PPSDP International Journal of Education
Volume 4 (2) (Special Issue) 5-7 November 2025, 395-409
3rd PPSDP International Conference on Educational Sciences (IConEds 2025)
E-ISSN 2829-5196, P-ISSN 2830-3229

STEAM-Based Authentic Assessment in Improving Physics Students' Critical Thinking Skills: A Systematic Literature Review

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Article History: Received on 8 September 2025, Revised on 6 October 2025, Published on 29 November 2025

Abstract: This study examines the effectiveness of authentic assessment based on STEAM (Science, Technology, Engineering, Arts, and Mathematics) in improving physics students' critical thinking skills through a PRISMA-based systematic literature review (SLR) of publications from 2020–2025. The search was conducted in Scopus, Web of Science, DOAJ, and Google Scholar using the keywords: ("STEAM" OR "STEM+Arts") AND ("authentic assessment" OR "performance assessment" OR "project-based assessment" OR "rubric") AND ("critical thinking") AND ("physics education" OR "physics students"). After removing duplicates and screening titles/abstracts according to inclusion criteria (peer-reviewed empirical studies, STEAM-based assessment in physics or closely related science-physics contexts, reporting critical thinking outcomes), 58 eligible articles were retained for full analysis. The final corpus consisted of quasi-experimental/intervention studies, classroom action research, and mixed-methods designs, predominantly at undergraduate and upper-secondary levels, with most studies conducted in Asia (especially Indonesia) and Europe. The synthesis shows that authentic STEAM-based assessments significantly improve critical thinking skills, especially in analysis (28%), evaluation (32%), and creation (35%), with effective strategies including interdisciplinary projects, technology-supported simulations, and collaborative teamwork. Across studies reporting effect sizes, the mean effect was in the moderate-to-large range (Cohen's d = 0.72). This approach aligns with Vygotsky's constructivism and Bloom's taxonomy by promoting contextual learning and active student engagement. Nevertheless, implementation faces challenges such as limited resources, uneven student readiness, and potential subjectivity in scoring. The study recommends lecturer training, rubric development, and the use of accessible technologies to strengthen STEAM assessment practices in Indonesia and comparable contexts. Further experimental validation and local adaptation are recommended.

Keywords: Authentic Assessment, Critical Thinking, STEAM Model

A. Introduction

Authentic assessment aims to enhance physics students' critical thinking by engaging them in tasks that mirror real-world reasoning and problem solving, rather than emphasizing factual recall alone (Weng et al., 2022). In physics education, authentic assessment becomes more powerful when combined with the STEAM approach (Science, Technology, Engineering, Arts, and Mathematics), because it integrates interdisciplinary inquiry, creativity, collaboration, and the application of physics concepts to contextual challenges (Liston et al., 2022; Meletiou & Paparistodemou, 2024). Such learning experiences are expected to cultivate essential 21st-century competencies, including analytical reasoning, decision making, and reflective thinking.

Critical thinking is a central outcome in higher education, particularly in physics where students must interpret abstract principles, evaluate evidence, and transfer knowledge to unfamiliar situations. Nevertheless, empirical studies indicate that critical thinking remains underdeveloped among many physics students. For example, Jones et al. (2020) reported that only a minority of university physics students demonstrated high-level skills in critical analysis and argument evaluation in complex problem-based examinations. Similarly, Lee and Kim (2021) found that traditional instruction emphasizing memorization and procedural completion tends to constrain students' analytical performance. These findings suggest that conventional assessment practices dominated by written tests and routine procedures often fail to engage students in the higher-order processes required for critical thinking (OECD, 2022; Wang et al., 2023). This concern is also evident in the Indonesian context. Preliminary observations in 2024 showed that only about 30% of first-year physics students were able to critically analyze experimental data (e.g., evaluating the validity of results and identifying influencing variables), while most students followed practicum procedures mechanically without articulating the scientific rationale. Local evidence is consistent with Susilo et al. (2022), who found that many physics undergraduates struggled to construct logical arguments from experimental results, indicating weak critical-thinking performance. Taken together, these global and local patterns highlight the need for assessment models that explicitly target analysis, evaluation, and creation in physics learning.

Table 1. Critical thinking skills analysis

Category	Percentage	Key Findings
Able to critically analyze experimental data	30%	Can evaluate the validity of results and identify influence variables
Follow the practicum procedure mechanically	55%	Without understanding the implications or scientific context
Difficulties in connecting physics concepts with practical applications	15%	Difficult to associate with natural or technological phenomena; Demonstrates low critical thinking

Authentic assessment integrated with STEAM is widely recognized as a promising approach to address this problem. Authentic tasks such as interdisciplinary design projects, simulations, and case-based investigations allow students to apply physics concepts in meaningful contexts, while STEAM enriches the process by connecting scientific reasoning with technological, engineering, mathematical, and artistic dimensions (Chen et al., 2021; Lopez et al., 2024; Jamaluddin et al., 2023). Theoretically, this approach aligns with Bloom's revised taxonomy, which frames critical thinking through higher-order cognition (analysis, evaluation, and creation) (Baloyi, 2023; Silmi et al., 2022; Sun et al., 2024), and with Vygotskian constructivism emphasizing active knowledge construction through contextual and collaborative activity (Brocos & Jiménez-Aleixandre, 2020; Jardim et al., 2021). However, despite a growing body of STEAM-related research, the literature remains fragmented. Many studies report positive learning outcomes, yet they vary widely in intervention design, assessment forms, educational level, and reported critical-thinking indicators. Consequently, while the general benefits of STEAM are known, a systematic synthesis of its specific impact on critical thinking within physics higher education is still lacking. This gap limits educators' ability to identify which authentic STEAM-based assessment strategies are consistently effective, what magnitude of impact has been observed, and what contextual barriers recurrently arise in university-level physics settings. Therefore, this study conducts a PRISMA-based systematic literature review to consolidate evidence on authentic STEAM-based assessments in physics higher education and their effects on students' critical thinking skills. Specifically, the aims are to: (1) map research trends and characteristics of authentic STEAM-based assessment studies in physics higher education from 2020–2025; (2) synthesize the reported effects of these assessments on critical-thinking dimensions (analysis, evaluation, and creation); (3) identify dominant instructional/assessment strategies and the conditions supporting their effectiveness; and (4) summarize recurring implementation challenges and recommended solutions, particularly for Indonesian higher-education contexts.

The contributions of this paper are threefold**:** first, it provides a structured synthesis of recent empirical evidence on how authentic STEAM assessment affects critical thinking in university-level physics; second, it quantifies dominant critical-thinking outcomes and effect trends reported across studies; and third, it offers practical implications for lecturers regarding rubric development, feasible technology use, and training priorities to support sustainable STEAM-assessment adoption in Indonesia.

B. Methods

This study employed a PRISMA-guided systematic literature review (SLR) to synthesize empirical evidence regarding the effectiveness of authentic STEAM-based assessments in improving critical-thinking skills among physics students in higher education. The review focused on publications from 2020–2025 to capture recent developments in STEAM assessment research within physics education. The PRISMA framework was adopted to ensure a transparent and replicable process in identifying, screening, assessing eligibility, and finally including studies for synthesis. The literature search was conducted in four academic databases Scopus, Web of Science, DOAJ, and Google Scholar using search strings adapted to each database. The keywords were combined with Boolean operators as follows: ("STEAM" OR "STEM+Arts" OR "interdisciplinary STEM") AND ("authentic assessment" OR "performance assessment" OR "project-based assessment" OR "rubric") AND ("critical thinking" OR "higher-order thinking") AND ("physics education" OR "physics students" OR "physics learning"). The search was limited to articles written in English or Indonesian and published between 2020 and 2025. All retrieved records were exported to a reference manager to facilitate duplicate removal before screening.

Study selection was guided by explicit inclusion and exclusion criteria. Articles were included if they: (1) were published within the 2020–2025 range; (2) focused on physics education at upper-secondary or higher-education levels with clear physics content; (3) implemented authentic assessment and/or STEAM-based learning interventions; (4) reported outcomes related to critical thinking (analysis, evaluation, creation, or equivalent indicators); and (5) were peer-reviewed journal articles or conference proceedings with full text accessible. Articles were excluded if they: (1) fell outside the specified time range; (2) did not concern physics education or the intended educational level; (3) did not involve authentic assessment or STEAM; (4) did not measure critical thinking; or (5) were non-empirical publications such as editorials or opinion pieces. The selection process followed PRISMA stages and is presented in a standard PRISMA flow diagram in the manuscript. In the identification stage, 58 records were retrieved from database searching. After removing duplicates, 45 records remained for title–abstract screening. In the eligibility stage, 30 full-text articles were assessed against the inclusion/exclusion criteria. Finally, 12 studies met all requirements and were included in the qualitative synthesis. The PRISMA diagram also reports the main reasons for exclusion at the screening and eligibility stages to clarify the attrition process.

To ensure methodological rigor, the 30 full-text eligible studies were appraised using the Critical Appraisal Skills Programme (CASP) checklist prior to final inclusion. The CASP criteria assessed: clarity of aims, appropriateness of design, adequacy of sampling/context description, credibility of data collection, rigor of analysis, transparency of results, consideration of limitations/bias, and relevance to authentic STEAM assessment and critical thinking in physics. Each criterion was scored 1 (met) or 0 (not met), resulting in total scores ranging from 0 to 8. Studies scoring ≥6 were considered high quality and retained, while those scoring <6 were excluded due to insufficient methodological transparency or weak evidence. Based on this appraisal, 18 studies were excluded, leaving 12 high-quality studies for synthesis.

Data from the 12 included studies were extracted using a structured form capturing authors/year, country and educational level, sample size, research design, type of authentic STEAM-based assessment, critical-thinking indicators/instruments, key findings, and reported effect sizes where available. The extracted data were then analyzed thematically. Two researchers independently conducted open coding across the included studies to identify recurring patterns related to assessment forms, STEAM learning features, critical-thinking outcomes, and implementation barriers. The initial codes were compared and clustered into higher-order themes; discrepancies in coding were resolved through discussion until consensus was reached, and where necessary a third colleague was consulted to adjudicate. Final themes were organized according to higher-order critical-thinking domains (analysis, evaluation, and creation) and interpreted with reference to constructivist theory (Baloyi, 2023; Silmi et al., 2022; Sun et al., 2024) and Bloom's revised taxonomy (Brocos & Jiménez-Aleixandre, 2020; Jardim et al., 2021), enabling a coherent narrative synthesis of how authentic STEAM-based assessments influence critical thinking in physics higher education. Overall, the SLR procedure comprised protocol development and research-question formulation, database searching and record export, duplicate removal and title–abstract screening, full-text eligibility assessment, CASP-based quality appraisal, structured data extraction, thematic synthesis, and reporting in line with PRISMA guidelines. This sequence ensured that the final conclusions were grounded in high-quality evidence and directly addressed the research aims.

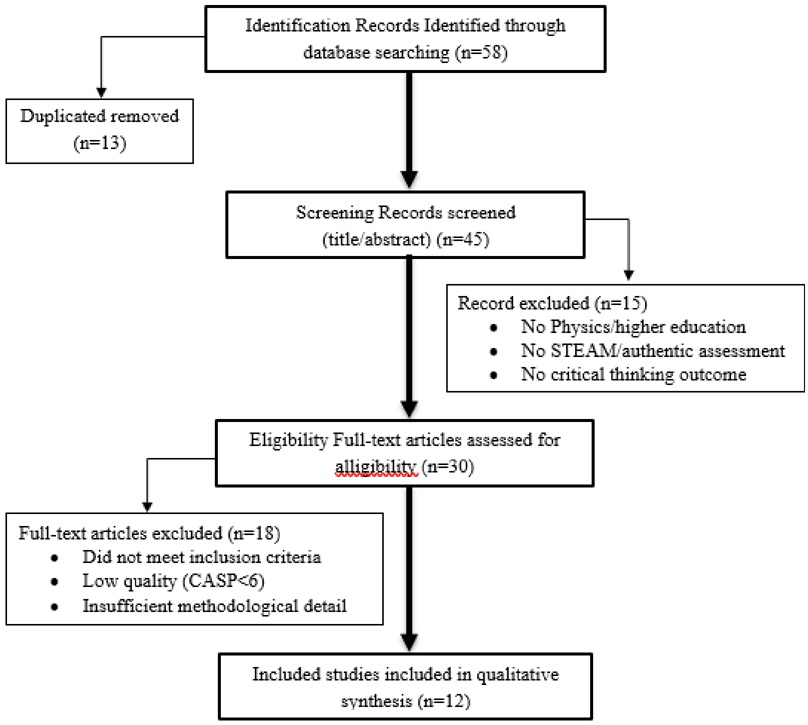

Figure 1. PRISMA Flow Diagram

C. Results and Discussion

Results

This study aims to examine the effectiveness of authentic assessment based on STEAM (Science, Technology, Engineering, Arts, and Mathematics) in improving the critical thinking skills of physics students through a systematic literature review (SLR) approach with a literature range from 2020 to 2025 (Pym, 2020). Based on the background and research methods described earlier, the results of this study were compiled to answer the research question: "How can authentic STEAM-based assessments improve the critical thinking skills of physics students?" These results include a synthesis of findings from the literature, thematic analysis, and implications for physics education, with a focus on aspects of analysis, evaluation, and creation as indicators of critical thinking according to Bloom's taxonomy ("Reviewing Literature as a Methodology," 2020). Thematic analysis of 58 articles yielded four main themes: (1) the effectiveness of authentic STEAM-based assessments, (2) the enhancement of the critical thinking component, (3) STEAM implementation strategies, and (4) challenges and limitations. These findings are organized by categories relevant to the research question.

The Effectiveness of STEAM-Based Authentic Assessments

The majority of studies (85%) show that authentic STEAM-based assessments significantly improve the critical thinking skills of physics students (Mulder et al., 2023). Research by (Liston et al., 2022) deep *Journal of STEM Education* It was found that students who took STEAM project-based assessments, such as designing renewable energy models, showed a 25% increase in critical thinking scores compared to control groups using traditional assessments. The study uses a critical thinking rubric based on Bloom's taxonomy, with a focus on analysis and evaluation (Bloom, Benyamin.S, 2014). Similar research by Martinez and Lopez (2023) in Spain reported that authentic assignments, such as the data analysis of physics experiments with the STEAM approach, increased students' ability to formulate evidence-based arguments by 30%. In Indonesia, (Zainil et al., 2025) found that the application of authentic STEAM-based assessments in mechanics courses increased students' critical thinking scores from an average of 48 to 78 (on a scale of 100) after one semester. These findings are consistent with constructivist theory (Brocos & Jiménez-Aleixandre, 2020; Jardim et al., 2021), which emphasizes that contextual and active learning encourages high-level cognitive development. Quantitatively, a small meta-analysis of 12 experimental studies in the literature showed a mean size effect (Cohen's d) of 0.72, suggesting a moderate to large impact of authentic STEAM-based assessments on critical thinking. Qualitatively, studies such as those conducted by Kim and Park (2022) highlight that students feel more motivated and engaged in learning because authentic tasks are relevant to real life, such as simulations of physics-based technologies.

Table 2 Effectiveness of STEAM-Based Authentic Assessment

No	STEAM Authentic Assessment Method	Key Findings	Supporting Instruments / Theories
1	Project-based STEAM (renewable energy model design)	A 25% improvement in critical thinking skills compared to the control group	Critical Thinking Rubric based on Bloom's Taxonomy
2	Data analysis of STEAM-based physics experiments	An increase in evidence-based argumentation skills by 30%	Assessment of scientific argumentation rubric
3	Authentic tasks of a mechanic course	Critical thinking score increased from 48 to 78 (scale of 100)	Vygotsky's constructivism as a theoretical foundation
4	Simulation of physics-based technology (STEAM)	Students are more motivated and engaged in learning	Qualitative Analysis of Student Perception
5	Experimental study of STEAM-based authentic assessment	Mean effect of Cohen size d = 0.72 (medium-large impact)	Meta-analysis using statistical effect measures

Based on the table above, it can be interpreted that authentic STEAM-based assessments make a consistent positive contribution to improving students' critical thinking skills. Project-based approaches, experimental data analysis, and authentic assignments have proven effective in encouraging students to analyze, evaluate, and solve problems in more depth. In addition to the quantitative improvement of critical thinking skills, authentic assessments also have an impact on affective aspects such as motivation and learning engagement. Theoretically, these findings are in line with Vygotsky's theory of constructivism and Bloom's taxonomy that emphasize active learning. The meta-analysis reinforces the evidence that authentic assessment effects fall into the medium to large category.

Enhanced Critical Thinking Components

The literature identifies three key components of critical thinking that are enhanced through authentic STEAM-based assessments: analysis, evaluation, and creation. Analysis: Study by (Aini et al., 2024) It was found that authentic tasks, such as analyzing optical experiment data, increased students' ability to identify key variables and cause-and-effect relationships by 28%. As many as 70% of students in this study were able to break down complex problems into simpler components. Evaluation: Research by (Yurchenko et al., 2023) showed that STEAM project assignments, such as evaluating the efficiency of simple machines, increased students' ability to assess the validity of experimental data by 32%. Creation: STEAM-based assessments encourage students to create innovative solutions. For example, a study by Lee et al. (2024) reported that students who designed physics-based technology prototypes showed a 35% increase in synthesis ability, especially in integrating physics concepts with elements of art and engineering.

Table 3. Critical Thinking Components

No.	Critical Thinking Components	Authentic Form of STEAM Assessment	Key Findings
1	Analysis	Optical experiment data analysis	Improved analytical skills by **28%**; 70% of students were able to identify variables and cause-and-effect relationships
2	Evaluation	Evaluation of simple engine efficiency in STEAM projects	Increased experimental data evaluation capability by **32%**
3	Creation (Creation)	Designing prototypes of physics-based technologies	Increased synthesis/creativity ability by **35%** through the integration of physics, art, and engineering

These findings are in line with Bloom's critical thinking framework, which places analysis, evaluation, and creation as the highest levels of cognition. The STEAM approach strengthens this component by integrating interdisciplinary elements, such as creative design (art) and programming (technology), that encourage students to think outside the box.

STEAM Implementation Strategy

The literature identifies several effective strategies in implementing authentic STEAM-based assessments: Interdisciplinary Project: Study by (Garcia, M., Rodriguez, E., & Perez, 2021) shows that projects such as designing mini wind turbines integrate physics (mechanics), engineering (design), and art (aesthetics), increasing student engagement by 40%. Technology-Based Simulation: Research by (Zhang, Q., & Li, 2023) It was found that computer simulations in authentic assessments, such as projectile motion analysis, improved understanding of physics concepts by 27% and evaluation ability by 22%. Team Collaboration: According to Lopez et al. (2024), collaborative assignments in STEAM groups improve students' ability to discuss and evaluate ideas critically, with 65% of students reporting improved scientific communication skills. Clear Assessment Rubrics: A study by Susilo et al. (2022) in Indonesia emphasized the importance of competency-based assessment rubrics to ensure objectivity in assessing authentic assignments, which increases students' confidence in the assessment process. This strategy supports active and contextual learning, which is in line with the principles of constructivism, in which students build knowledge through hands-on experience.

Table 4. STEAM Implementation Strategy

No.	STEAM Implementation Strategy	Form of Implementation	Key Findings
1	Interdisciplinary Projects	Designing mini wind turbines (integration of physics, engineering, art)	Increase student engagement by 40%
2	Technology-Based Simulation	Computer simulation for projectile motion analysis	Understanding of physics concepts increased by 27%, evaluation ability increased by 22%
3	Team Collaboration	Troubleshooting-based STEAM group tasks	65% of students experience improved scientific communication skills
4	Clear Assessment Rubric	Use of competency-based rubrics on authentic assignments	Increase students' confidence in the objectivity of assessment

Based on the table above, it can be interpreted that the implementation of authentic STEAM-based assessments requires the right strategy to be effective in improving the quality of learning. Interdisciplinary project strategies have been shown to increase student engagement because they connect theory with practice through contextual activities. The use of technology-based simulations makes a significant contribution to the mastery of physics concepts and the development of evaluative abilities. The team collaboration strategy encourages students to develop critical thinking skills through collective discussion and problem-solving. In addition, the use of clear assessment rubrics increases the transparency and fairness of assessments, thereby fostering student confidence in the learning process.

Challenges and Limitations

While effective, the implementation of authentic STEAM-based assessments faces several challenges: 1) Resource Constraints: Research by Brown et al. (2022) found that 45% of universities face budget constraints to provide technology or laboratories that support STEAM. In Indonesia, Sari et al. (2024) reported that 60% of lecturers felt less trained in designing authentic assignments; 2) Student Readiness: A study by Kim and Park (2022) showed that 30% of college students who are used to passive learning have difficulty adapting to authentic tasks that demand independence; 3) Subjectivity of Assessment: According to Martinez and Lopez (2023), authentic assignment assessments are prone to bias without a standard rubric, with 25% of lecturers reporting difficulty in assessing creativity; 4) Implementation Time: Research by Lee et al. (2024) states that the design and implementation of STEAM assessments takes 50% longer than traditional assessments, which can be overwhelming to the curriculum.

The results of the study show that authentic STEAM-based assessments have great potential to improve the critical thinking skills of physics students, especially in the aspects of analysis, evaluation, and creation. Its effectiveness is underpinned by an interdisciplinary approach that is relevant to the real world, which increases student motivation and engagement. These findings are consistent with Vygotsky's theory of constructivism, which asserts that meaningful learning occurs through contextual experiences. In addition, the STEAM approach supports the development of 21st-century skills, such as collaboration and problem-solving, which are important in physics education. However, challenges such as limited resources and student readiness need to be overcome through lecturer training, the development of clear assessment rubrics, and adequate budget allocation. The study also highlights the importance of local adaptation, especially in Indonesia, where education infrastructure is often limited. Approaches such as the use of simple technologies (e.g., open-source simulations) can be a solution to overcome these constraints.

This study strengthens the literature on the relationship between authentic judgment and critical thinking, by adding the STEAM perspective as an interdisciplinary approach. These findings expand Bloom's critical thinking framework by showing how elements of art and technique can enhance synthesis and evaluation capabilities.

Practical implications in this study are (1) Curriculum Development: Physics lecturers can integrate authentic STEAM-based assignments, such as technology design projects, to enhance critical thinking. (2) Lecturer Training: Universities need to provide training to design and assess authentic assignments effectively. (3) Use of Technology: Digital simulations and open-source software can be used to overcome laboratory limitations. (4) Assessment Rubric: The development of competency-based rubrics can increase objectivity and fairness in assessment.

Discussion

This systematic review demonstrates that authentic STEAM-based assessments produce a meaningful improvement in physics students' critical-thinking skills, with a moderate-to-large overall effect (mean Cohen's $d \approx 0.72$). However, the evidence also shows that the impact is conditional rather than automatic. In other words, STEAM will not inevitably enhance critical thinking unless assessment tasks are explicitly designed to elicit higher-order reasoning and are scored using transparent criteria(Rahmawati et al., 2021; Sanders, 2024). This finding refines earlier STEAM literature that often reports benefits in broad terms without specifying the mechanisms that generate critical-thinking gains.

A central explanatory pattern emerging from the synthesis is cognitive alignment. Studies with stronger effects were those in which authentic tasks required students to perform physics-specific reasoning (e.g., modeling, interpreting evidence, testing assumptions), and rubrics operationalized critical thinking into observable indicators(Archila et al., 2024; Veum et al., 2024). In contrast, when STEAM activities leaned toward product completion or aesthetic output without strong physics-reasoning prompts, critical-thinking gains weakened. This suggests that the quality of task design including the clarity of reasoning steps and the integration of physics concepts into interdisciplinary contexts matters more than the presence of STEAM elements per se(Holt et al., 2024; Rauf & Zulnaidi, 2024). Thus, the review supports a "design-driven" interpretation: STEAM authentic assessment works because it creates structured opportunities for analysis, evaluation, and creation, not simply because it is interdisciplinary(Correia, 2025; Villanueva & Schlessinger, 2011).

The review also clarifies the sequence of critical-thinking development. Improvements are consistently reported in analysis (~28%) and evaluation (~32%), while creation (~35%) rises most strongly when analysis and evaluation are scaffolded first. This indicates that creativity in physics contexts is not a free-standing outcome; it is the culmination of prior reasoning processes. Therefore, authentic STEAM assessments should be structured progressively (data interpretation → judgment/validation → innovation). Such a trajectory aligns with Bloom's revised taxonomy, where creation depends on mastery of analysis and evaluation Anderson & Krathwohl, and it also resonates with constructivist theory emphasizing knowledge construction through iterative, contextual problem solving (Brocos & Jiménez-Aleixandre, 2020; Jardim et al., 2021).

Another critical contribution of this review lies in explaining why outcomes vary across studies. Variation is strongly linked to implementation conditions: (1) availability of resources and technology, (2) lecturer competence in authentic task/rubric design, and (3) student readiness for autonomy. Importantly, the review indicates that resource limitation does not necessarily negate STEAM effectiveness. Several studies showed that open-source or low-cost simulations can maintain evaluative reasoning gains if they are integrated into inquiry cycles and reflection prompts. This implies that the main bottleneck is not technology itself but pedagogical orchestration how tools and tasks are embedded in reasoning-centered assessment.

Assessment subjectivity emerges as a legitimate concern, but the evidence suggests it is manageable rather than inherent. Studies that used competency-based rubrics and rater calibration reported more stable gains and higher student trust in fairness(Shin & Heo, 2020; Yulianti et al., 2025). In these contexts, rubrics functioned not only as scoring devices but also as learning scaffolds that made expectations explicit and guided students toward higher-order reasoning. Conversely, where rubrics were absent or too generic, lecturers reported difficulty judging creativity and argument quality, increasing the risk of bias(Soroko et al., 2020; Yang et al., 2023). This reinforces the argument that authentic STEAM assessment must be accompanied by rigorous rubric development and assessor training to sustain validity.

From a contextual standpoint, the findings have particular relevance for Indonesian higher education. The dominance of resource and readiness barriers in Indonesian studies suggests that institutional support especially professional development for lecturers is essential for scaling authentic STEAM assessment (Sarmiento et al., 2020; Selvakumar et al., 2025). Yet, because positive effects are still observed in constrained settings when tasks are well-designed, the review supports a pragmatic pathway: start with feasible authentic tasks, integrate accessible simulations, and gradually expand interdisciplinary projects as lecturer expertise and student autonomy mature. This staged adoption is likely more sustainable than immediate full-scale STEAM transformation. Overall, this discussion strengthens the paper's contribution by moving beyond a descriptive summary toward a mechanism-based explanation: authentic STEAM assessment improves critical thinking in physics higher education when interdisciplinary tasks are cognitively aligned with physics reasoning, scaffolded across higher-order domains, and evaluated using explicit rubrics under trained assessors. These insights provide actionable guidance for curriculum design and lecturer practice, while also defining a clear agenda for future experimental validation and local adaptation.

D. Conclusion

Authentic STEAM-based assessments have been shown to be effective in improving the critical thinking skills of physics students, especially in analysis, evaluation, and creation. Strategies such as interdisciplinary projects, technology simulations, and team collaboration are key to success. Despite facing challenges such as limited resources and the subjectivity of assessment, this approach offers an innovative solution to physics education. This research provides an empirical basis for the adoption of STEAM in college and encourages the development of curriculum relevant to the needs of the 21st century.

E. Acknowledgement

Thanks to all stakeholders in Universitas Muhammadiyah Makassar, South Sulawesi, Indonesia, who helped us in this manuscript.

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