

The Implementation Of Authentic Assessment To The Learning Aqidah Akhlak At Ma Alkhairaat Biromaru, Sigi District

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ABSTRAK

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The research objective was to determine the implementation of authentic assessment in the 2013 curriculum at MA Alkhairaat Biromaru, Sigi Regency; find out the results achieved in the implementation of authentic assessment in the 2013 curriculum at MA Alkhairaat Biromaru, Sigi Regency; The research method used is a qualitative case study. The research location is at MA Alkhairaat Biromaru, Sigi Regency. Sources of data in this study were informants namely school principals in the field of curriculum, teachers and students, learning activities and documents. Data collection techniques using interviews, documentation studies, archives and observation. The results of this study indicate that aqidah moral teachers have a good understanding of authentic assessment in the 2013 curriculum; Aqidah teachers have carried out knowledge assessments and skills assessments well, while the results achieved in authentic assessments in Aqidah Akhlak learning are carried out in various ways; The attitude aspect is applied to self-assessment, among friends, observation and journals. The knowledge aspect is applied through written tests, oral tests and assignments. Aspects of skills are applied through performance appraisal, projects and portfolios.

1. Introduction

In principle, learning activities are educational processes that provide opportunities for students to develop their potential into abilities that are increasingly increasing in attitudes, knowledge, and skills needed by them for life and for society. Assessment of the learning process uses authentic assessment that assesses the readiness of students, processes and learning outcomes as a whole.

Authentic assessment is a series of activities used to obtain, analyze and interpret data on student learning processes and outcomes in a systematic and continuous manner to be used as information in making decisions (Syafuruddin. (2016) Authentic assessment is a significant measurement of student learning outcomes in the realm of attitudes, skills and knowledge. Authentic assessment is the competency development of students in a more comprehensive and objective manner until they complete their educational program (Wuryani & Irham, 2014).

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Assessments that measure student learning outcomes in real terms or assessments that are able to reveal students' real abilities as learning outcomes. That is, the ability as a result of learning is actualized in real life or the daily life of students. The curriculum develops in line with developments in educational theory and practice and the curriculum is a dynamic process so that it can respond to demands for structural changes in government, developments in science and technology and globalization (Oemar, H. (2010). As the orientation of the 2013 curriculum is an increase and continuity between attitude competencies, skills and knowledge. The teacher does not only assess one or the other but must be thorough. Meanwhile, teachers who teach the field of aqedah morals as executors and develop the subjects of aqidah morals must understand the authentic assessment contained in the 2013 curriculum in accordance with the standards set by the government.

The subject of aqidah morals is an effort that is carried out consciously in developing one's faith and charity so that one has behavior and attitudes that are in accordance with Islamic teachings and can achieve life welfare based on Islamic law towards the formation of the main Muslim personality according to Islamic teachings.

MA Alkhairaat Biromaru Sigi Regency is an Aliyah Madrasah which has implemented the 2013 curriculum which uses an authentic assessment system. Based on the results of the initial observations of researchers at MA Alkhairaat Biromaru, Sigi Regency. Information was obtained that assessment is part of the learning process which requires the teacher in this case to have an active role in carrying out the assessment. This is because this type of assessment in the 2013 curriculum is very complex, so some teachers have difficulty in assessing. The constraints encountered in teaching aqidah morals are still centered on the limitations of the teacher's skills in learning variations, the lack of enthusiasm of students, problems in learning media, the application of evaluation systems, and limited facilities and resources. This causes learning activities not to run optimally and take place ineffectively.

2. Literature Review

One of the studies that has implemented the Implementation of Authentic Assessment in Islamic Religious Education Learning in the 2013 Curriculum is Budiarti Gahara. This study suggests that the implementation of authentic assessment by teachers carries out planning by creating an integrated authentic assessment program covering the annual program, semester program, and lesson plan. Various authentic assessments are carried out including tests, peer assessments, self assessments, project assessments, and portfolios. This study uses a qualitative case study approach. Data collection instruments using interviews, observation and documentation. Qualitative inductive data analysis technique.

3. Methodology

This study aims to describe and analyze in depth the implementation of authentic assessment. This study uses a qualitative research method with a case study research design. Sources of data in this study were informants namely school principals in the field of curriculum, teachers and students, learning activities as well as archives and documents. Data collection techniques used observation, interview and documentation methods. Checking the validity of the data to obtain validation and the level of credibility of the data was carried out by triangulating data sources. The data analysis technique used is adopting data, editing, clarifying, reducing and then presenting it. This research took place at MA Alkhairaat Biromaru, Sigi Regency. The choice of location was based on MA Alkhairaat Biromaru, Sigi Regency. At the time of the preliminary study conducted, it turned out that the assessment was in accordance with the 2013 curriculum and it was clear that there was an implementation of authentic assessment in learning aqidah morals.

4. Results and Discussion

The implementation of authentic curriculum assessment in the subject of aqidah morals which is a guide or reference in learning includes preliminary activities, core activities, and closing activities. Authentic assessment is carried out before the learning process, during the learning process, and after the learning takes place.

Analysis of the results of the assessment, carried out by the teacher to find out how successful students have mastered the material that has been delivered by the teacher. This aims to make students not only have a good level of knowledge and

skills, but also have a good attitude too. Based on the results of interviews with teachers on aqidah moral subjects to find out the implementation of authentic assessment in the teaching and learning process, information was obtained that before carrying out authentic assessment, I first looked at the material that would be given to students. then create a learning implementation plan by adjusting core competencies, basic competencies, and learning indicators. Then I developed an instrument to assess the three domains and created an assessment rubric.

The results achieved in the implementation of the 2013 curriculum authentic assessment of attitude competency assessment included observations, journals and assessments between friends. According to Kunandar (2013), assessment of learning outcomes can be carried out in an integrated manner, which means that the assessment includes the realm of attitudes, knowledge, and skills in an integrated manner and is an integral component of learning activities. Setiadi (2016), in his research, authentic assessment, especially attitude assessment, can be carried out in several ways, namely behavioral observation, self-assessment, assessment between friends, keeping a journal and using an attitude scale. Although attitude measurement can be done in various ways, it does not mean that all of these techniques must be implemented by teachers at school. The techniques used by the teacher in authentic assessment as explained by the teacher of the Aqidah Akhlak subject, MA Alkhairaat Biromaru, Sigi Regency. Authentic assessment is an assessment of three domains, so the techniques used adapt to each realm. For the realm of attitude, I use techniques such as observation because with observation. For the realm of knowledge, I use oral tests, written tests and assignments. For the realm of skills I use performance like practice. It can also be said that authentic assessment begins with the assessment criteria first, after that the teacher chooses an assessment technique according to the indicators and develops instruments in each aspect of the assessment according to the assessment technique chosen.

For knowledge competency assessment including written tests, oral tests, and assignments, the implementation of knowledge competency assessment is carried out in accordance with the plans made. Various assessment techniques can be used in assessing knowledge according to the characteristics of each Basic Competency. Although the techniques commonly used are oral tests, written tests, and assignments, it does not rule out the use of other techniques that are in accordance with the learning objectives. These results were obtained from interviews with aqidah moral teachers along with their presentations. I used all of them to assess aspects of knowledge. I use the written test, the oral test and the assignment as well. Both individuals and groups have value, and the assessment of knowledge is more certain and easier to judge. So it can be concluded that authentic assessment is an assessment of learning outcomes that refers to real-world situations or contexts in a meaningful way which is the application of the essence of knowledge and skills that require a variety of approaches to solving problems that provide the possibility that a problem can have more than one kind of solution. Meanwhile, the skills competency assessment includes performance tests, project tests, and portfolios. This is in accordance with the opinion of Musclih (2011) which states that the types of authentic assessments consist of performance appraisals, self assessments, essay assessments, portfolio assessments and project assessments.

This skill competency assessment is used to assess student achievement in achieving the goals to be achieved in terms of student skills in each lesson. In assessing competency skills, there are three types of assessment used by teachers. Namely performance appraisal, project appraisal, and portfolio assessment. Performance tests are carried out by assessing students' practical activities. Examples of memorizing short surahs, showing honest behavior, and so on. Assessment is carried out when students perform and are written in the teacher's grade book. The following is an explanation of performance appraisal, when students practice, such as memorizing short surahs, I value them directly. I usually give other students the opportunity to comment on how their friends look, but it's still me who judges. The form of assessment used in this field actually depends on the learning indicators to be achieved. Assessment is an activity to collect information on student learning outcomes on an ongoing basis to determine whether students have mastered the competencies set by the curriculum. Based on the data and information that has been obtained, a teacher can make decisions about the achievements of his students.

In other words, authentic assessment monitors and measures students' abilities in various possible solutions to problems encountered in real-world situations or contexts. In a learning process, authentic assessment measures, monitors and assesses all aspects of learning outcomes that are included in the domain of attitudes, knowledge, and skills, both those that appear as the end result of a learning process, as well as in the form of activity changes and developments, and learning gains during the process. learning inside the classroom and outside the classroom.

5. Conclusion

Based on the results of research on the implementation of authentic assessment in Akidah Akhlak learning at MA Alkhairaat Biromaru, Sigi Regency, it can be concluded that the teacher understands authentic assessment as an assessment that is carried out directly and thoroughly and sees the process and results as a whole. This understanding includes the function of assessment, types of assessment as well as techniques and instruments for authentic assessment. Evidenced by teachers who have prepared good plans and prepared lesson plans in accordance with Permen No. 22 of 2016 using various kinds of assessment techniques along with their rubrics and assessment instruments. The obstacle experienced by the teacher of aqidah morals is that students have different backgrounds and characters. Even so, the implementation in the assessment class went well and smoothly. This is because there are factors that support teachers in implementing authentic assessments, namely quality students, the availability of good facilities and learning resources.

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THESIS AND DISSERTATION:

- Delviana, Elliza. (2019). *Implementasi Penilaian Autentik Pada Mata Pelajaran Akidah Akhlaq Di Mts Negeri 1 Bandar Lampung*, UIN Raden Intan Lamoung.
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