Learning Assessment Techniques for Islamic Religious Education Curriculum 2013

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Abstract: The purpose of this study is to describe the various skills evaluation techniques used in Islamic education learning, as well as their advantages and disadvantages by using the library research method. Skills assessment is the value given to students according to their capacity to apply knowledge and carry out tasks according to the specified indicators. Assessment of abstract skills and assessment of actual skills are two categories in which skills are evaluated based on qualitative inquiry findings and documentation as sources. This project is simpler because it affects students' critical thinking skills when the findings of the multiple skills test study are compared with performance, product, and portfolio. However, each type of skill assessment has its advantages and disadvantages. The greatest benefit is that, when compared to tests, all four are equally reliable in determining student aptitude. In addition to the benefits, there must also be disadvantages. Of the four, the time limit is the most important. When evaluating student talent through performance, products, projects, and portfolios, teachers must spend a lot of time. Therefore the teacher must be extra careful in assessing student competence because it is done continuously.

Abstrak: Tujuan penelitian ini adalah untuk menguraikan berbagai teknik evaluasi keterampilan yang digunakan dalam pembelajaran PAI, serta kelebihan dan kekurangannya dengan menggunakan metode penelitian kepustakaan. Penilaian keterampilan adalah nilai yang diberikan kepada siswa sesuai dengan kapasitasnya untuk menerapkan pengetahuan dan melaksanakan tugas sesuai dengan indikator yang ditentukan. Penilaian keterampilan abstrak dan penilaian keterampilan aktual adalah dua kategori di mana keterampilan dievaluasi berdasarkan temuan inkuiri kualitatif dan dokumentasi sebagai sumber. Proyek ini lebih sederhana karena mempengaruhi kemampuan berpikir kritis siswa ketika temuan studi tes keterampilan ganda dibandingkan dengan kinerja, produk, dan portofolio. Namun setiap jenis penilaian keterampilan memiliki kelebihan dan kekurangannya masing-masing. Manfaat terbesarnya adalah, jika dibandingkan dengan tes, keempatnya sama-sama andal dalam menentukan bakat siswa. Selain manfaat, pasti ada juga kekurangannya. Dari keempatnya, batasan waktu adalah yang paling penting. Ketika mengevaluasi bakat siswa melalui kinerja, produk, proyek, dan portofolio, guru harus menghabiskan banyak waktu. Oleh karena itu guru harus ekstra hati-hati dalam menilai kompetensi siswa karena dilakukan secara terus menerus.

INTRODUCTION

The introduction contains the level of competition that is increasing along with the progress and development of the world.[1] Everyone has to be competent to be ready for whatever the future holds. Knowledge and a positive outlook alone will not guarantee survival in the face of competition. Everyone also needs to make preparations to learn skills or skills, in addition to knowledge and attitudes.[2]

According to the 2013 curriculum requirements, authentic assessment is very relevant to learning a scientific approach. In terms of observing, concluding, trying, forming networks, and other learning objectives, this assessment can show an increase in student learning. To give learners opportunities and demonstrate their proficiency in more real situations, actual assessments often focus on challenging or contextual activities.[3]

Authentic assessment, especially assessment in the 2013 curriculum, has the following characteristics: 1). Thorough learning, 2) authentic, 3) continuous, 4) using various techniques, and 5) based on reference criteria. Complete learning means that before students master competence in the category of knowledge and skills, they are not introduced to doing further work. The assumption in thorough learning is that students who learn slowly take a longer time for the same material, compared to students with medium and high ability levels.[4]

The 2013 curriculum in authentic assessment also has a target so that teachers can not only assess aspects of knowledge. Student learning outcomes are one of the PAI components that must be reviewed as a result of process standards as a follow-up to the 2013 Curriculum modification addressing assessment standards.[5] Teachers should also be proficient in assessing aspects of attitudes and skills. Besides the teacher must be proficient in assessing, the teacher must also be proficient in giving lessons following the three aspects of the assessment. A good teacher can assess students during the learning process until it is finished.[6]

This statement leads to the conclusion that skill proficiency is very important. As a result, the government of the Republic of Indonesia stated that one of the main objectives is to achieve skill competency. When completing the educational process, people are

[1] O Arvisais, "Education in Conflict: How Islamic State Established Its Curriculum," *Journal of Curriculum Studies* 52, no. 4 (2020): 498–515, https://api.elsevier.com/content/abstract/scopus_id/85084351984.

[2] Heri Retnawati, et.al. *Menyusun Hasil Asesmen Pendidikan Di Sekolah* (Yogyakarta: UNY Press, 2017).

[3] Launun Nikmah and Toha Makhshun, "Implementation of Authentic Asssessment in Learning Islamic Education," in Konferensi Ilmiah Mahasiswa Unissula (Kimu) 2, 2019, 102–109.

[4] Muzlikhatun Umami, "Penilaian Autentik Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Dalam Kurikulum 2013," Jurnal Kependidikan 6, no. 2 (2018): 222–232.

[5] Rizal Fathurrohman and Andi Prastowo, "Increasing The Effectiveness Of Remedial Programs Through Problem Based Learning Strategies In PAI Assessment," *POTENSIA: Jurnal Kependidikan Islam* 7, no. 2 (2021).

[6] E. T Astuti, "Problematika Implementasi Penilaian Autentik Kurikulum 2013 Dalam Pembelajaran Pendidikan Agama Islam Di Sd Negeri Ploso I Pacitan," *Al-Idaroh* 1, no. 2 (2017): 18–41.

expected to be skilled, well-informed, and well-behaved.[7]

Minister of Education and Culture Regulation (Permendikbud) Number 21 of 2016 concerning Content Standards for Elementary and Secondary Education contains the government's definition of skills competency. Abstract and concrete domain skills are included in the content standards. These two domains cannot be given by teachers to students; rather, they must be learned independently through practice by students.[8]

The assessment that is planned and developed by the teacher must pay attention to the following principles.[9] First, authentic, which means data that reflects the ability being measured. Second, objective means that the assessment is based on clear procedures and criteria. Third, fair, which means the assessment does not harm or benefit students based on their background. Fourth, integrated, assessment is inseparable from learning activities. Fifth, open, meaning that the components of the assessment can be known by interested parties. Sixth, comprehensive and continuous, meaning that the assessment covers all aspects of competency with various techniques. Seventh, systematic, meaning the assessment is carried out

in a planned and gradual manner. Eighth, referring to the criteria, means that the basis for the assessment is the measure of achievement of predetermined competencies. Ninth, accountable, means that the assessment is reliable and can be accounted for.[10]

However, there are still many assessments in the aspect of skills that are not optimal. For example, at SDN Ploso I Pacitan, of the various forms of skills assessment, only one is often used, namely practice. But in assessing the knowledge aspect, an assessment is carried out using PTS, PAS, and daily assignments, and the results will be included in the report card. It can be said that the teacher is more concerned with the assessment of the knowledge aspect, compared with the assessment of skills.

Based on these problems, this article will discuss the basic concepts of assessment, skills assessment, and various skills assessment techniques, such as performance as projects, products, and portfolios. Of course, these kinds of skill assessments have their advantages and disadvantages. This is expected to add insight for educators to be even more optimal in applying and using assessments on aspects of skills.

METHOD

Literature study, or literature research methods, were used to compile this article.[11] First, the authors collect research materials related to talent assessment methods. Course

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[7] Anisya Wahdati, Farida Octaviani, and Shanty Komalasari, "Pentingnya Analisis Jabatan Dalam Meningkatkan Kompetensi Organisasi," *Jurnal Ecoment Global:kajian bisnis dan manajemen* 7, no. 2 (2022): 162–173.

[8] Kiki Miranti, Ahmad Rusyadi, and Fahmi Fahmi, "Melatih Keterampilan Psikomotorik Siswa Melalui Penggunaan Lembar Kerja Siswa (LKS)," *Journal of Banua Science Education* 23, no. 2 (2022).

[9] Yeni Tri Nurrahmawati and Suheri, "Pengembangan Kurikulum Pendidikan Agama Islam," *Jurnal Islamic Akademika: Jurnal Pendidikan dan Keislaman* 2, no. 1 (2020).

[10] W Wildan, "Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap Dan Keterampilan Di Sekolah Atau Madrasah," *Jurnal Tatsqif* 15, no. 2 (2017): 131–153.

[11] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015).

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materials come in the form of books and journal entries. Only after thoroughly collecting, studying, researching, and studying the study materials does the author try to conclude. In addition to concluding, the authors evaluate research findings to provide new information.[12]

This study discusses the method of evaluating skills in PAI learning and is categorized as assessment research.[13] Implementation of assessment in the realm of skills is felt to be not too optimal, especially in PAI learning, so there is a need for insight regarding various skills assessment techniques as the domain of choice in providing assessments on aspects of skills. The problem studied is that skills assessment is rarely touched by the majority of educators with a focus on problems on skills assessment techniques, their types, and their advantages and disadvantages.

RESULT AND DISCUSSION
Basic Concepts of Assessment

The culmination of the learning process that has been planned by the current curriculum is assessment.[14] This is done to assess the ability and understanding of children's learning. Assessment can also be used to measure how well the learning process is going.[15]

There are two classifications of assessments in PAI learning. First, daily assessment activities, midterm exams, final semester exams, grade promotion exams, school/madrasah exams, and national exams can all be used to measure learning results. based on the Educational Assessment Standards Regulation (Permendiknas) Number 20 of 2007 of the Ministry of National Education Educators assess student learning outcomes using a variety of strategies that are tailored to each student's competence profile and developmental stage. These strategies consist of the following: a) Test strategies in the form of written, oral, practice, or performance; b) Observation strategies or observations made during the learning process or outside of learning activities; c) Assignment strategies used both individually and in groups and can take the form of assignments or projects.

Second, there are two forms of process assessment, formative assessment, and summative assessment. Formative assessment is used to evaluate student learning progress during the learning process, offer feedback for enhancing learning programs, and identify flaws that need to be addressed so that student learning outcomes and teacher learning processes improve. Summative assessment is performed when a unit of learning experience or all of the subject matter is regarded to have been finished. End-of-semester examinations and national exams are examples of summative evaluations.[16]

Formative assessment and summative assessment are two categories in which assessment is

[12] John Creswell, *Riset Pendidikan: Perencanaan, Pelaksanaan, Dan Evaluasi Riset Kualitatif Dan Kuantitatif* (Yogyakarta: Pustaka Pelajar, 2015).

[13] M. Djunaidi Ghoni and Fauzan Almanshur, *Metodologi Penelitian Pendidikan Pendekatan Kuantitaif* (Malang: UIN Malang Press, 2009).

[14] Sarilah, "Perencanaan Pembelajaran Kurikulum 2013 Pendidikan Anak Usia Dini," *EDUKIDS: Jurnal Inovasi Pendidikan Anak Usia Dini* 2, no. 2 (2022): 99–105.

[15] Wildan, "Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap Dan Keterampilan Di Sekolah Atau Madrasah."

[16] Umami, "Penilaian Autentik Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Dalam Kurikulum 2013."

usually separated. Formative evaluation is an evaluation carried out during the entire learning process.[17] Meanwhile, summative evaluation is an evaluation that is carried out after the entire learning process is completed. In this way, formative evaluation can measure how well students learn while summative evaluation measures their understanding of the cognitive, affective, and psychomotor domains.[18]

The 2013 curriculum is an example of how assessment can be used to determine student grade increases based on the teacher's assessment of student learning outcomes. A student is deemed not to have passed a course if more than two courses have not been completed.[19]

These topics also cover competency in substandard knowledge, skills, and attitudes. However, this assessment does not apply to students at SDLB, SMPLB, SMALB, or SMKLB. According to the Minister of Education and Culture No. 66 of 2013, educational assessment is a procedure for collecting and analyzing data to find out how far students have achieved their learning goals. This data is measured using authentic assessments, self-assessments, portfolio assessments, tests, daily tests, PTS, PAS, competency

level tests, competency level quality tests, national exams, and school/madrasah exams.[20]

An important way to measure knowledge, attitudes, and skills is through authentic assessment, which is often known as authentic assessment. According to KBBI, authentic means genuine or valid as well as reliable. When compared to multiple-choice tests, authentic assessment is preferred from a conceptual point of view. A teacher collects information for authentic assessment, which is then analyzed to determine student development and achievement. Students can express, support, and demonstrate learning objectives and master competence in this assessment, of course.[21]

The affective, cognitive, and psychomotor domains should all be included in authentic assessments to provide information about students' skills. Class-based assessment which includes both tests and non-test and is based on authentic assessment is also an option. Paper and pen assessments are commonly used to calculate cognitive domain scores. Typically, multiple-choice questions, descriptive assignments, and true or false choices

[17] Annisa Nurul Ramadhani, Riyo Gilang Ardiansyah, and Ummi Latifah, "Penilaian Alat Hasil Belajar Untuk Siswa Sekolah Dasar SDN Sindangsari 1 Desa Sindangsari," *ALSYS : Jurnal Keislaman dan Ilmu Pendidikan* 2, no. 2 (2022).

[18] J Fua, "Islamic Education on Formation of Environmental Awareness in Pondok Pesantren Indonesia," *IOP Conference Series: Earth and Environmental Science*, 2018, https://api.elsevier.com/content/abstract/scopus_id/85048378115.

[19] I Ismanto, "Evaluasi Hasil Belajar Pendidikan Agama Islam," *Edukasia : Jurnal Penelitian Pendidikan Islam* 9, no. 2 (2014): 211–236.

[20] Inayatul Hidayah, "Analisis Standar Penilaian Pendidikan Di Indonesia (Telaah Atas Peraturan Menteri Pendidikan Nasional Nomor 20 Tahun 2007, Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 66 Tahun 2013, Dan Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 23 Tahun 2016," *AL-IMAN: Jurnal Keislaman dan Kemasyarakatan* 4, no. 1 (2020): 85–105.

[21] Feri Riski Dinata, "Teknik Pengolahan Hasil Asesmen Pendidikan Agama Islam (Penentuan Standar Asesmen, Teknik Pengolahan Dengan Menggunakan Pendekatan Penilaian Acuan Patokan (PAP), Dan Acuan Norma (PAN) Di SMK Muhammadiyah Mlati Yogyakarta," *Al-Hikmah Way Kanan: Jurnal Media Pendidikan, Kependidikan dan Sosial Kemasyarakatan* (2020): 8–24.

are used to convey the cognitive domain. Meanwhile, performance tests, and evaluation of goods, projects, or portfolios can be used for the domain psychomotor.[22]

By Permendikbud No. 104 of 2014, authentic assessment is defined as an evaluation that requires students to have positive attitudes, knowledge, and abilities that can be obtained through completing assignments. Evaluation of the attitude domain, knowledge domain, and skills domain are all included in the true assessment of the 2013 curriculum.[23]

Skills Assessment
In the field of education, especially in secondary schools, this reality presents a dilemma. It is important to supervise students whose learning preferences are supported by sophisticated information technology so that they fulfill the desired goals.[24]

The psychomotor domain, or capacity for action, is what a person acquires from certain learning experiences. Reflex movement capacity, basic movement, perceptual movement, physical ability movement, skilled movement, and beautiful and creative movement are examples of the realm of psychomotor competence of students. Skills assessment is carried out to see how well students can use the information they have. In addition, carrying out certain actions in different circumstances according to indicators of achievement of competence. There are two categories of talent: abstract skills and actual skills.[25]

Abstract learning skills include: observing, asking, obtaining information, reasoning or associating, and communicating.[26] When seeing something, reading something, or hearing someone explain something, the ability to observe is assessed. The type, quality, and quantity of questions are used to assess a person's capacity to ask questions. Ability to gather information in terms of the scope and quality of the research, as well as the accuracy and reliability of the methods used. Ability to use reasoning to make interpretations, arguments, and conclusions from links of information.[27] While the communication capacity in terms of describing study findings in text, graphics, multimedia, and other forms.[28]

According to Simpson, there are seven levels of concrete skill development. a) Perception, or using the appropriate senses when making movements. b) Readiness (set), namely mental, physical, and emotional readiness to perform a movement. c) Imitation (directed response), namely

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[22] Andini Dwi Arumsari and Vina Mayangsari Putri, "Asesmen Perkembangan Anak Usia Dini," *Motoric* 4, no. 1 (2020): 154–160.

[23] Chendra Makalalag and Muh. Arif, "Pengembangan Kurikulum 2013: Pembelajaran Bahasa Arab Di Madrasah Aliyah," *JIPKIS : Jurnal Ilmiah Pendidikan dan Keislaman* 2, no. 3 (2022): 121–131.

[24] Jumad, "The Implementation Of Semester Credit Sistem Policy In State Senior High School (SMAN) 1 Lawang," *Jurnal Penelitian Kebijakan Pendidikan* 14, no. 1 (2021): 83–94.

[25] Riri Susanti, "Implementasi Penilaian Autentik Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti," *Al-Fikrah: Jurnal Manajemen Pendidikan* 4, no. 1 (2016): 55.

[26] Nur Afif et al., "Inovasi Pengembangan Kurikulum Dengan Pendekatan Saintifik Untuk RA / PAUD Di Provinsi Banten," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 1 (2022): 79–102.

[27] Hamzah B. Uno and Masri Kudrat, *Mengelola Kecerdasan Dalam Pembelajaran: Sebuah Konsep Pembelajaran Berbasis Kecerdasan* (Jakarta: Bumi Aksara, 2010).

[28] Retnawati, *Menyusun Hasil Asesmen Pendidikan Di Sekolah*.

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the ability to imitate according to orders. d) Getting used to the movement (a mechanism), especially the ability to do simple movements by following the rules. e) Proficient (complex or open reaction), which refers to the capacity for challenging movements now at a professional level. f) Natural motion (adaptation), namely the ability to change basic motion. g) Original action (origin), namely the ability to create new movements.[29]

Skills in the abstract realm are related to students' thinking activities but have not been able to produce something in a concrete form. In addition, physical actions cannot be observed, for example, communication skills, critical thinking skills, and so on. These abilities cannot be taught but can be trained. The ability of skills in the abstract realm can be observed from the quality of ideas, ideas, or knowledge based on the work.

Skills show how students' actions are modified for tasks that have been decided by the teacher. For example, a student knows the steps involved in praying. Students can also explain the procedures for prayer, as well as the conditions for the validity of prayer. However, these students have not been able to practice prayer with the right and proper movements. Consequently, it can be said that the learner is skilled because he is knowledgeable and capable. Another way of saying it is that students have succeeded in achieving their goals.[30]

At the end of the learning program, an evaluation is carried out to determine the achievement of student skill competencies. The skills assessment must be done properly to avoid bias or ambiguity in grades. For example, even though students may not be very proficient, teachers may perceive them as quite skilled. This is a lie that might hurt students. As a result, a teacher needs to understand the right methods and tools to evaluate student competency skills and be able to evaluate them properly. Teachers bear a large amount of responsibility for skills evaluation.

Educator assessment norms are outlined in the Regulation of the Minister of Education and Culture Number 14 of 2014, which regulates performance appraisal.[31] Performance assessment requires students to demonstrate certain competencies through practical tests, projects, products, and portfolios.

PAI Learning Skills Assessment Technique
Performance Based Assessment

Performance-based assessment is a sort of learning evaluation that refers to "real world" circumstances or contexts that call for a range of problem-solving strategies and allow for the potential of more than one type of answer.

Performance-based assessment evaluates students by watching them perform tasks or activities. Performance and practice assessments are often used to determine whether students have attained the abilities that require them to engage in certain

[29] Elvi Mailani et al., "Implementasi Realistics Mathematic Education Dalam Meningkatkan Keterampilan Berfikir Tingkat Tinggi/ HOTS Pada Siswa Sekolah Dasar," *Jurnal Basicedu: Journal Of Elementary Education* 6, no. 4 (2022).

[30] Dewi Nuspita, "Upaya Meningkatkan Hasil Belajar Tematik Terpadu Melalui Model

Problem Base Learning Siswa Kelas V Sekolah Dasar," *DE_JOURNAL (Dharmas Education Journal)* 3, no. 2 (2022): 270–281.

[31] Retnawati, *Menyusun Hasil Asesmen Pendidikan Di Sekolah*.

behaviors or tasks. For example, praying, talking while reciting poetry, reading some verses of the Qur'an, and so on.[32]

According to Sofia, the following factors must be taken into account in evaluating performance and practice: a) Students must take certain actions to demonstrate their performance in a competency. b) The availability of performance evaluation criteria requires accuracy and completeness. c) Special skills and talents are required to complete the task. d) Not over-evaluating ability to allow for attentive and complete observation. f) Grouping the talents to be evaluated according to the tasks that need to be observed.[33]

In assessing how well someone has mastered a particular skill. It is very important to see students participating in various models of PAI learning, such as conversations related to PAI material, Arabic speeches, reading the Qur'an, telling stories about Islamic history, etc. while evaluating their speaking skills. Then, using practicum tools and materials, observations must be made to evaluate performance in the religious laboratory (mosque). Observing prayer movements and the use of tools is very important in PAI material, especially sub-fiqh.

When compared with other evaluations, performance appraisal has its characteristics. The student performance assessment system is established and attached to the teacher, while the assessment is focused on the visible learning styles and mindsets of students. One of the features of a performance review is listed below.

First, it requires high-level thinking from students. This is so that students can complete assignments in the real world, which is the purpose of performance appraisal. Second, because assignments have value to students, it is easy for them to construct their knowledge. Third, the assessment is built on work processes and work results. Fourth, rather than the breadth of material, students are expected to be able to explore a material.[34]

The advantages of performance-based assessment are that it can see through the student's ability to perform certain skills, it can be used as a tool to diagnose student difficulties in completing assignments, it can be used as a criterion for assessing student progress, it can assess how skilled students are and the quality of the product provided. Meanwhile, one of the drawbacks of performance appraisal is that it takes a long time to develop assessment formats, criteria, and instruments.

Project Based Assessment
Project assessment is the value given to students for completing assignments on time. Project assessment is also an evaluation of work that must be carried out within a certain time frame.[35] This is done to

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[32] Ali Kuswanto, "Penerapan Penilaian Kinerja Pada Kegiatan Praktikum Untuk Meningkatkan Keterampilan Proses Sains (Kps) Siswa Pada Konsep Keanekaragaman Hayati Di Kelas X Ma Khas Kempek Cirebon" (IAIN Syekh Nurjati Cirebon, 2022).

[33] Sofia, *Manajemen Sumber Daya Manusia* (Malang: CV Literasi Nusantara Abadi, 2020).

[34] Wahyu Purwasih, "Teknik Penilaian Unjuk Kerja Dan Catatan Anekdot Sebagai Upaya Pemantauan Perkembangan Anak Di Paud Aisyiyah Cabang Kartasura Sukoharjo Jawa Tengah," *Jurnal Warna* 2, no. 2 (2018): 76–86.

[35] I Putu Suardipa and Kadek Hengki Primayana, "Peran Desain Evaluasi Pembelajaran Untuk Meningkatkan Kualitas

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assess students' understanding of the PAI material being taught. This assessment includes planning, organizing, data collection, data processing, investigation, and reporting of the results of the investigation. Planning, execution, and reporting are the stages of project appraisal.[36]

As a teacher who will assess student project assignments, they must prepare the things to be assessed. Determine the stages that must be evaluated, such as design, data collection, data analysis, and preparation of written and oral reports. Furthermore, to assess these stages, the teacher must make assessment criteria or rubrics. Reports on student activities in the month of Ramadan, congregational *Dhuha prayers*, and social services are some examples of project assignments in PAI learning.[37]

When evaluating projects, there are three factors to consider: first, management ability, which refers to students' ability to choose topics, collect data, and manage their time to work on them; secondly, relevance, which refers to the suitability of project assignments and PAI materials while taking into account the stages of knowledge, understanding, and skills in learning; third, originality, meaning that student projects are not plagiarized but are the results of their

efforts, while at the same time being accountable for teacher input in the form of directions and mentoring of student projects.[38]

Each assessment technique, whether authentic or inauthentic, must have its characteristics. These characteristics can be the advantages and disadvantages of the assessment technique itself. The advantages of project assessment include opportunities for students to express their abilities, become more efficient, and generate and calculate competency mastery scores, project work becomes part of a standardized learning process, is included in the pedagogical category, and has meaning for participants. While the disadvantages of project assessment include taking a long time for both teachers and students to complete their assignments, the need for supervision in completing assignments requires a long time, and each student will have a different understanding and level of difficulty.[39]

Product Based Assessment

Product assessment is an evaluation of the abilities required to create a product. This evaluation is designed to be a fact-gathering task based on student work outputs.[40] A skill assessment is a task that evaluates a student's capacity to use their

Pembelajaran," Jurnal Widyacarya 4, no. 2 (2020).

[36] Maria Purnama Nduru and Lusia Perdansi Dawi, "Psychomotor Assessment Of The Performance Of Practices, Projects, And Products Of Primary School Students," in *Seminar Nasional Pendidikan Guru Sekolah Dasar*, vol. 2, 2022, 61–67.

[37] Nurkhairo Hidayati et al., "Self Assessment Terhadap Instrumen Yang Digunakan Guru Dalam Mengases Siswa," *Community Education Engagement Journal* 4, no. 1 (2022).

[38] Muhammad Sholeh Hoddin, "Inovasi Pengembangan Penilaian Autentik Aspek Keterampilan Di SMA Nazhatut Thullab," Al-allam Jurnal Pendidikan 4, no. 1 (2023).

[39] Achmad Zanuar Ansori, "Project Based Assessment On Biological Teaching And Learning Process At Madrasah Aliyah," *Jurnal Diklat Keagamaan* 11, no. 1 (2017): 1–10.

[40] Ina Magdalena, Nurul Afni Shafarida, and Supriyanti, "Analisis Evaluasi Formatif Dalam Pembelajaran Matematika Di Kelas 2 SDN SindangJaya IV," Seroja : Jurnal Pendidikan 2, no. 1 (2023).

knowledge to carry out certain activities or produce specific works.[41] One of the skill evaluations is producing a specific product, which students must do to demonstrate their understanding of the manufacturing process and the caliber of their products.[42]

Product assessment is also an assessment based on student work, such as clay crafts (sculptures), calligraphy, and paintings. Then make cleaning supplies such as brooms, soap, and deodorizers for clothes.[43] It can also produce food products such as tape, tempeh, meatballs, and so on. There are also technology products such as electric bells, lawnmowers, and so on.

There are three stages in product evaluation that teachers must pay attention to. The first stage is preparation, which includes evaluating students' abilities in planning, understanding, developing ideas, and designing products. Second, is the product creation stage, which includes students' ability to select and use materials, tools, and techniques. Third, the product evaluation stage which includes the value of the products produced by students must be

adjusted to the criteria previously prepared by the teacher. This standard can be based on appearance, functionality, or aesthetics.[44]

Currently, there is a didactic product assessment that acts as a web-based learning platform, presenting information, and learning materials, and evaluating student learning outcomes, the product is called the Learning Management System (LMS). In general, LMS-based online learning differs significantly from traditional learning. The emphasis on carefulness and thoroughness of students in handling material delivered digitally via the internet network is a top priority that must be had in an LMS.

The PAI learning evaluation plan, one of the compulsory subjects in schools, aims to pay attention to the growth of three elements of students (cognitive, affective, and psychomotor). One way of assessing the psychomotor component is through the practice of prayer which is continuously observed and evaluated by PAI subject educators through sheets made by the teacher. Thus, a comprehensive PAI learning evaluation design will be created, not only on the skill aspect but on the cognitive and affective aspects.[45]

The advantage of product assessment is that it can teach students how to create works by applying their knowledge. Furthermore, product evaluation can train students to

[41] Adeel H Suhail, Fiseha M Guangul, and Sachin Kuckian, "Contemporary and Technology Based Assessment and Feedback for Student Enhanced Learning : A Case Study of Mechanical Engineering Department at Middle East College," in SHS Web of Conference, vol. 07005, 2022.

[42] Nadia Nahariy Saffanah and Ghullam Hamdu, "Analisis Rubrik Penilaian Keterampilan Berpikir Kritis Berbasis ESD Di Kelas Tinggi Sekolah Dasar," Wahana Sekolah Dasar 31, no. 1 (2023).

[43] Kana Iftika Wuri and Ubabuddin Ubabuddin, "Penilaian Keterampilan Proyek Dalam Pembelajaran Pendidikan Agama Islam," *Education Journal General and Spesific Research* 2, no. 3 (2022).

[44] Muhammad Yusuf and Tasman Hamami, "Peran Guru Pendidikan Agama Islam Menyiapkan Peserta Didik Dalam Menghadapi Tes Asesmen Kompetensi Minimum," *Jurnal Basicedu: Journal Of Elementary Education* 6, no. 2 (2022): 3012–3024.

[45] Iqbal Syahrijar et al., "Pembelajaran Pendidikan Agama Islam Berbasis Digital," AL-HIKMAH : Jurnal Pendidikan dan Pendidikan Agama Islam 5, no. 1 (2023).

cultivate study habits rather than just memorizing them. While the drawback of product assessment is that it can only be done on certain materials and not on all materials.

Portfolio Based Assessment

A portfolio assessment is an assessment that records the results of the learning process. It can also reinforce progress and improve the quality of student work. Portfolio assessment is primarily based on individual student work over some time. The assessment was assessed by teachers and students. Teachers and students can see and assess their progress based on one period of assessment and will continue to be improved.[46]

Teachers can learn about the dynamics or ups and downs of students' PAI learning abilities through portfolio assessment. This assessment is based on a collection of student work on material that includes PAI, such as activity reports in the month of Ramadan and the *Baca Tulis Al-Qur'an* (BTA) project made by students based on their abilities obtained from non-formal education, such as Islamic boarding schools, *madrasah diniyah*, *Taman Pendidikan Qur'an* (TPQ), and so on.[47]

Teachers and students should consider the following factors when conducting portfolio assessments. a) Students are aware of their portfolios.

b) Determine the work that will be collected together by the teacher and students. c) Collect and store student work labeled with the date of manufacture. d) Establish criteria for evaluating student work. e) Students always evaluate the results of their work. f) If the student's work is not optimal, given time to improve according to the time determined by the teacher. g) It is also a good idea to inform students about the results of their work.[48]

The advantages of using a portfolio include that it can be used as evidence of a clearer assessment of test results in class, can be used as an assessment record that is appropriate to the learning program, can be used as a record of student progress, which can be used as a reference to determine student abilities, and so students can demonstrate superiority, unlike mistakes in working on questions.[49]

While the portfolio has several drawbacks, namely as follows: a) students who are not fluent in reading the Qur'an and do not study it outside of learning at school will have more difficulties because they have to study independently. b) Of course student assessment takes a long time because it is done individually. c) Teachers also need time to adjust to students'

[46] Dinda Dwi Maghfirah, Sukarno, and Desy Eka Citra Dewi, "Problematika Implemetasi Penilaian Autentik Kurikulum 2013 Dalam Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti Di SD Negeri 01 Kepahiang," *Ghaitsa: Islamic Education Journal* 3, no. 1 (2022).

[47] Mimi Musmiroh Idris and Abas Asyafah, "Penilaian Autentik Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Kajian Peradaban Islam* 3, no. 1 (2020): 1–9.

[48] L Diah Praba Patni, N N Parwati, and I G P Suharta, "Peningkatan Pemahaman Konsep Matematika Siswa Melalui Penerapan Model Pembelajaran Air Disertai Penilaian Portofolio," *Jurnal Pendidikan dan Pembelajaran Matematika Indonesia* 7, no. 1 (2018): 22–32.

[49] Bagus Mahardika, "Penerapan Metode Penilaian Berbasis Portofolio Dalam Meningkatkan Pembelajaran Bahasa Indonesia," *Elementary: Jurnal Ilmiah Pendidikan Dasar* 4, no. 1 (2018): 33–46.

abilities in writing and using language.[50]

CONCLUSION

The marks given by teachers depending on how well students use their information are known as skills assessments. In addition, tasks that have been modified according to the goals to be achieved are where abilities gain value. Testing abstract skills that can only be observed include observing, asking, obtaining information/trying, reasoning/associating, and communicating, divided into two categories. Visible or tangible judgments are made of concrete skills, such as perception, readiness, imitation, habitual movement, proficiency, natural movement, and genuine activity.

Different types of skills study involve performance, which simply involves observing students' skills in activities such as praying and reading the Qur'an. A project is an evaluation of a group of planned tasks over time, as during Ramadan students are given a project to report on their activities during Ramadan. The product is an evaluation based on students' artistic creations and technological innovations, such as calligraphy and paintings that depict positive and bad behavior. The portfolio serves as a dynamic record of student achievement, for example, a collection of documents or student work that is evaluated by the teacher. Portfolio evaluation is carried out all the time and continuously.

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[50] Desi Sukenti, Syahraini Tambak, and Ermalinda Siregar, "Learning Assessment for Madrasah Teacher : Strengthening Islamic Psychosocial and Emotional Intelligence," *Al-Ishlah: Jurnal Pendidikan* 13, no. 1 (2021).

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