the essence of God in it. This is in line with the opinion (Bavinck, 2011) which states that to do God's will requires a heart and mind that is changed by the Holy Spirit. So that through the minds and hearts that have been transformed by the Holy Spirit, students and teachers can do God's will, one of which is in assessment.

In relation to the explanation above, of course this is not easy, because there are many challenges that must be faced by teachers and students in its implementation, starting from oneself, namely integrity in carrying out assignments by students, and teacher consistency in presenting meaningful and holistic assessments to build an assessment ecosystem. that conform to Bible principles and other challenges that stem from both the school, the curriculum, and parents. Of course, to face this challenge, the right role model is needed to be used as a role model in dealing with this problem. Christ's example is the only solution to this problem, because only Christ has succeeded in answering this challenge in all aspects without being affected by sin during his ministry. This is in line with the opinion (Hokema, 2017) which states that there is no human being other than Christ who is not affected by sin. So that through the example of Christ teachers and students can do God's will, one of which is through assessments carried out in the classroom to be able to glorify God in the process.

CONCLUSIONS

Based on the discussion above, it can be concluded that the application of project-based assessment succeeded in developing students' understanding. This was evidenced by a significant increase in student learning outcomes for class VIII/A and 94.44% of students' opinions agreed that project-based assessment helped students understand advertising material, slogans, and posters. Of course, this success cannot be separated from the teacher's very significant role in implementing project-based assessments which can help develop students' understanding of advertising material, slogans and posters. This role starts from planning project-based assessments, presenting project-based assessments, facilitating students in working on project-based assessments, and providing motivation in conducting

project-based assessments. This whole role requires an active and sensitive teacher to be able to sense the difficulties experienced by students.

The steps described by the researcher above are only tools to reach a meaningful and holistic assessment. However, the most important thing is the hearts of teachers and students who are transformed by the Holy Spirit to manifest judgments that respond to God's call. So that the most important thing to realize a meaningful and holistic assessment is to have a heart that wants to imitate Christ. So that judgment is no longer focused on humans but on God.

As for the advice given to teachers who apply project-based assessment, they must pay attention to every step in implementing the implementation of project-based assessment so that the assessment objectives can be achieved. In addition, it is very important for teachers to pay attention to the objectives of the assessment and the characteristics of students so that the objectives of implementing the assessment can be achieved. And finally, in the implementation of this project-based assessment, it guides the teacher's active role and sensitivity in every step of its implementation so that the assessment carried out creates a meaningful and holistic assessment that responds to God's call. This research can be developed, by testing the effectiveness of project-based assessment of other types of authentic assessment in developing student understanding.

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