

Learning Assessment Model for Islamic Religious Education

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Abstract

Assessment is not only seen as giving value through a series of tests, but also must be an integral part of learning. This paper tries to explain the development of an assessment model that can be used by teachers as a measuring tool after the learning unit is completed. This is also supported by several studies which reveal that assessment can improve learning. In this case, the assessment model is summarized into assessment for learning, assessment of learning, assessment as learning, and authentic assessment. This research uses a literature study approach with qualitative methods. The data obtained were obtained from the search results of various works of literature, namely books and relevant journals. After collecting the data, then analyzing the data results and focusing on the problem points. In addition, in every writing, every reference is always checked. This study describes authentic assessment in learning. The results of the assessment of Islamic religious education learning have emphasized what part must be assessed, namely the demand for competence in Islamic teachings that can be applied in everyday life. We can see this in the dominant aspects such as attitudes, skills, and knowledge, based on these aspects the teacher can collect student data using authentic assessment where student learning outcomes are shown based on achievement and learning outcomes in the form of abilities in real life.

Keywords: *Learning, Authentic Assessment, Assessment of Learning, Islamic Religious Education*

Introduction

The learning process is an effort to achieve the basic competencies formulated in the curriculum. Assessment is one of the tools to measure and assess the level of achievement of basic competencies. Assessment is also a way to find out the strengths and weaknesses of the learning process so that the assessment can be used as the basis for a decision and improvement of the learning process that has been carried out. Departing from this, the learning process is very important to be supported by a planned and sustainable assessment system.¹ Assessment of learning outcomes is more on cognitive aspects as seen in schools holding oral and written exams, in this case, it is clear that cognitive aspects are used.² Haamalik also explained that "education is an effort that must be made to develop quality human resources, while quality humans are seen from the aspect of education". Education will instill knowledge that will give birth to high-quality human resources and high skills.³

As an effort to realize the national education goals that have been initiated by the government, a curriculum is formed as a set of plans and ways to administer the objectives, content, and learning materials to achieve educational goals. The existence of a curriculum will implement learning more structured and systematic.⁴

¹ A. Majid, *Penilaian Authentic Proses dan Hasil Belajar*, (Bandung: PT Remaja Rosdakarya, 2015), p. 35.

² Agung Haryono, *Authentic Assessment dan Pembelajaran Inovatif dalam Pengembangan Kemampuan Siswa*, *Jurnal Pendidikan Ekonomi*, vol. 2 no. 1, 2009, p. 2.

³ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2011), p. 1.

⁴ M. Latifatul Muzamiroh, *Kupas Tuntas Kurikulum 2013: Kelebihan dan Kekurangan Kurikulum 2013*, (Surabaya: Kata Pena, 2013), p.18.

Along with the development of the era of education in Indonesia, Indonesia continues to innovate in improving the quality of education, such as in the assessment system, so far, the assessment system that has been running has prioritized knowledge competence, while attitude and skill competencies often less attention is paid. The ideal assessment is to reveal all aspects contained in the learning process, namely cognitive, affective and psychomotor aspects.⁵

Educators feel confused in the learning and assessment process. What kind of assessment can cover several aspects that can provide a complete picture of the attitudes, skills, knowledge, and how the students live their daily lives and relate it to what they learn in school, and how does the format include all these aspects? Based on these problems, there is an assessment that provides a great opportunity for students to show what they have learned during learning. Several assessments can be used by teachers to conduct assessments, these assessments are known as authentic assessments and assessments of learning.⁶

Authentic assessment is considered able to better measure the overall learning outcomes of students because this assessment assesses the progress of learning not only the results but also the learning process itself. The authentic assessment also provides broad opportunities for students to apply the knowledge, skills, and attitudes they already have. Authentic assessment measures in a

⁵ Mimi Musmiroh Idris dan Abas Asyafah, Penilaian Autentik dalam Pembelajaran Pendidikan Agama Islam, *Jurnal Kajian Peradaban Islam*, Vol. 3 No. 1, 2020, p. 2.

⁶ Ibid., p. 3.

step-by-step manner student activities as an indicator of the achievement of the competencies being taught.⁷

Mueller argues that authentic assessment requires students to perform a task in the real world by dominating the application of important knowledge and skills. Thus, authentic assessment requires students to be able to apply it to the real world.⁸

Assessment of learning is used to confirm what students know, to show whether they meet the standard, or to show two students with another student. The assessment for learning is an assessment designed to provide information to teachers to modify learning activities and differentiate and understand how students approach learning. Furthermore, there is a part of this assessment that emphasizes the use of assessment as a process of developing and supporting students' metacognition, in this case, students are given the opportunity and are guided to monitor and use the results of monitoring to improve student learning.⁹ What kind of assessment can cover several aspects that can provide a complete picture of the attitudes, skills, knowledge, and how the students live their daily lives and relate it to what they learn in school and how the format includes all these aspects, in some aspects that provide an overview related to attitudes, skills, and knowledge.¹⁰

⁷ Sri Wahyuni, Pengembangan Model Asesmen Otentik dalam Pembelajaran Keterampilan Bahasa Indonesia Lisan di Sekolah Menengah Atas (SMA), *Jurnal Litera* Vol 9. No. 1, April 2010, p. 70.

⁸ Jon Mueller, what is authentic assessment? 2006, (<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>, accessed 10 June 2021).

⁹ Sudiyanto, Badrun Kartowagiran dan Muhyadi, Pengembangan Model Assessment as Learning Pembelajaran Akuntansi di SMK, *Jurnal Penelitian dan Evaluasi* vol. 19, no. 2, Desember 2015, p. 190.

¹⁰ Mimi Musmiroh Idris dan Abas Asyafah, Penilaian Autentik dalam Pembelajaran Pendidikan Agama Islam, *Jurnal Kalijaga Peradaban Islam*, vol. 3, no. 1, 2020, p. 2.

The use of the right assessment will provide teacher information related to the student learning process. If the teacher is not right in conducting the assessment, the results to be achieved are not following the reality on the ground. In this case, Islamic Religious Education teachers must choose the right assessment model so that the achievement of Islamic Religious Education learning makes a good assessment.

Research Methods

This research uses a literature study approach with qualitative methods. The data was obtained from the search results of various works of literature, namely books and relevant journals. After collecting the data, then analyzing the data results and focusing on the problem points. In addition, in every writing, every reference is always checked.

Results and Discussion

Assessment is a general term defined as the process taken to obtain information that is used to make decisions about students, curriculum, programs, and educational policies. Methods or other educational instruments by a body, institution, organization, or official institution that organizes a certain activity.¹¹ Assessment is often also referred to as a form of assessment, while assessment is one of the components of the evaluation. The scope of the assessment is very broad compared to evaluation, the act of measuring a quantitative and qualitative assessment is an integral part that cannot be separated from the *assessment*.

In general, assessment can be interpreted as a process to obtain information in any form that can be used as a basis for making decisions about students, both concerning curriculum,

¹¹ Hamzah B. Uno dan Satria Koni, *Assessment Pembelajaran*, (Jakarta, PT. Bumi Aksara, 2012), p. 1.

learning programs, school climate, and school policies. Assessment can simply be interpreted as measurement and non-measurement to obtain data on the characteristics of students with certain rules. In the implementation of the learning assessment, the teacher is faced with 3 terms of understanding or even often used together, namely the terms assessment, measurement, and test.¹²

Authentic assessment

According to Abdul Majid, authentic assessment is a process of collecting data that describes the development of students. Meanwhile, according to Supardi, authentic assessment is learning outcomes that require students to show achievements and learning outcomes in the form of abilities in real life in the form of performance and work results.¹³

Conceptually, authentic assessment is significantly more meaningful than even standardized multiple-choice tests. In the application of this assessment to determine student learning outcomes and achievements, the teacher applies criteria related to knowledge construction, observing activities, and school achievement scores. This assessment is also referred to as alternative assessment, this is because authentic assessment can be used as a substitute for traditional assessment. This assessment also has a different view on achieving a school's mission of developing productive citizens. In the view of traditional research, to be a productive citizen, one must have a certain amount of knowledge and skills, on the other hand, an authentic assessment must be able to perform several meaningful tasks in the real world, but this

¹² Ibid., p. 2.

¹³ Supardi dalam Mimi Musmiroh Idris dan Abas Asyafah, Penilaian Autentik dalam Pembelajaran Pendidikan Agama islam, *Jurnal Kajian Peradaban Islam*, Vol. 3 No. 1, 2020, p. 2,

assessment can also be said as a complement to traditional research.¹⁴

So it can be concluded that authentic assessment is a process of evaluating learning outcomes and performance to measure other aspects outside of cognitive, for the implementation of a good authentic assessment, the teacher must clearly understand the objectives to be achieved in learning, and this assessment can be applied in everyday life.

With this authentic assessment, PAI teachers can assess not only cognitive aspects but also affective and psychomotor aspects. In the application of authentic assessment, learning must be related to the daily problems of students. The teacher relates the material to the reality in society. Teachers are not fixated on textbooks but are creative in looking for learning materials from newspapers, magazines, or the internet.¹⁵ This authentic assessment is good to apply in Islamic Religious Education learning because with this authentic assessment the teacher can train students to directly apply the material taught in real life.

At the same time, it can assess the attitude of students after learning the material. For example, in the material of worship about the pilgrimage. In this Hajj material, the teacher can bring students to perform Hajj rituals using media such as an artificial Kaaba, so that students can feel real about how to carry out the Hajj and apply the knowledge that has been taught about the Hajj. However, the implementation of this authentic assessment is not easy for the teacher, especially if the teacher is old. Because the use of this

¹⁴ A. Majid, *Penilaian Authentic Proses dan Hasil Belajar*, (Bandung: PT Remaja Rosdakarya, 2015), p. 35.

¹⁵ Jejen Musfah, *Manajemen Pendidikan: Teori, Kebijakan dan Praktik*, (Jakarta: Kenaca, 2017), p. 26.

authentic assessment uses a lot of assessment formats and takes a lot of time.

Authentic assessment requires teachers to be creative, so teachers must prepare assessment instruments properly. This is evidenced by the results of research conducted by Astuti that the implementation of authentic assessment in PAI learning has not been effective, this is triggered by the unpreparedness of the teacher due to a lack of understanding of the technical assessment. In addition, the teacher's obstacle in implementing authentic assessment is the preparation of too many questions, the assessment format is too complicated to make it difficult for teachers to assess each student. There are also other obstacles, namely the time for compiling and carrying out authentic assessments that are deemed insufficient by the teacher.¹⁶ In this case, the teacher should be ready to use any assessment to achieve the learning objectives. PAI teachers are required to master various assessments, including authentic assessments. Without it, PAI teachers will never fully know the success or failure of the learning carried out. The assessment will also be meaningless if it is not accompanied by the ability to analyze the results of the assessment and use it as the basis for the preparation of a follow-up program which is one of the functions of the assessment.¹⁷

Authentic Assessment Purposes

The application of authentic values is one of the emphases in the 2013 curriculum because the assessment has various purposes. The purpose of authentic assessment is explained by Kunandar as "tracking student progress, checking student

¹⁶ Efi Tri Asturi, *Problematika Implementasi Penilaian Autentik Kurikulum 2013 Dalam Pembelajaran Pendidikan Agama Islam Di SD Negeri Ploso I Pacitan. Al-Idaroh*, 2017, 1 (2), p. 18-41.

¹⁷ Lubna. *Akurasi dan Akuntabilitas Penilaian Kinerja Guru Pendidikan Agama Islam. Ulumuna*, 2014, 18 (1), p. 233.

achievement and providing feedback for improvement for students.¹⁸

The purpose of the assessment is to determine the level of competence achievement during and after the learning process takes place. Thus, the learning progress of students during and after the learning process can be detected as early as possible, the next goal is to provide feedback for students to find out their strengths and weaknesses in the process of achieving competence. This is meant by conducting an assessment, so that information can be obtained relating to material that has not been mastered and material that has been mastered by students.¹⁹

Scope of Authentic Assessment

In the Authentic Assessment, several competencies must be assessed, which include the competence of attitudes, knowledge, and skills. Kurinasih explained that the authentic assessment of students includes attitude, knowledge, and skill competencies that are carried out in a balanced manner.²⁰ Kunandar also said that the authentic assessment of students includes attitudes, knowledge, and skills competencies. All aspects of the assessment of attitudes, knowledge, and skills are carried out using various assessment techniques.²¹

¹⁸ Hosnan, Pendekatan Saintific dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Kurikulum 2013. (Jakarta: PT. Ghalia Indonesia, 2014), p. 392.

¹⁹ Miftakhul Muthoharoh, Penerapan Authentic Assesment Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Ma'arif 1 Karangbinangun Lamongan, *Jurnal Al-Hikmah Studi Keislaman*, vol. 9, no. 1, Maret 2019, p. 114.

²⁰ Kurniasih, Implementasi Kurikulum 2013: Konsep dan Penerapan, (Surabaya: Kata Pena, 2014), p. 52.

²¹ Kunandar, Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik berdasarkan Kurikulum 2013), p. 52.

Authentic Assessment Implementation Model

The model for implementing authentic assessment for the effectiveness of enforcement in educational institutions is as follows:

- 1) Teachers must know the goals and focus of learning first for students
- 2) Agree on the assessment procedure to be used and the assessment criteria. This agreement is expected to help motivate students for maximum results.
- 3) Discuss the ways that will be used to achieve the goal to the fullest.
- 4) Carry out assessment activities under the collective agreement planning (data collection). The assessment activities carried out must not deviate from the agreement. This is intended to avoid disappointment from students which has an impact on decreasing students' interest and learning intentions.
- 5) Provide feedback (feedback). Feedback can be in the form of criticism and suggestions or drawing conclusions from the learning material provided.²²

Assessment of Learning

Class assessment is an activity designed to obtain qualitative and quantitative information both at the beginning, in the learning process, and at the end of the student learning process and how well the students have learned. Classroom assessment also includes a combination of formal and informal assessments, which are rooted in the process of activities that are known and can be carried out, whether students have met certain criteria, and evaluate the

²² Efi Tri Astuti, Problematika Implementasi Penilaian Autentik Kurikulum 2013 Dalam Pembelajaran Pendidikan Agama Islam di SD Negeri Ploso 1 Pacitan, *Jurnal Al-Idaroh*, Vol. 1. No. 2 September 2017, p. 25.

effectiveness of teaching and service programs to be reported to the public in a certain time unit.²³

Assessment in learning is an inseparable part of the educational process. The position of the assessment not only serves to provide value and determine the child's achievement in the material being studied but more than that the position of the assessment not only serves to provide value and determine the achievement of the child in the material being studied but more than that the position of the assessment must help students in the learning process.

One thing that has developed in the world of assessment that has long been developed by teachers and education practitioners is the promotion of learning (*assessment of learning*) *Assessment of learning* is a formative assessment to improve learning, some researchers say that *Assessment of learning (AfL)*, if used effectively it will improve student achievement.²⁴ Earl made an illustration of a proportional composition between AoL, AfL, and AaL as follows:²⁵

²³ Yoppy Wahyu Purnomo, *Assessment-Based Learning: Sebuah Tinjauan untuk Meningkatkan Motivasi Belajar dan Pemahaman Matematis*, Sigma Journal, no. 1 vol. VI, Juni 2014, p. 27.

²⁴ Taufik hidayat, *Assessment for Learning (AfL) Dalam Pembelajaran Statistik Dasar*, Jurnal humaniora, Vol. 05, no 02, Februari 2018, p. 733.

²⁵ Earl, L, *Assessment as Learning: Using Classroom Assessment to Maximise Student Learning*. Thousand Oaks, CA, Corwin Press, 2003.



Figure 1. Pyramid of proportional assessment composition

The purpose of this assessment is an assessment to improve learning and in this assessment process, the integrated and the process must be continuous. Assessment should also direct the learning of the success criteria and learning objectives that have been set together with previous students.

Conventional assessment tends to be done to measure student learning outcomes. In this context, assessment is positioned as if it were a separate activity from the learning process. The use of assessment is not just about knowing the achievement of learning outcomes, what is more, important is how assessment can improve the ability of students in the learning process. Assessment should be carried out through three approaches, namely *assessment of learning*, *assessment for learning*, and *assessment as learning*.

- a. *Assessment of learning* is an assessment carried out after the learning process is complete. The learning process that is completed does not always occur at the end of the year or the end of students completing education at a certain level. Each educator carries out an assessment that is intended to provide recognition of the achievement of learning outcomes after the learning process is complete, meaning that the educator conducts an assessment of learning. National exams, school/madrasah exams, and various forms

of summative assessment are assessments of learning (assessment of learning outcomes).

- b. Assessment for learning is carried out during the learning process and is usually used as a basis for improving the teaching and learning process. With assessment for learning, educators can provide feedback on the learning process of students, and monitor and determine their learning progress. Assessment for learning can also be used by educators to improve performance in facilitating students. Various forms of formative assessment, such as assignments, presentations, and projects, including quizzes are examples of assessment for learning (assessment for the learning process).
- c. Assessment as learning has a function similar to assessment for learning, which is to function as formative and carried out during the learning process. The difference is *assessment as learning* involves students actively in the assessment activities. Learners are given the experience to learn to be assessors for themselves. Self-assessment and peer-to-peer ratings are examples of *assessment as learning*. In *assessment as learning* students can also be involved in formulating assessment procedures, criteria, and rubrics/assessment guidelines so that they know exactly what must be done to obtain a ca So far, the most dominant assessment of learning is carried out by educators compared to assessment for learning and assessment as learning. Assessment of learning achievement should prioritize assessment as learning and assessment for learning rather than the assessment of learning. maximum learning.

Assessment in Islamic Religious Education

Assessment in Islamic religious education is an activity to assess students that emphasizes what should be assessed, both process and results with various assessment instruments that are adapted to the demands of Islamic teaching competence and can be applied in everyday life.

The assessment of Islamic religious education in schools is carried out in all aspects. The main aspects of the assessment of Islamic religious education include knowledge of the Islamic religion, Islamic religious skills, appreciation of the Islamic religion, habituation, and religious experience.

The assessment aspects mentioned above are included in three domains, namely the attitude domain, the knowledge domain, and the skills domain. It should be noted that all the main elements of Islamic religious education contain aspects of knowledge, but basically, this aspect of knowledge is dominated by the main elements, namely faith, sharia, and history. While the aspect of skill dominance is in the main elements of worship and the Qur'an.²⁶

The scope of the assessment of Islamic religious education learning is grouped into three, namely the learning outcomes of attitudes (affective), knowledge (cognitive), and skills (psychomotor). Affective learning outcomes are learning outcomes related to interests, attitudes, and values. Learning outcomes are also tiered starting from the level of *attending*, *responding*, *valuation*, *organization*, and *characterization*. Cognitive learning outcomes are learning outcomes related to memory or memorization abilities, understanding, application, analysis,

²⁶ Miftakhul Muthoharoh, Penerapan Authentic Assesment Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Ma'arif 1 Karangbinangun Lamongan, Jurnal Al-Hikmah Studi Keislaman, vol. 9, no. 1, Maret 2019, p. 120.

synthesis, and assessment. Psychomotor learning outcomes are learning outcomes related to motor skills and individual acting skills. Learning motor skills requires the ability to string several physical movements into a single whole.

Learning outcomes assessment techniques are generally divided into two types, namely test and non-test techniques. The test technique is suitable for assessing cognitive and psychomotor outcomes. Technical tests that can be used to assess cognitive learning outcomes are verbal tests, both in the form of objectives and descriptions. Psychomotor learning outcomes in Islamic religious education learning can be measured using an appearance or performance test, while the instrument for obtaining data uses a rating scale and a checklist. Affective learning outcomes are learning outcomes related to interests, attitudes, and values. An assessment technique that is suitable for measuring effective learning outcomes is the non-test technique. There are several forms of non-test assessment that can be used to assess affective learning outcomes, including the interest scale, attitude scale, observation, and interview questionnaire.²⁷

In applying Authentic Assessment to Islamic religious education learning, it must be done through planning steps, preparing assessment tools, gathering information about student learning outcomes, and processing and using information about student learning outcomes.

Conclusion

Assessment has a very important role in learning. In addition to providing instructions for teachers on how students understand and complete certain tasks. Assessments also provide

²⁷ Sukiman, *Modul Penilaian Pembelajaran (PLPG FITK)*, 2003, p. 3

feedback for students on what they have achieved and how they have improved.

The teacher can then plan the next stage of learning more effectively and students can understand what they need to achieve learning progress. the application of AfL provides a change in students' mindsets that can provide direction on how best to do statistical learning, and meaningful mathematics learning so that it can foster a diligent, thorough attitude and enthusiasm for obtaining high knowledge. Learning with AfL assessment positions students in an equal position in terms of assessment services, allowing for self-introspection of students which has an impact on increasing mathematical abilities for these students.

Assessment in Islamic education helps make it easier for teachers to conduct classroom assessments. This can be seen with an authentic assessment model in which this assessment is seen from the daily lives of students.

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