

AUTHENTIC EVALUATION IN THE QUR'ANIC HADITH LEARNING STUDENTS OF MADRASAH TSANAWIYAH NAHDLATUL ULAMA 1 SUMBERASRI BANYUWANGI

Ahmad Izza Muttaqin, Amak Fadholi²
Islamic Institute of Ibrahimy Genteng Banyuwangi¹
Islamic Institute of Assuniyah Kencong Jember²
Email: izzazen@gmail.com, amakfadholi87@gmail.com

Abstract

This study focuses on describing the implementation of authentic evaluations in the cognitive, affective, and psychomotor domains of VII MTs NU Sumberasri students. This study uses a descriptive-qualitative approach. The subjects in this study were Al-Quran and Hadith teachers, students, and school principals. Intake of research subjects or respondents using purposive sampling. The primary sources used in this study were interviews with the subject teachers of the Qur'an Hadith and students. The second primary source used by researchers is observations made in the study. Data collection instruments used include semi-structured interviews, direct observation, and documentation. The analysis technique used is qualitative data analysis, namely data reduction, data presentation, and conclusions. According to the findings of this study, the teacher evaluates the cognitive domain using written and oral tests. In the cognitive domain, the teacher conducts an assessment by observing and journaling. For the assessment of the psychomotor domain, the teacher carries out assessments with performance projects, assignments, and portfolios.

Keywords: Authentic evaluation, cognitive, affective, psychomotor

1. Introduction

Education is the most important part of society. Education is a place for humans to develop science, technology, and various other aspects. Education in the era of globalization also has a significant impact on the development of people's mindsets in reading the situations and conditions that occur in a country. (As' adi & Muttaqin, 2019) School is actually a place to gain knowledge. The role of the school itself is to create quality students, both in terms of knowledge and moral quality, through education. With the development of an increasingly modern era, education has a very important role in human life. Because it can distinguish humans from other living things, and with education, humans can also transfer the knowledge they have. (Fauzi et al., 2021) Learning as the core of curriculum implementation in its outline concerns three material functions, namely planning, implementation, and assessment, often called evaluation and control. (Mulyasa, 2017) For these three material functions, evaluation becomes the most important because it relates to all parties, such as teachers, students, parents, the government, and the wider community.

The assessment in the 2013 curriculum refers to Government Regulation of the Republic of Indonesia Number 32 of 2013 on National Standards of Education (SNP). Assessment of learning outcomes by education is carried out in the form of authentic and non-authentic assessments. Authentic assessment is a critical component of that assessment. Then, in the assessment of students' learning outcomes in primary and secondary school, attitudes, knowledge, and skills are addressed. The 2013 curriculum has long been applied in Madrasah Tsanawiyah, Nahdlatul Ulama 1, Sumberasri, for less than six years. Since that moment, the learning system has changed. Starting from planning, implementation, and assessment in learning, follow the program that has been set by the government. In this learning assessment, authentic assessment becomes one of the characteristics of the 2013 curriculum assessment standards. Researchers want to find out how a teacher conducts authentic evaluations of students in school.

The implementation of an authentic evaluation of the cognitive, affective, and psychomotor domains is carried out based on previous research. The technique of authentic assessment concerns three matters: the ability of attitudes, knowledge, and skills. The most important things in the authentic assessment component are the preparation of authentic assignments and authentic assessment rubrics. (Marfuah & Febriza, 2019) Authentic evaluation is a process of evaluating learning outcomes and student performance by applying it in real life. This is seen as important because students are challenged to apply their knowledge and skills in real-life situations. This is because, through authentic assessment, the teacher can also find out the extent of the students' understanding and abilities. With authentic assessment, the teacher will know the progress of students from the data collected. (Idris & Asyafah, 2020) These two studies explain the urgency of implementing the evaluation. In carrying out the evaluation, the teacher must pay attention to three things: the cognitive, affective, and psychomotor domains.

Based on research, Gahara in authentic evaluation must carry out planning. First, the planning of authentic assessment is carried out by the teacher by creating an integrated authentic assessment program that includes annual programs, semester programs, and learning implementation plans. Second, authentic assessments are carried out in various ways, including tests, peer assessments, self-assessments, project assessments, and portfolios. (Gahara, 2016) This study explains the importance of planning a teacher for authentic evaluation.

Skills assessment, which includes performance appraisal, is a practical test or action assessment used to demonstrate and apply knowledge in the appropriate context. (Aiman, 2016) Ashar Salim explained that the assessment of attitude and competence occurs through observation, self-assessment, peer evaluation by students and journals, knowledge through written tests, oral tests, and assignments, and skills through performance assessments, namely assessments that require students to demonstrate a particular competency using practical tests, projects, and portfolio assessments. (Ashar, 2017)

So the difference between this study and previous studies is that previous research explains the urgency of implementing evaluation, evaluation planning, and evaluation results. While this study describes an authentic evaluation method in the cognitive, affective, and psychomotor domains and explains the instruments used in the implementation of an authentic evaluation,

In writing this article, the author is interested in researching the implementation of authentic evaluation in the learning of the Qur'an Hadith in Madrasah Tsanawiyah, Nahdlatul Ulama Sumberasri, class VII. What is the authentic evaluation of the cognitive, affective, and psychomotor realms in the learning of the Qur'an Hadith by Grade V students in Madrasah Tsanawiyah Nahdlatul Ulama 1 Sumberasri?

2. Method

This study uses a qualitative method with a case study approach. Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects holistically by means of descriptive analysis, then in obtaining as much data as possible is done through various techniques that are arranged systematically to find the perfect data collection of research results. Data sources are subjects from which data can be obtained, there are two data sources, namely primary and secondary data sources. (Arikunto, 2010)

The primary sources used in this study were interviews with the subject teachers of the Qur'an Hadith and students. The second primary source used by researchers is observations made in the study. Secondary data sources in this study are documents or other written sources related to research needs such as the schedule of Al-Qur'an Hadith subjects, Al-Qur'an Hadith materials, school profiles, documentation, syllabus and lesson plans (RPP).

In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. The fourth step in qualitative data analysis according to Miles and Huberman is conclusion withdrawal and verification. (Sugiyono, 2010)

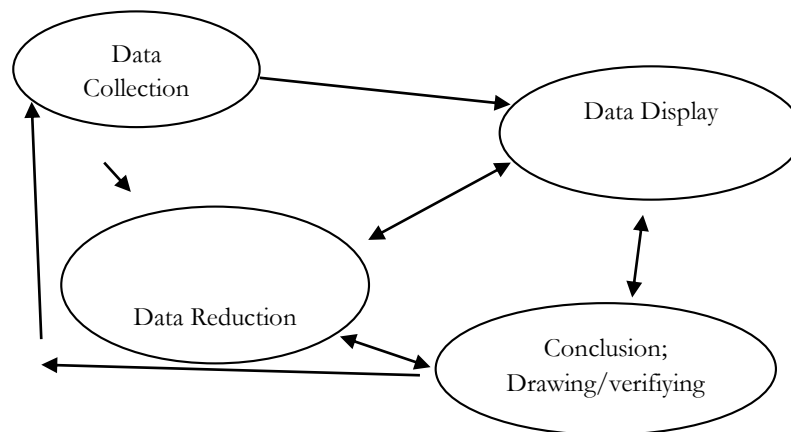


Figure 1: Data Analysis (Sugiyono, 2010)

2. Results and Discussion

2.1 Result

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challenged to apply their knowledge and skills in real-life situations. This is because, through authentic assessment, the teacher can also find out the extent of the student's understanding and abilities. With authentic assessment, the teacher will know the progress of students from the data collected. (Idris & Asyafah, 2020) These two studies explain the urgency of implementing the evaluation. In carrying out the evaluation, the teacher must pay attention to three things: the cognitive, affective, and psychomotor domains.

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Based on the results of research conducted through interviews and observations, it can be explained that in the cognitive assessment, the teachers apply written and oral tests. In the assessment of the cognitive aspects of the Qur'an Hadith, students in MTs NU 1 Sumberasri use question-and-answer tests (Q and A tests). Before administering the problem-solving test to students, a grid of questions is created. Then the teacher shares the problem with the students before the learning begins. The teacher's last step is to convey to the students how to answer the problem properly and correctly. The Q and A test as a cognitive assessment tool then begin by asking each student to stand in front of the class one by one, followed by the teacher asking a brief and clear question. Explain the steps in oral tests based on the findings of research conducted through interviews and observations in cognitive assessments with oral tests conducted by teachers. Teachers don't ask the students to come forward one by one. The teacher asks questions according to core competencies. The teacher gives questions concisely, densely, and clearly. Finally, the teacher gives an assessment of the student's answer.

Observations and journal notes are used in authentic assessments of the teacher's affective realm. Affective assessment with observation begins with mastery of the class first, then making observations. Some aspects observed in attitude assessment are discipline, responsibility, and an honest attitude on the part of students. Another observation made by the teacher is the observation of skills. This observation begins by taking an individualized approach to explore what skills are of interest and talent to students. The results of observations made in observing the implementation of authentic evaluations strengthen what is conveyed by the teacher. Evaluation with observation begins with the teacher's explanation related to the criteria of attitude assessment in accordance with the basic competence of the teacher, asking all students to pay attention to the teacher's explanation. Then the teacher makes observations of student behavior when the learning process takes place. The teacher's observation of the student's attitude is adjusted to the assessment criteria. Teachers give good messages and impressions to students. The teacher analyzes the skills clearly and in detail. Lastly, the teacher pays attention to the language used by the students.

Teachers implement performance practices, projects, and assignments based on the findings of interviews and observations made during the implementation of authentic psychomotor evaluations. The teacher's performance practices begin with explaining to students what will be assessed. The purpose is to draw attention to what aspects are assessed by the teacher. The teacher's performance practice begins by conveying the assessment work procedure to the student. Teachers provide opportunities for learners by practicing and assigning. Then the teacher gives an assessment to the learners with the results of the practice. The teacher takes a long time to observe. Observation of performance carried out by the teacher adjusts to the subject matter of the Qur'an Hadith, especially tajwid science material. The demonstration used is by reading Tajwid related to the material. For grade VII evaluation, the practice that is often applied is the practice technique of reading Tajwid text, because they are very enthusiastic about reading Tajwid text. Beside reading practice techniques, they also use discussion and presentation practice techniques because they think that they have been able to answer with their respective opinions. This technique is applied in the classroom so that students learn to express their opinions in the classroom and exchange opinions with fellow classmates. The observation phase of this assessment project begins with the teacher explaining work safety to the learners. Then the teacher gives an award for the student's work performance. Giving assignments about tajwid reading legal material related through existing books in the library or searching through Google on the internet is done for authentic assessment with project techniques. Because not all the material is in the student's book, the teacher assigns a task to complete their insights. The results of authentic evaluation related to the skill realm by using project techniques in Qur'anic subjects, according to the interviewer.

2.2 Discussion

Based on the results of interviews and observations, the researcher concluded that in assessing the cognitive aspects of the Al Qur'an Hadith subject, students at MTs NU 1 Sumberasri used a question and answer test. The question test begins with making a question grid before being tested on students. Then the teacher distributes questions to students before learning begins. The final step is for the teacher to teach students how to answer questions properly and correctly. Then the question-and-answer test as a cognitive assessment instrument begins with students being asked to come forward one by one, and then the teacher gives questions that are concise, concise, and clear.

In carrying out the writing test, the answer requires the learner to remember, think about, and organize ideas or things that he has learned by expressing the idea in writing with his own words. The description or essay problems can be used to measure the abilities of learners. Learners are required to present answers freely, organize their thoughts, express their opinions, and express ideas using their sentences. Learners cannot guess the answer and must master the material in its entirety to be able to answer the proposed question. However, the amount of material that can be asked is relatively limited, and it takes a considerable amount of time to check the answers of learners. (Sani, 2016)

Oral tests are generally submitted during the teaching and learning process. Teachers can administer oral tests or questions ranging in difficulty from memory levels to creations. Some things to keep in mind when answering oral questions are as follows) Using sentences that learners can understand b) Asking questions in the correct order c) Paying attention to the balance or number of divergent and convergent questions, as well as easy and difficult questions d) Working in shifts and seeking the participation of all learners to answer questions) The distribution of questions is done randomly among learners.

Authentic evaluation of the affective realm (attitude) includes receiving or paying attention (at this stage, students are sensitive to the existence of phenomena or stimuli), responding (actively

participating as students), assessing or valuing (receiving values, choosing values, and making commitments), organizing or managing (organizing values into priorities and creating a unique system, and characterization). In the 2013 curriculum, attitudes are divided into two categories: spiritual and social attitudes. Even attitude competence becomes a core competency, namely core competence 1 (KI 1) for spiritual attitudes and core competence 2 (KI 2) for social attitudes. Observation and journal assessment techniques are used in evaluating the lessons of the Qur'an hadith. Authentic evaluation of the affective realm with observation begins with the teacher conveying the criteria of attitude assessment by following the basic competence of the teacher and asking all students to pay attention to what will be conveyed. Then the teacher makes observations of student behavior when the learning process takes place. The teacher's observation of the student's attitude is adjusted to the assessment criteria. Teachers give good messages and impressions to students. The teacher analyzes the skills clearly and in detail. Lastly, the teacher pays attention to the student's use of language.

Assessment of psychomotor aspects is related to learning outcomes that are achieved through skill as a result of achieving knowledge competence. This assessment is carried out by performing work practices, and project tasks, and reviewing portfolios. The implementation of authentic evaluation of the psychomotor realm with teacher work practices begins by explaining to students what will be assessed; this aims to draw attention to what aspects are assessed by the teacher. Then the work is carried out using the correct guidelines and steps, including good guidance and direction, so that the assignment gets good results. The implementation of teacher performance practices begins by conveying assessment work procedures to students. Teachers provide opportunities for learners by practicing and assigning. Then the teacher gives an assessment to the learners with the results of the practice. The teacher takes a long time to observe.

Authentic evaluation of the psychomotor realm of performance practices can be used effectively for gathering information about the forms of behavior or skills that are expected to emerge in learners. Work evaluation is an assessment that is carried out by observing the activities of learners while they are doing something. This evaluation is suitable for assessing the ability of competencies that require learners to perform certain tasks, such as practice in the laboratory, prayer practice, sports practice, role playing, playing musical instruments, singing, reading poetry or declamation, and others. (Sani, 2016). Performance evaluation is an assessment that requires students to complete specific task assignments to apply their knowledge and skills.

In the assessment of the project, there are at least three things to be considered: a) The ability of learners in choosing topics, gathering information, and managing the time of project work or data collection, as well as the writing of reports; b) The relevance or conformity of the project with subjects, taking into account knowledge and skills in learning; c) The authenticity of the project created, which should be the work of learners, taking into account the teacher's contribution in the form of instructions and support for the work of the project. (Sani, 2016)

3. Conclusion

In carrying out an authentic evaluation at MTs NU Summersari, the teacher evaluates three domains, namely the cognitive, affective, and psychomotor domains. The evaluation of the teacher's cognitive domain uses a written test and an oral test. The evaluation of the teacher's affective domain uses observations and journal notes. Authentic Psychomotor Evaluation using performance practices, projects, and portfolios. The evaluation of the teacher's cognitive domain uses a written test and an oral test. The evaluation of the teacher's affective domain uses observations and journal notes. Authentic Psychomotor Evaluation using performance practices, projects, and portfolios.

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