THE AUTHENTIC LEARNING APPROACH IN THE TEACHING-LEARNING PROCESS: AN OVERVIEW BASED ON A SYSTEMATIC REVIEW APPROACH

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INTRODUCTION

Learning is a gradual process that all organisms, including people and animals, go through. A child's development is influenced by what they learn and the learning styles that are followed. There are some learning styles that have been used in the classroom for ages. Currently educators are much more focused on teaching and learning with real life experience rather than through traditional learning styles. Authentic Learning is a pedagogical approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner (Donovan, Bransford, & Pellegrino, 1999). In the Authentic Learning Approach, learning takes place through problems or situations that are set in the real- world. Baskaran and Abdullah (2020) point out that Authentic learning is an instructional approach that blends the theories learnt in the classroom with the students' daily lives and prior knowledge. Thus, it is an approach that places students at the real-world experiences. It helps students gain more knowledge from experiencing the real world. When using the Authentic Learning Approach in the teaching - learning process, the teacher has to act as a facilitator and provide all-encompassing learning involvement to build knowledge and sharpen aptitudes of students. By using this learning method, students will be more engaged in what they are learning, and more motivated to master new concepts and skills. Learning-by-doing is, for the most part, considered the foremost viable way to learn information. The objective of authentic learning isn't to memorize subjects straightforwardly but to create arrangements to the problems they may experience in genuine life. Yeen-Ju, Mai, and Selvaretnam (2015) state that authentic learning methodologies make learning situations into real-life situations and moreover, empower the improvement of higher order thinking aptitudes. Teachers presently must be able to recognize that they are not like instructors but more facilitators of learning. Teachers must continuously think of ways to include creativity, basic consideration, collaboration, and communication into the classroom. Teachers must be able to create an environment in which students can learn how to be versatile, explanatory, and clever to succeed in a worldwide environment. Therefore, using the authentic learning approach is the best way to figure out these things in the teaching-learning process. The aim of this paper was to review the literature on the effects of the authentic learning approach for students' performances and the challenges encountered by teachers when implementing the teaching-learning process. Therefore, the following research questions were designed to guide the review of literature: How the authentic learning approach affects students' performances in the teaching- learning process and
what are the challenges of implementing the authentic learning approach in the teaching-learning process?

METHODOLOGY

The literature review includes virtually a precis of key sources and provides the basis for building a new conceptual model or theory. According to Snyder (2019), literature reviews are beneficial while their intention is to offer an outline of a certain problem. Typically, this kind of literature review is conducted to assess the state of knowledge on a specific topic. This study adopted a semi systematic review approach and mainly focused on research

articles that investigated about the authentic learning approach. The Semi systematic review approach provides an understanding of complex areas while covering broad topics and different types of studies. (Snyder, 2019, 335). Most of the reviewed literature was published in online journals. The selected articles were read, and the findings following the reviewed literature are presented based on the research questions guiding the study. The qualitative analysis method was used and   nearly thirty articles were reviewed, selected based on the key words related to the topic the research questions provided in the research. Therefore, the themes "the authentic learning for the twenty-first century, the effects of authentic learning practices in teaching, the effect of authentic learning for academic success, and the effects of authentic assessments for the academic performances", were used to generate data. The results and conclusions addressed in each individual article provided insight into the main research theme covered. The results and conclusions in each individual article provided insight into the main research theme Then, the abstracts of the retrieved studies were analyzed with their relevance to the research topic. The results of the studies and the conclusions of the articles were reviewed in detail. Hence, it helped to critically evaluate the different ideas and opinions elaborated by different scholars and researchers.

RESULTS AND DISCUSSION

Effect of authentic Learning Approach for students' performances in teaching learning process

When considering the effects of the authentic learning approach in the teaching- learning process, Baskaran and Abdullah (2020) emphasised that the best way to teach science is by using the authentic approach. Instructing and applying real-life illustrations and hands-on learning to cultivate a more profound understanding of logical concepts can be carried out through the authentic learning approach. Authentic learning can enhance problem-based learning, collaborative learning, and personal reflection on learning by stimulating real-world educational practice. In authentic learning implementation, students will have the opportunity to interact with content, pedagogy, and meaningful student-centered learning. (Baskaran& Abdullah, 2020). Aynas and Aslan (2021) also emphasized that students' problem-solving skills increase when real-life scenarios and an authentic learning approach are incorporated in a science course. Aynas and Aslan (2021) believed that authentic learning practices contribute to the students' affective domain and develop more positive feelings towards their course.

According to Gürgil (2018), the authentic learning approach provides a number of benefits to students' teaching-learning process, such as contributing to the development of high-level thinking skills;- providing deep, meaningful, and permanent learning;- improving students' sense of responsibility; and increasing students' access. Gürgil (2018) also believed that authentic learning activities are effective in increasing academic success in all students regardless of socioeconomic status difference, while developing mental structure, contributing to significant learning, and developing high-level skills.

Challenges of implementing the authentic learning approach in the teaching learning process

When considering the challenges of implementing the authentic learning approach in the teaching-learning process, teachers are frequently perceived as lacking in the ability to share "learning by doing" instructions. Teachers appear to be struggling as they lack the required information, support, and resources to support this new teaching and learning style. (Baskaran & Abdullah, 2020). Aynas and Aslan (2021) believe that teacher training must be provided to implement the authentic learning approach successfully in schools. Furthermore, they emphasised that these teacher training activities could be more beneficial when carried out for

teachers who are on duty and for pre-service teacher candidates. Donge (2018) states that there were some misconceptions about the authentic learning approach, especially about using lesson plans to provide authentic learning experiences for students. In making lesson plans, teachers have assumed that lesson plans need to be completely redone to include authentic experiences, although such experiences can be designed existing lesson plans. Aziz, Yusoff, and Yaakob (2020) emphasised that teachers have faced many difficulties when implementing authentic assessments such as overwhelming documentation, burdening teaching hours, a lack of support from administration and parents, having too many school activities on weekends, and a lack of training on authentic assessment.

CONCLUSIONS/RECOMMENDATIONS

According to the findings of this study, it is concluded that the authentic learning approach will be able to enhance the students' performance in the teaching-learning process. Moreover, students will have the chance to engage with material, content, and meaningful student-centered learning when authentic learning is implemented. Utilizing an authentic learning approach is the most effective way of teaching science, and it can be enhance students' problem-solving skills. The affective domain of students can be influenced by this learning approach and it will be more useful to teachers when improving students 'attitudinal skills. Further, providing authentic learning experiences in the classroom is very beneficial to students in terms of increasing higher critical thinking skills, working well with others, taking responsibility for their own learning, and showing students that the work they do outside the classroom has an audience and purpose. If we focused on the effects of the authentic learning approach in the teaching-learning process, it is more in line with modern teaching methods while being able to provide a more meaningful learning environment for students. Students will be able to participate in projects and activities that will require them to apply the knowledge they have learned to address real-world problems using an authentic learning approach.

The challenges of using the authentic learning approach in the teaching-learning process, include the finding that implementing authentic assignments in the classroom is more difficult. It is concluded that teachers are frequently thought to be unable to deliver teaching that encourages "learning by doing." It seems that due to a lack of knowledge, tools, and the support needed to support this new teaching and learning method, teachers seem have difficulties. Some researchers point out that there's a need to equip teachers with ample knowledge on planning, designing, and implementing authentic assessment in the classroom. The findings of this study indicated that some teachers don't have enough knowledge about this learning approach, and that teachers need pedagogical training to carry out the curriculum in line with authentic learning. Therefore, this study recommends that enough training and guidance must be provided to teachers to use the authentic learning approach in the teaching-learning process.

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