

EVALUASI PEMBELAJARAN FIQIH BERBASIS PENILAIAN AUTENTIK DI MADRASAH

Lailatus Syarifah¹, Mashudi², Moh. Anwar³

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

lailasyarifah1010@gmail.com¹, mashudi@uinkhas.ac.id², mohanwar0268@gmail.com³

Abstrak: Penelitian ini bertujuan untuk mengetahui Penerapan Penilaian Sikap, pengetahuan dan keterampilan Pada Pembelajaran Fiqih di Madrasah. Pendekatan yang digunakan dalam penilaian ini adalah kualitatif, dengan jenis penelitian studi kasus. Temuan dari penelitian ini adalah: Pertama, Madrasah telah mengadopsi penilaian sikap, pengetahuan, dan keterampilan siswa sesuai dengan kurikulum 2013. Perilaku siswa sebagai hasil dari pendidikan, baik di dalam maupun di luar kelas, menjadi fokus evaluasi sikap. Evaluasi sikap untuk mata pelajaran fikih kelas VIII di Madrasah juga terdiri dari evaluasi terhadap diri sendiri, evaluasi antar teman, dan evaluasi berdasarkan observasi. Kedua, penilaian harian dan penugasan digunakan dalam proses penilaian pengetahuan di Madrasah. Melalui tes tertulis dan evaluasi berkelanjutan, pendidik mengevaluasi kemampuan pengetahuan siswa. Soal tes tertulis berbentuk pilihan ganda dan uraian memiliki jawaban dalam format penilaian tes tertulis. Guru mata pelajaran Fiqih di Madrasah biasanya memberikan tes pilihan ganda kepada siswa untuk mengevaluasi pemahaman mereka. Ketiga, Madrasah menggunakan empat kriteria penilaian untuk mengevaluasi keterampilan sesuai dengan kurikulum 2013: proyek, produk, portofolio, dan praktik. Pemahaman akan kemampuan untuk menerapkan, memeriksa, dan menginformasikan sesuatu dengan jelas dinilai melalui proyek.

Kata Kunci: Evaluasi Pembelajaran, Fiqih, Penilaian Autentik

Abstract: *This study aims to determine the application of attitude, knowledge and skills assessment in Fiqh learning in Madrasah. The approach used in this assessment is qualitative, with the type of case study research. The findings of this study are: First, Madrasahs have adopted the assessment of students' attitudes, knowledge, and skills in accordance with the 2013 curriculum. Students' behavior as a result of education, both inside and outside the classroom, becomes the focus of attitude evaluation. The attitude evaluation for the fiqh subject of class VIII in Madrasah also consists of self-evaluation, peer evaluation, and evaluation based on observation. Secondly, daily assessment and assignments are used in the knowledge assessment process in Madrasah. Through written tests and continuous evaluation, educators evaluate students' knowledge abilities. Written test questions in the form of multiple choice and descriptions have answers in the written test assessment format. Fiqh subject teachers in Madrasahs usually give multiple-choice tests to students to evaluate their understanding. Third, Madrasahs use four assessment criteria to evaluate skills in accordance with the 2013 curriculum: projects, products, portfolios and practices. The understanding of the ability to apply, examine, and inform something is clearly assessed through projects.*

Keywords: *Learning Evaluation, Fiqh, Authentic Assessment*

INTRODUCTION

Education is essentially the development of a person as a whole, taking into account physical, emotional, mental, social, and spiritual needs (Susanto, 2021). Holistic refers to something that is whole or total. The foundation of holistic education is the idea that everyone finds their identity, meaning and purpose in life through relationships with others, nature and spiritual principles such as compassion and peace (Magdalena et al., 2020).

Educational evaluation is the process or act of evaluating the value of education to determine its effectiveness or results. Giving value to something or deciding its worth based on certain standards is called assessment (Sartina, 2020). Gathering and analyzing information are steps in the assessment process that lead to subsequent conclusions. Assessment is an important component in learning, and one of its functions is to assess how well the learning process has gone. To ascertain how much students have learned, assessment is a systematic method for collecting, examining, and evaluating information or data. (Muzlikhatun Umami, 2018)

In essence, assessment is carried out to provide value or consideration based on predetermined standards. Learning outcomes are a way to convey assessment findings. Therefore, learning assessment is defined as a systematic, long-term, and comprehensive process or activity in the context of controlling assurance and determining the quality (value and meaning) of learning for various learning components based on certain considerations and criteria. This is done as a form of teacher accountability for the learning carried out (Muzlikhatun Umami, 2018).

Learning evaluation is an important step in determining whether learning objectives have been achieved and in raising educational standards. When applying concepts in real world or general contexts, authentic assessment is one type of learning evaluation that can provide a more accurate picture of students' overall abilities. In this situation, authentic assessment-based learning evaluation becomes an important instrument to measure students' abilities... (Umami, 2018)

Assessment standards are intended to ensure the following, in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Educational Assessment Standards: 1. Planning the assessment of learners in accordance with the competencies to be achieved and based on the principles of assessment. 2. Carry out learner assessment objectively, transparently, instructively, effectively, efficiently, and in accordance with the socio-cultural environment. 3. Presenting the results of learner assessment in an unusual, responsible, and instructive manner.

According to the Permendikbud regulation above, educational assessment refers to procedures for collecting and analyzing data to measure the successful achievement of students' learning objectives, one of which is authentic assessment. Authentic assessment, as further defined, is a comprehensive assessment of learning inputs, processes and outcomes.(Umami, 2018).

Based on a number of reasons, authentic assessment can be an evaluation of how well students perform based on their understanding of previously learned material. Real-world relevant tasks are generated, integrated into knowledge, and refined under the guidance of authentic evaluation. After completing the learning process, learners can demonstrate what they have learned and what competencies they have mastered. The competencies displayed can be skills needed in the real world, such as reading, arithmetic, and critical book analysis.

It is expected that by using authentic assessment methods, students not only learn theories from books, but also develop practical skills such as critical thinking, analytical ability, and a positive attitude towards the environment. Therefore, it is important for schools to start implementing authentic assessment methods to improve the quality of education and produce great students.

done as a form of teacher accountability for the learning carried out (Muzlikhatun Umami, 2018).

Learning evaluation is an important step in determining whether learning objectives have been achieved and in raising educational standards. When applying concepts in real world or general contexts, authentic assessment is one type of learning evaluation that can provide a more accurate picture of students' overall abilities. In this situation, authentic assessment-based learning evaluation becomes an important instrument to measure students' abilities... (Umami, 2018) Assessment standards are intended to ensure the following, in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 66 of 2013 concerning Educational Assessment Standards: 1. Planning the assessment of learners in accordance with the competencies to be achieved and based on the principles of assessment. 2. Carry out learner assessment objectively, transparently, instructively, effectively, efficiently, and in accordance with the socio-cultural environment. 3. Presenting the results of learner assessment in an unusual, responsible, and instructive

manner.

According to the Permendikbud regulation above, educational assessment refers to procedures for collecting and analyzing data to measure the successful achievement of students' learning objectives, one of which is authentic assessment. Authentic assessment, as further defined, is a comprehensive assessment of learning inputs, processes and outcomes.(Umami, 2018). Based on a number of reasons, authentic.

RESULTS AND DISCUSSION

Authentic assessment to assess students' learning progress which includes attitudes, knowledge and skills.(Sumardi, 2020) The following is an explanation of the application of authentic assessment:

How Is Attitude Assessment In Madrasah

In fiqh learning in Madrasah, there are two kinds of attitudes that are assessed, namely: spiritual attitudes and social attitudes. Student behavior as a result of education, both inside and outside the classroom, is the focus of attitude evaluation. When compared to the assessment of knowledge and skills, attitude assessment differs in terms of its quality and evaluation methods. The following is an example of spiritual and social attitude assessment for fiqh subjects:

Name of education unit : Madrasah
Grade/Semester : VIII/Semester 2
School year : 2022/2023

Table 1. Spiritual Attitude Assessment

No	Name	Spiritual			Tolerance		
		Self-Assessment	Peer-to-Peer Assessment	Observation	Self-Assessment	Peer-to-Peer Assessment	Observation
1	Adi Saputra	3			3		
2	Affan Zaid	3			3		
3	Ainul Yakin	3			3		

Table 2. Social Attitude Assessment

No	Name	Confident			Responsible			Discipline			Honest			Respectful		
		PD	PAT	OB	PD	PAT	OB	PD	PAT	OB	PD	PAT	OB	PD	PAT	OB
1	Adi Saputra	3			3			3			3			3		
2	Affan Zaid Rebiano	3			3			3			3			3		
3	Ainul Yakin	3			3			3			3			3		

Based on the table above, it can be concluded that the assessment of the attitude of fiqh subjects in class VIII in Madrasah also includes self-assessment, assessment among friends, and assessment according to observation. Self-assessment is done by asking students to express their strengths and weaknesses in behavior. (Sumardi, 2020) In this assessment, fiqh subject teachers in Madrasahs provide students with self-assessment sheets given to students to then assess themselves. Self-assessment in the spiritual attitude of students usually fiqh teachers ask students to assess how the tolerance of students and students' prayers, whether students always pray obligatory prayers on time etc. Self-assessment in social attitudes is also the same as the table above, learners are asked to assess themselves about responsibility, discipline etc. The use of this assessment is carried out as an observation for themselves. The

use of this assessment is carried out as an observation for students for the progress of the teaching and learning process. Then in this assessment the subject teacher also provides an assessment between friends.

Assessment between friends in fiqh learning is asking students to assess their friends related to competency assessment. Usually fiqh subject teachers ask their classmates to assess their other friends. For example in the example of assessing spiritual attitudes, in fiqh learning this assessment usually the teacher asks students to provide an assessment of how to pray for students, how to perform ablutions for students, or whether students A, B, or C pray on time, and how religious tolerance of students etc. Peer assessment on social attitudes is also the same as the table above, students are asked to assess their friends about responsibility, discipline etc. From the results of self-assessment and assessment between friends then the teacher also conducts an observation assessment.

From the results of self-assessment and peer assessment, fiqh subject teachers also observe the spiritual and social attitudes of students. In this assessment the teacher assesses how the spiritual and social attitudes of students in everyday life. Observation assessment also strengthens from self-assessment and peer assessment. fiqh subject teachers use prayer time to observe the spiritual value of students, teachers assess how students pray and how tolerant students are. Observation assessment from teachers on the social attitudes of students is also the same as the table above, teacher participants assess students about responsibility, discipline etc. This is then used as an evaluation in learning, this is then used as an evaluation in learning. This is then used as an evaluation in learning, if students are not good at praying. How is Knowledge Assessment in Madrasah Knowledge assessment is an assessment that is familiar to both teachers and students. Educators assess knowledge competencies through written tests and daily assessments. In the written test assessment, the form of written test questions is to have answers (multiple choice) and supply answers (description). In this test assessment, Fiqh subject teachers in Madrasah usually give students a test in the form of multiple choice to assess students' knowledge. Teachers give description tests to students to be used as an assessment and evaluate the shortcomings of the learning. from written tests the teacher also gives daily assessments to students.

This daily assessment is an observation assessment carried out by the teacher when teaching and learning activities begin or it can also be in the form of assignments in the form of homework and so on. In this daily assessment the teacher sees how students are when discussing, asking questions and answering questions and how students do homework. The results of this daily assessment are used to identify areas that need to be improved in the learning process, especially for signs that have not yet been realized. The purpose of knowledge assessment is to find out the extent to which students have learned and their level of knowledge mastery during the learning process. The following is the Knowledge assessment of the fiqh class:

Name of education unit : Madrasah
Class/Semester : VIII / Semester 2
School year : 2022/2023

Table 3. Knowledge Score

No	Nama	KD 1		KD 2	
		PH	TUGAS	PH	TUGAS
1	Adi Saputra	80	90	80	80
2	Affan Zaid Rebiano	80	100	80	90
3	Ainul Yakin	80	90	80	80

How Skills Are Assessed In Madrasahs

Fiqh subject teachers in Madrasah use skills assessment through various techniques

such as project, product, practical and portfolio assessment. The understanding of skills assessment to apply, examine and inform clearly everything is assessed through projects. The entire evaluation process, from planning to reporting. This project assessment is usually used by Madrasah fiqh subject teachers by adjusting themes related to the learning that will be implemented or that is being implemented. Then the teacher also uses product assessment.

Product evaluation measures the ability of learners to create various technological and artistic products. Product evaluation usually uses analytical or comprehensive techniques. The next assessment is a portfolio, which basically assesses the efforts of each student over a certain period for a particular subject. Teachers and students themselves collect and assess the work. Teachers and students can evaluate the development of students' abilities and make continuous progress based on this developmental information. Examples of this portfolio work include observation reports and discussion findings. Then the next assessment is practical assessment.

Practical assessment is an assessment carried out by the teacher with a practical method. In this case, usually Fiqh subject teachers in Madrasah class VIII usually ask students to practice about Hajj and Umrah or practice about sahwī prostration, prostration of gratitude and prostration of tilawah. The following is an assessment of class fiqh subject skills:

Name of education unit : Madrasah
Class / Semester : VIII / Semester 2
School year : 2022/2023

Table 4. Skill Value

No	Name	KD 1			
		Practice	Project	Portfolio	Product
1	Adi Saputra	80		76	
2	Affan Zaid Rebiano	80		76	
3	Ainul Yakin	80		76	

CLOSING

In fiqh learning in Madrasah there are two kinds of attitudes that are assessed, namely: spiritual attitudes and social attitudes. The attitude assessment used is the tendency of students' behavior as a result of education, both inside and outside the classroom. Attitude assessment has different characteristics and assessment techniques than knowledge and skills assessment.

Knowledge assessment is an assessment that is familiar to both teachers and students. Fiqh subject teachers in Madrasah assess knowledge through written tests and daily assessments. In the written test assessment, the form of written test questions is having answers (multiple choice) and supplying answers (description).

Fiqh subject teachers in Madrasah use skills assessment through various techniques such as project, product, practice and portfolio assessments. Project assessment is used to determine the understanding of the ability to apply, investigate and inform a matter clearly.

REFERENCE

- Magdalena, I., Banowati, A. M., Safitri, R., & Wahyuningsih, E. N. (2020). Evaluasi Pembelajaran Tematik Dengan Penilaian Autentik Di Sdn Pasar Baru 1 Kota Tangerang. *Trapsila: Jurnal Pendidikan Dasar*, 2(01), 69.
- Muzlikhatun Umami. (2018). Penilaian Autentik Pembelajaran Pendidikan Agama Islam dan Budi Pekerti dalam Kurikulum 2013 | *Jurnal Kependidikan*. Retrieved June 18,

- Sartina, S., Nursiang, N., & Faisal, F. (2020). Analisis kebijakan ujian nasional terhadap evaluasi akhir pendidikan. *Jurnal Mappesona*, 3(2).
- Sumardi. (2020). *Teknik Pengukuran Dan Penilaian Hasil Belajar*. Sleman:Deepublish.
- Susanto, A. (2021). *Pendidikan anak usia dini: Konsep dan teori*. Bumi Aksara.
- Umami, M. (2018). Penilaian Autentik Pembelajaran Pendidikan Agama Islam dan Budi Pekerti dalam Kurikulum 2013. *Jurnal Kependidikan*, 6(2), 222–232.