Teachers' Understanding of Authentic Assessment Procedures for Islamic Studies Education Subjects at SMP Al-Asy'ari Sumatera Utara

Zahrotul Husna[1*], Adam Baihaqi[2], Rizky Amanda Nasution[3], Iskandarsyah[4], Neliwati[5]

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia[*1, 2, 3, 4, 5]

[*1]email: zahrotulh60@gmail.com

Abstract

The research discusses the teachers' understanding of authentic assessment in Islamic Religious Education subjects at Al-Asy'ari Junior High School. The method used in the research is a qualitative approach with the research method being the type of field research (field research). The theme of the study was the understanding of Islamic Religious Education teachers regarding authentic assessment. The results of the study showed that the teachers in the planning stage were in the good enough category with a percentage of 57.33%. The implementation stage with the category is quite good with a percentage of 43.33%. The reporting stage is quite good with a percentage of 48%. Based on this percentage, there are still related obstacles, from these obstacles there should be a coordinator and also training for teachers on how to implement the 2013 curriculum assessment and learning.

Keywords: Understanding, Authentic assessment, Teachers.

Abstrak

Penelitian membahas mengenai pemahaman guru mengenai penilaian autentik pada mata pelajaran pendidikan agama Islam di SMP Al-Asy'ari. Metode yang digunakan dalam penelitian ialah pendekatan kualitatif, dengan metode penilitian ialah jenis penelitian lapangan (Field Reseach). Subjek yang digunakan dalam penelitian ialah pemahaman para guru pendidikan agama Islam terkait penilaian autentik. Hasil penelitian mendapatkan bahwa guru pada tahapan perencanaan berada dalam kategori cukup baik dengan persentase 57,33%. Tahap pelaksanaan dengan kategori cukup baik dengan persentase 43,33%. Tahap laporan dengan kategori cukup baik dengan persentase 48%. Berdasakan persentase tersebut masih memiliki kendala terkait, dari kendala tersebut hendaknya adanya coordinator

dan juga pelatihan kepada guru tekait bagaimana pelaksanaan penilaian dan pembelajaran kurikulum 2013.

Kata Kunci : Pemahaman, Penilaian Autentik, Guru.

A. Introduction

Basically, education will continue to change with the evolving times. In this case, education must be prepared by adapting to these changes (Akrim & Setiawan, 2022) (Nunung Supriadi, 2019). This means nothing less than preparing students who are able to face the changing times. Successful education is education that provides learning that can change positive behavior (Setiawan & Mayurida, 2022). It is these positive behavioural changes that prove the quality and value of learning in education.

The success of learning in the classroom can essentially be seen in terms of the mastery of competences by each learner in the classroom (Asep A. Aziz, Ajat S. Hidayatullah, Nurti Budiyanti, 2020). Thus, in this case, the learning outcomes of students' activities can be seen from three aspects of assessment, which are the cognitive, psychomotor and affective. Assessment of these three aspects is none other than to achieve educational goals and to determine the level of success and weaknesses in learning (Umami, 2018) (Norlaila, 2015).

The currently applied assessment of learning is nothing but a form of supporting aspects that give rise to a system of changes in the curriculum assessment of learning (Setiawan et al., 2018). The curriculum is called the 2013 curriculum, which refers to constructivist learning. Therefore, learning does not seem to be only to measure the level of cognitive abilities of students, but the whole personality of students, moral development, emotional and social aspects participate in the assessment aspects of the 2013 curriculum (Baidhowi, 2018) (Arikunto, 2016).

The 2013 curriculum assessment in fact has a dynamic in the form of assessment implementation based on the field of assessment procedures (Abdurrahman, 2022) (Ananda & Rafida, 2017). This is proven by educators who do not understand the form of assessment implementation, or in other words, only understand without

adjusting the requirements of implementation in the 2013 curriculum. If this continues, the 2013 curriculum will not be able to develop properly (Susanti, 2016). Thus, in this case, according to the researchers, the problems that occur need to be studied in relation to how the form of understanding of authentic assessment procedures in Islamic religious education subjects at Al-Asy'ari Junior High School (Sei Beras Sekata, Sunggal Sub-district, Deli Serdang Regency, Sumatera Utara).

B. Research Methodology

Research Method

Data was collected using a qualitative approach in the form of field research. In the field research method, the purpose applied in this method is to investigate as much as possible about the form of research problems that want to be known and can produce theoretical ideas that can later support related explanations (Maros et al., 2016) (Sugiyono, 2015).

The research focused on Islamic Studies Education teachers' understanding of authentic assessment as regulated in the 2013 curriculum. The research was conducted at Al-Asy'ari Junior High School, located at Jalan Beras Sekata, Sunggal Sub-district, Deli Serdang Regency, Sumatera Utara. Data was collected using interview techniques, observation and also forms of documentation. The researcher in this case acts as a listener, which is expected that the teacher as an informant is more to describe the data needed in the interview process. In addition, participant observation is carried out not only to show the identity of the researcher to the informant, but also as if joining the school community, so as not to cause any manipulation of the research setting. The data was then analysed and used to present the data and draw conclusions.

Research Variable

The research variable used in the study was teachers' understanding of authentic assessment practices.

Variable Operational Definition

Teachers' understanding is one way of finding out how the form of assessment planning, assessment implementation, assessment reports in theoretical concepts. Assessment indicators include assessment planning, assessment implementation and assessment reporting. Planning the formulation of

assessment instruments essentially refers to the lesson plan. The implementation of assessment is considered to how the teacher carries out the assessment in accordance with the developed instrument and includes authentic assessment.

Subjects of the research

The subjects of this research were Islamic Studies teachers who had implemented the 2013 curriculum at Al-Asy'ari Junior High School (Sei Beras Sekata, Sunggal Sub-district, Deli Serdang Regency, Sumatra Utara).

Data Collection Technique

Interview

Interviews were used to find out how teachers plan assessments, carry out assessments and report on assessments.

Documentation

In this case, the researchers used documentation to obtain data on the planning and implementation of assessment, which was obtained from lesson plans and assessment archives.

Interview and documentation data analysis techniques

The data analysed in this study were lesson plans and student assessment records. The data was analysed using the following steps:

Firstly, a Guttman scale was used to assign a score of 1 to the 'yes' column and 0 to the 'no' column.

Secondly, the scores obtained are calculated using the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Thirdly, the final results are converted into documentation outcome criteria as follows.

Table B.1 Documentation Result Criteria

The Percentage of Criteria	Criteria Assesment
81%-100%	Very Good
61%-80%	Good
41%-60%	Satisfactory
21%-40%	Less than satisfactory
0-20%	Poor

C. Results and Discussion

1. Data Description

The research was conducted at Al-Asy'ari Junior High School, located at Jalan Beras Sekata, Sunggal Sub-district, Deli Serdang Regency, Sumatera Utara. The results of the research were obtained from the interview process and documentation. Interviews were conducted to find out the form of

teachers' understanding of authentic assessment in Islamic studies education learning. Interviews were conducted with five teachers, and each teacher was given several prepared questions related to authentic assessment techniques in Islamic Studies Education subjects in the school that was used as the research site. The interviews were conducted when no learning activities were taking place because the students had completed their final examination activities.

The following is an explanation of the findings of the data descriptions derived from the interviews and documentation on teachers' understanding of authentic assessment in Islamic RE subjects. The interview stage begins with the teacher's understanding of the assessment planning stage.

2.   Data Analysis Results
Interview Data Analysis Results

a.   Assessment Planning

Table C.1. Assessment Planning Stages.

No	Indicator Stages	Score	
		Yes	No
1	Teachers plan assessment tools according to the KI/KD in the lesson plan.	-	5
2	Teachers determine the components and criteria of assessment performance	4	1
3	Teachers determine assessment techniques and tools	5	-
4	Teachers determine tests for knowledge assessment tools	4	1
5	Teachers assign tasks as knowledge assessment instruments	5	-
6	Teachers determine observation as an attitude assessment instruments	3	2
7	Teacher uses self-assessment as an attitude assessment tool	3	2
8	Teacher uses peer assessment as an attitude assessment tool	3	2
9	Teachers use journals as an attitude assessment tool	-	5
10	Teacher specifies performance assessment as a skill assessment tool	3	2
11	Teacher specifies project assessment as a skill assessment tool	3	2
12	Teacher specifies portfolio assessment as a skill assessment tool	3	2
13	Teacher informs which aspects are assessed in the	2	3

	performance criteria		
14	Teacher analyses the assessment tools used	-	5
15	Teacher specifies the Minimum Completenes Criteria to be achieved	5	-
Total			**86**

Description:
Yes = 2
No = 0

Assessment planning data obtained through the interview process is presented in data analysis in the form of a table, which is adapted to the form in which the assessment is carried out in authentic assessment. Table 2 shows the data regarding the category of teachers in the data collection through interviews that two teachers are in the good category, two teachers are satisfactory and one teacher is in the poor category.

The data obtained in the planning stage of assessment has a total of 86 points out of the total number which should be 150 points. Therefore, the percentage obtained from the teacher's understanding in the assessment planning stage is 57.33%. This

percentage is in the satisfactory category which concludes that the teacher's understanding of assessment planning is quite good.

b. The Implementation of Assessment

The assessment implementation stage is a stage that involves the implementation of teacher assessment during learning activities. In the implementation stage, it is very important to understand the learning design prepared by each teacher. The implementation stage of the assessment of teachers' understanding of Islamic studies education learning at Al-Asy'ari Junior High School includes the following.

Table C.2. Assessment Implementation Stage

No	Indicator	Score	
		Yes	No
1	Teachers assess attitudes according to the established indicators	4	1
2	Attitude assessment is carried out every day during teaching and learning activities	3	2
3	Teachers carry out attitude assessment at the end of teaching and learning activities	1	4
4	Teachers carry out out-of-class assessment	-	5

No	Indicator		
5	Teachers carry out knowledge competence assessment according to the planned indicators	2	3
6	Time for knowledge competence assessment is adapted to the basic competence to be achieved	2	3
7	Teachers carry out assessment of skills competences in accordance with each of the planned indicators and basic competences.	2	3
8	Assessing competence is carried out directly	1	4
9	Teacher ensures that tests and examinations are free from cheating	3	2
10	Teachers give feedback after checking learners' work	3	2
11	Teacher provides remediation to learners who have not passed the test	5	-
12	Teacher provides reinforcement for learners who have completed the test	-	5
Total		**52**	

Description:

Yes = 2

No = 0

The data collection process through interviews revealed that one teacher was in the very good category, two teachers were in the good category and two teachers were in the satisfactory category. At the implementation stage of the assessment, the data score obtained is 52 out of a total of 120. This percentage explains the corresponding understanding of 43.33%. Based on this percentage, the teacher category is in the satisfactory category. Therefore, it can be concluded that the teacher's understanding of the implementation of the assessment is quite good in terms of the overall understanding of the implementation of the assessment.

c. Reporting

The reporting stage is the stage of communication between a teacher and parents or other relevant parties about a pupil's progress that takes place at a particular time or on a routine basis (Syafi'i, 2021). The report stage carried out at Al-Asy'ari Junior High School includes the following components of teacher understanding.

Table C.3. Assessment Report stage

No	Indicator	Score	
		Yes	No
1	Teachers manage assessments based on the 2013	-	5

	Curriculum Guidelines		
2	Teachers use assessment scores and descriptions	5	-
3	Teachers hold meetings with the school to report assessment results	5	-
4	Teachers set criteria for grade progression	2	3
5	Teachers report assessment results to parents/carers	-	5
Total		**24**	

Description:

Yes = 2

No = 0

The report stage of the assessment, which focuses on the understanding of PAI subject teachers at Al-Asy'ari Junior High School, is in the satisfactory category. The percentage obtained in the report stage is 48% with twenty-four points. Out of the five teachers who were interviewed during the data collection stage, only two teachers were in the good category and three others were in the poor category. However, in the process of the assessment report stage it was concluded that the teacher is in a relatively good understanding category based on the overall percentage obtained.

Planning Documentation Analysis

The analysis of documentation supports the interview data and is more relevant in generating data related to teachers' understanding of authentic assessment in Islamic Studies education subjects at Al-Asy'ari Junior High School. The analysis of planning documentation includes the analysis of teachers' lesson plans.

Table C.4 Planning Documentation Analysis

No	Indicator	Score	
		Yes	No
1	Teachers develop criteria for the achievement of basic skills as a basis for assessment.	-	5
2	Teachers produce assessment tools based on the developed grids and provided with scoring guidelines according to the assessment techniques used.	-	5
3	Teachers determine the weight for each technique/type of assessment for Core Competencies 1, 2, 3 and 4.	-	5
Total		**0**	

The analysis of the documentation data in the form of lesson plans showed that the teachers were in the poor category. The data was obtained because there was no conformity between the lesson plans prepared on the basis of the

curriculum implemented in the school, which was the 2013 curriculum. Therefore, in this case, the results of the analysis of the documentation data in the planning phase as a whole are in the category of poor.

Analysis of Implementation Documentation Data

Data analysis of the implementation documentation was carried out based on the form of teacher assessment results through student tasks or assessments listed in each teacher's lesson plan. This analysis is necessary to support the data on teachers' understanding and to make it more relevant.

Table C.5 Documentation of Assessment Implementation

Teacher	Evaluation archive									Score (%)	Category
	Attitude			**Knowledge**			**Skill**				
	Ob	SE	PE	Jr	Test	Task	Perf	Pro	Port		
A	√	√	√	-	√	√	-	√	-	66	U
B	√	√	√	-	√	√	-	√	-	66	U
C	-	√	-	-	√	√	-	-	-	33	NU
D	-	-	-	-	√	√	-	-	-	22	NU
E	-	√	-	-	√	√	-	-	-	33	NU

Keterangan:

Ob   = Observation Evaluation   √   = ya
SE   = Self Evaluation   -   = tidak
PE   = Peer Evaluation   NU = Not Understand
Jr   = Journal   U   = Understand
Perf = Performance
Pro = Project
Port = Portofolio

The results of the data analysis in relation to the implementation of assessment in the form of documentation showed that two teachers were in the category of 'understanding' in relation to the implementation based on related documentation. The other three teachers were in the category of not understanding the results of the documentation data analysis. The overall total for the results of the documentation analysis of the implementation of assessment is in the percentage of 49.5% with a fairly good understanding category.

Discussion

The data obtained through the interview system and also the documentation led the researcher to conclude that the teacher was in the good category of 'understanding'. In the stage of assessment that was studied by the researcher in this case, there are still shortcomings in terms of the stages that every teacher should have. The location of the research carried out related to the teacher's understanding of authentic assessment in Islamic Studies Education subjects at Al-Asy'ari Junior High School, the researcher found that the teacher had not prepared an appropriate lesson planning design in implementing the school curriculum. Thus, the determination of assessment instruments in the 2013 curriculum, which is set as the school curriculum at Al-Asy'ari Junior High School, is not properly implemented.

At the planning stage, the researchers found teachers who did not have lesson plans. Even based on the results of interviews that each teacher shares lesson plans in carrying out learning when they have the same learning load and grade level. In the table that the researchers created to collect data through interviews, in the planning stage, the teacher only implements the assessment according to the requirements of the school.

Data collection from five Islamic religious education teachers shows that none of the teachers can implement all stages of the assessment according to the 2013 curriculum. But in terms of understanding, the teacher knows how the form of authentic assessment.

The shortcomings of the implementation of authentic assessment in terms of spiritual, social, knowledge and competence of teachers have not really implemented it or it can be said that teachers are still in the teacher-oriented learning reference stage. The researchers also found that peer-to-peer assessment was rarely implemented. Assessment is only carried out on the basis of what the teacher sees, without a supporting assessment format.

At the knowledge stage, all teachers use tests and tasks. Therefore, there are no barriers related to the implementation and understanding of knowledge assessment. At the skills stage, not all teachers often have project performance assessment formats or practical tasks that support learning

activities in Islamic Studies Education. This obstacle is due to the lack of learning media provided by the school.

At the implementation stage, which begins with the minimum criteria, all Islamic RE teachers set the minimum criteria for student learning outcomes. If the Minimum Completion Criteria are not met, there is a remedial action taken by the teacher. However, not all Islamic RE teachers carry out these remedial actions. Only teachers A and B carry out remediation. For teachers C, D and E it is only adjusted to the time whether remedial work is carried out or not, or the teacher adjusts the results of the student's portfolio.

The stage of the assessment report carried out by the teacher corresponds to what is seen in the form of documentation. All teachers describe the results of their assessments, which are later presented in the report. Before the assessment results are given to the students, the teachers usually hold a meeting, which is later held by the principal, to find out whether the students will be passed on to the next grade or not.

The assessment report procedure that has been discussed is later given to the students at the time of the report card distribution. At the stage of assessment reports, only a few teachers give assessment reports to parents. This is to ensure that the next level of development to be achieved is less qualified, allowing the student's development to increase with the help of the parents at home.

The data collected through interviews and documentation to find out the teacher's understanding of authentic assessment in Islamic Studies Education subjects at Al-Asy'ari Junior High School is in the satisfactory category based on the overall percentage obtained. However, there are some things that need to be improved by the teacher or the school authority in order to better match the curriculum implemented in the school with the lesson plans used. So that later the use of authentic assessment can work better.

D. Conclusion

The results of the analysis obtained through the stages of interviews and documentation regarding the teachers' understanding of authentic assessment procedures for Islamic studies education subjects, at Al-Asy'ari Junior High School (Sei Beras Sekata, Sunggal Sub-

district, Deli Serdang Regency, Sumatera Utara), in this case the researcher concluded that; first, the category of teachers' understanding in the assessment planning stage is in the satisfactory category. Second, the category of teacher understanding in the assessment implementation stage is in the satisfactory category. Thirdly, the category of teacher understanding in the reporting stage is in the satisfactory category.

The researcher's suggestion in the obstacles that teachers have in authentic assessment is that there should be coordination and training for teachers on how to implement the 2013 curriculum assessment and learning. Teachers should also be creative in terms of supporting constraints that teachers have not received from the school so that learning and assessment that has not been carried out properly can be implemented.

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