

Assessment Techniques for *Aqidah Akhlak* Subjects at Madrasa of Tsanawiyah

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ABSTRACT

Evaluation of learning is not complete without an assessment. This research aimed to go deeper into the teacher assessment approach of *Aqidah Akhlak* in class VIII of a madrasah of tsanawiyah in Bulan-Bulan. Three questions are posed: (1) who plans teachers' judgements, (2) how teachers' judgements are put into practice each month, and (3) what variables help and hinder teachers' application of judgement to questions of *aqidah* ethics. A descriptive qualitative approach was used for this investigation. For this study, we used observation, interviews, and documentation. According to the findings, (1) teachers should be responsible for determining the attitude assessment objectives, the attitude assessment techniques and instruments, and the form of assessment, techniques, and instruments in class VIII *aqidah* morals lessons (with the exception of 9 aspects that will be assessed), and (2) the implementation of the attitude assessment is not yet optimal due to a discrepancy between the implementation. The lack of lesson repetition, the diversity of the student body, and the limited amount of time available are all variables that work against the teacher. Hence, the assessment method has contemporary consequences, such as simplifying educators' evaluation of student progress.

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1. INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 3 emphasises that "National Education functions to develop capabilities and form dignified national character and civilisation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear to God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and

responsible citizen." The implementation of education and learning at Madrasa of Tsanawiyah (MTs) refers to regulations from the Government of the Republic of Indonesia, both those issued by the Ministry of Religion and the Ministry of National Education as well as other relevant laws and regulations. In the framework of implementing the 2013 curriculum in madrasas, the Directorate of Curriculum, Facilities, Institutions and Student Affairs (KSKK) for Madrasas, the Directorate General of Islamic Education, compiled Technical Guidelines for Assessment of Learning Outcomes at Madrasah of Tsanawiyah (MTs) as a guide for educators and educational units in carrying out outcome assessments study at the madrasa (UU No. 20, 2003).

Thus, teaching *Aqidah Akhlak* about living and believing in Allah SWT is very important. It is very influential and contributes or motivates students to pay attention to *al-ahklaqul karimah*, which can be realised in everyday life in the form of noble character and faith in Allah SWT following a learning process that instils Islamic values without forgetting social ethics. Assessment is an effort to allow students to experience development or change through the teaching and learning process, and teaching programs designed or implemented for a specific purpose (Erwinsyah, 2017). Assessment is an ongoing process of collecting data or interpreting information to assess the decisions made in designing a learning system as well (Baharun, 2016). Hence, an assessment is needed in the teaching and learning process to measure the achievements that have been implemented later.

Assessing is one of the duties of a teacher. Therefore a teacher must assess properly following the provisions set by the government. Nevertheless, the facts found in the field is the ignorance of teacher of the assessment technique guidelines set by the government. The learning process at Madrasa of Tsanawiyah (MTs) cannot be separated from assessment activities because assessment is very important in the learning process and describes and provides information about students' every activity. *Aqidah Akhlak* subjects are lessons that prioritise knowledge and have a deep understanding to practice and apply the knowledge they have acquired or learned in everyday life. (Jubaidah, 2022). Therefore, assessment is critical in knowing the development and improvement techniques used to obtain good results.

Past studies on writing have revealed a number of issues, such as Wildan (2017). Yet more studies by Adianto confirmed the same thing: there is still a lack of transparency when it comes to evaluating performance (Adianto et al., 2020). Pramana made a similar point, saying teachers still had trouble implementing a structured, measurable assessment system. As of this writing (Pramana & Putra, 2019). Several evaluations surface at the end of the conference, which eventually become quantifiable with subsequent meetings (Zendrato, 2019). Since there are still many challenges in managing owing to the evaluation carried out at the end of the meeting, which makes the results of each session not ideal in each process, researchers wish to explore in-depth assessments carried out by the School, especially at MTs. In light of this, the author intends to conduct a methodical analysis of the relevant studies.

2. METHODS

This study utilised a qualitative approach that produces descriptive data in the form of words or spoken words from observable behaviour to get an objective, factual, accurate and systematic picture related to the problems in the research object. The objects were three teachers of the *Akhlak Aqidah* and supported by the Principal of MTs Al-Washliyah Bulan-Bulan, Batubara. After getting the results of interviews-observations and documentation, researchers used data analysis. Data analysis employed data reduction stages, presentation or display, and conclusions or verification. While testing the validity of the data, researchers used 4 stages (credibility, dependability, and transferability then tested the research results according to the plot). All of this was done to get the correct data results following the interpretation of the data obtained.

3. FINDINGS AND DISCUSSION

3.1 *Techniques for assessing the subjects of Akhlak Aqidah in the Planning Stage*

Planning the assessment of the Aqidah Akhlak teacher was the primary focus of this investigation. The following information was gleaned from this process: first, based on the results of the interviews that were conducted, the objectives of the attitude assessment that the Aqidah Akhlak teacher would assess were formulated, and the teacher had previously drafted a design of a Learning Implementation Plan (Personal Communication of Akidah Akhlak Subject Teachers on February 23 2022). In accordance with Permendikbud No. 23 of 2016, Article 9 paragraph 1 in letter (a) explains that educators design an assessment strategy when preparing a Learning Implementation Plan (RPP) while basing it on the syllabus (which can be found in Permendikbud No. 23 of 2016: 7 and on article 13 paragraph 1 in letter (a) that explains that determines the purpose of the assessment about the RPP that has been prepared (Sirait, 2017). As a result, it is clear that before conducting an attitude assessment, a teacher needs to define the test's goals in a Research-Based Practices for Learning (RPP) document.

Second, when teachers want to do an assessment, determining the aspects of the attitude to be assessed is a thing that an educator has to do first (Pramana & Putra, 2019), whereas, in the 2013 curriculum, the assessment of attitudes is divided into two, namely spiritual attitudes and social attitudes. The above expression is appropriate and more detailed. Spiritual attitude, namely respecting and living according to the teachings it adheres to, and social attitudes, namely respecting and living honest, disciplined, polite, confident, caring, and responsible behaviour in interacting effectively following the development of children in the family, school, and the surrounding environment (Darmansyah, 2014). From the description above, it can be understood that attitudes or affective aspects are divided into spiritual attitudes and social attitudes. As these two aspects of attitude are assessed, it is previously, carefully, and systematically planned by the Akidah Akhlak teacher. This is done to get the maximum result not only in the learning process but in the process of daily practice as well.

Third, determining the assessment techniques and instruments. Based on the results of the interviews, when they want to design an RPP, educators first determine the techniques and instruments to be used in conducting attitude assessments (Akidah Akhlak Subject Teacher on February 23, 2022). The teacher's statement of *Akidah* morals is reinforced by documentation data, namely the Learning Implementation Plan (RPP), including the material about the Books of Allah. The techniques used by educators are self-assessment techniques and peer-to-peer assessments. It can be concluded that the statements and theories above design an assessment of the attitude aspect. The teacher must first determine the techniques and instruments according to what aspects of the attitude you want to assess or measure. This greatly affects the flow of the data collection process or the teacher's assessment of the results of the attitude assessment following the material being taught.

Fourth is forming the attitude assessment techniques and instruments used by *aqidah akhlak* teachers. Based on interviews with *aqidah akhlak* teachers, they have used observation techniques, self-assessments, and peer-to-peer assessments. This statement is supported by data and documentation from the teacher's Lesson Implementation Plan (RPP). The RPP contains the assessment techniques used are self-assessment and peer-to-peer assessment. Whereas the observation technique through journals that are not included in the lesson plan has been designed separately and in the form of a diary journal of student attitudes (Subject Teacher Akidah Akhlak on February 23, 2022). At the time of its implementation, the teacher used observation techniques with assessment instruments in the form of journals, while self-assessment techniques and assessments between friends could not be carried out (Wildan, 2017).

Based on the discussion above, it can be concluded that planning an attitude assessment follows the existing theory, which refers to Permendikbud Number 23 of 2016 regarding assessment. A teacher of *aqidah akhlak* has formulated the objectives of the assessment, informing students about the aspects to be assessed, determining the attitude assessment techniques and instruments, the forms of

assessment techniques and instruments, and the techniques used in attitude assessment are observation or observation, self-assessment, and assessment between friends. However, in terms of implementation, a teacher still uses observation techniques, while the self-assessment and peer-assessment techniques have been designed beforehand but have not been implemented as well as possible. The instrument used by the teacher of *aqidah akhlak* is the Journal Instrument.

3.2 Techniques for assessing the subjects of the Aqidah Akhlak at the Implementation Stage

Based on the interviews and documentation data, the research results related to the teacher's assessment technique for the Aqidah Akhlak class VIII MTs Al-Washliyah Bulan-Bulan subject were obtained. First, from the results of interviews with the *akidah akhlak* teacher in carrying out attitude assessments that follow the Learning Implementation Plan (RPP) designed or compiled by an *akidah akhlak* teacher (Akidah Akhlak Subject Teacher on February 23, 2022). This is in line with Permendikbud Number 23 of 2016 Article 9, paragraph 1 in the letter, which explains the design of an assessment strategy by educators carried out while preparing the RPP (Muliya, 2020). Carrying out the attitude assessment, a teacher must refer to the design that has been listed in an RPP (Zendrato, 2016). However, from the findings of the researchers, there are still many assessments carried out by a teacher that is not following the Lesson Implementation Plan (RPP) that has been prepared. In practice, the two techniques compiled cannot be carried out by a teacher; he still uses observation techniques to assess attitudes.

Second, from the results of the interviews conducted with the *aqidah akhlak* teacher, the results from the teacher's observation of the assessments carried out were fair. However, in terms of implementation, the teacher only uses his observations (Teacher of the Akidah Akhlak Subject on March 11, 2022). It should be accompanied by self-assessment and assessment between friends so that teachers know students' attitudes when filling out self-assessment sheets and students' attitudes when assessing their friends (Akidah Akhlak Subject Teacher on March 11, 2022). It can be concluded that the figure of the teacher is very influential, including the assessment aspect. A good teacher will be very familiar with the criteria of his students. This is done to obtain an objective assessment. Therefore, the teacher measures the learning process and pays attention to his colleagues' assessments.

Third, from the results of interviews with the teacher of *aqidah akhlak*, they have provided feedback on the results of assessing the attitudes of students, while what the teacher has done is by paying more attention, providing motivation, and advice that can build better attitude of students in the future or the attitude expected so far (Teachers of Akidah Akhlak Subjects on March 11, 2022). Attitude evaluation has been implemented, though perhaps not to its fullest potential as a result of a mismatch between the actual classroom experience and the preconceived instructional blueprint (RPP). Self-evaluation and peer feedback are at the heart of the planning strategies (Adianto et al., 2020). Teachers of moral faith still use observation procedures with instruments in the form of journals, particularly if the observation technique or observation does not require a great deal of time or effort. So, observations or observational procedures have been carried out fairly, and there is no cheating in the assessment whatsoever, but self-evaluations and peer evaluations have not been carried out to their fullest potential. The instructor of the moral creed has done an excellent job providing feedback on the evaluation of the students' attitudes.

3.3 Supporting and Inhibiting Factors in the Assessment Techniques of Aqidah Akhlak Lessons

Supporting and inhibiting factors in teacher assessment techniques for the *Aqidah Akhlak* class VIII MTs Al-Washliyah Bulan-Bulan. There must be several supporting factors that support all activities being carried out and must be inhibiting factors that hinder all activities carried out. The same goes for the teacher's assessment technique for morals. The research conducted by the authors observed and found that there were supporting and inhibiting factors in the assessment technique for

teachers of the moral creed at MTs Al-Washliyah Bulan-Bulan. In more detail, the researcher explained as follows:

3.3.1 Supporting Factors

a. Have a good classroom environment (Observation on February 20 2022-March 20, 2022)

This means that if you have a comfortable and conducive learning environment (Rohman et al., 2019), a student will receive the lesson well if the classroom environment is good. (Yulianti et al., 2018). A teacher will also find it easier when giving subject matter or giving assessments to students (Saumi et al., 2021). Moreover, providing an attitude assessment in the Aqidah Akhlak subject will be constrained, if the classroom environment is not good.

b. Sourced from textbooks (Observation on February 20 2022-March 20, 2022)

The success of learning is supported by the many references owned by educators and students related to textbooks (Padil & Nashruddin, 2021). The teaching and learning process will be easier to achieve the desired learning goals if it is provided with textbooks. Therefore, carrying out learning and assessment will be very easy since textbooks are the material to be taught, which then includes assignments to be carried out by students which are then assessed by the educator.

3.3.2 Inhibiting Factors

a. Learners Play Lots

Students play a lot because they experience boredom in learning (Tabi'in, 2020), so the worst impact is that children are too engrossed in chatting with their peers (Permatasari, 2018). Therefore, an educator finds it very difficult to carry out learning and even more difficult to assess.

b. Lack of students in repeating lessons

In terms of learning, it is not only about efforts to remember or understand or absorb as much knowledge as possible, but it involves efforts to make it easier to produce impressions that have been received or entered into consciousness as well (Arianto, 2016). Hence, the principle of repeating (repetition) in learning plays a very important role, because learning is not only listening to an educator in conveying material but if an educator has finished delivering material then there will be an evaluation which will then be assessed by the educator. (Hasibuan et al., 2022). Therefore, students must repeat learning to get very good grades from the educator.

c. Diversity of Learners

Each student must have a variety of diversity because each student is different from others. The more students in the school, the more diversity of they will be (Gunawan, 2016). Therefore, the characteristics of students are a very important part to pay more attention to (Ritonga, 2018). One example, if an educator is carrying out learning, he must also know the diversity of these students.

d. Limited time

Time is very important in doing everything. Therefore if we do something, we must use time (Sohari, 2013). Likewise, with the process of learning and learning using time, the more time given, the better educators carry out learning (Salsabila et al., 2020). On the other hand, if the time given is small, it will be difficult to teach students well. With the assessment carried out by educators, it will take even more time, but currently, an educator, if he wants to carry out an assessment, is very short on time.

4. CONCLUSION

As for the results of the research on Assessment Techniques in the Aqidah Akhlak Subject in Madrasas, they cover three things. First, the teacher of the *Aqidah Akhlak* subject at MTs Al-Washliyah Bulan-Bulan has planned an attitude assessment following the theory that refers to Permendikbud No. 23 of 2016 regarding assessment. Whereas the teacher of the subject of the *aqidah akhlak* has formulated the attitude assessment objectives and the aspects to be assessed and determined the attitude assessment techniques and instruments. Second, the implementation of attitude assessment by Akidah Akhlak teachers at the MTs Al-Washliyah Bulan-bulan school has been carried out but has not been maximised even though the assessment made by the teacher is fair. Third, the supporting and inhibiting factors in the assessment of the Aqidah Akhlak subject teacher are supporting factors; 1) having a good environment and 2) sourcing from textbooks. The inhibiting factors are; 1) students play a lot, 2) students do not repeat lessons, 3) students' diversity, and 4) limited time. As for the limitations of researchers in research studies, there is still a lack of in-depth understanding of the aspects of assessment, which then may motivate other writers to do further research so that teachers have a more critical understanding of the assessment aspects.

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