



Analysis of the Design of Islamic Religious Education Learning Assessment in the Merdeka Curriculum at SMP 9 Muhammadiyah Gondanglegi

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Abstract

Assessment or evaluation is an integral and inseparable part of learning. Through assessment, an individual's abilities become clearly visible. The purpose of writing this article is to describe the design of PAI and BP learning assessments in the Merdeka Curriculum at SMP 9 Muhammadiyah Gondanglegi as one of the schools that has implemented the Merdeka Curriculum with the Mandiri Berubah option. This research is a qualitative research using a descriptive method. The data collection techniques involve interviews and documentation. Data processing is carried out through validity testing and data triangulation across time, place, and subjects. The results of this research indicate that the design of PAI and BP learning assessments at SMP 9 Mugi follows a sequence from planning, implementation, data analysis, data interpretation, and follow-up. The forms of assessment conducted are Diagnostic Assessment, Formative Assessment, and Summative Assessment. Assessment greatly assists teachers in reflecting on the teaching strategies they employ.

Keywords: Merdeka Curriculum, Assessment, Islamic Religious Education, and Moral Values

Introduction

Education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the country (Undang-Undang Republik Indonesia Tentang Sistem Pendidikan Nasional, 2006).

Meanwhile, Islamic religious education as outlined in the PAI curriculum in public schools is explained as a conscious and planned effort to prepare students to recognize, understand, internalize, and

believe in the teachings of Islam, in harmony with interfaith coexistence, to ultimately achieve national unity and solidarity. According to Zakiyah Darajat, Islamic religious education is an effort to nurture and cultivate students so that they can consistently understand the teachings of Islam comprehensively. Then, internalize the goals, ultimately practice, and make Islam their way of life (Nurlelah et al., 2023).

At present, there is a new curriculum, the Merdeka Belajar Curriculum. This curriculum is interpreted as a learning design that provides students with the opportunity to learn calmly, enjoyably, and without

stress or pressure, allowing them to showcase their natural talents. In 2021, this curriculum began to be implemented on a limited basis in Pilot Schools, in accordance with the Ministry of Education and Culture Decision No. 1177 of 2020 regarding Pilot Schools (Sumiyati, 2021). According to Ali Rohmad (2022) the Merdeka Curriculum is not a new curriculum but rather a development of the existing curriculum with a changed implementation approach. The Merdeka Belajar policy will continue to evolve dynamically toward improvement

In the realm of learning, the term assessment or evaluation is well-known, and it is an integral and inseparable part of the learning process. Assessment is a process of collecting data that serves to gauge students' abilities. Through assessment, an individual's abilities become clearly visible. Effective assessment can motivate students to learn and can lead them to achieve optimal learning outcomes by utilizing their full potential. In the current Merdeka Curriculum, assessment emphasizes student-centered learning practices. (Kemendikbud, 2021).

The current Merdeka Curriculum provides flexibility for teachers to design instruction and assessments that align with the needs of students' characteristics. Assessments conducted in teaching take into account what students require and their characteristics in participating in the learning process. Assessments in the Merdeka Curriculum involve diagnostic, formative, and summative assessments (U. Maulida, 2022).

This research aims to describe: 1) How the implementation of the Merdeka Curriculum is carried out, 2) How the design of PAI and BP assessments is developed within the Merdeka Curriculum, and 3) What are the issues encountered in the

implementation of the PAI and BP assessment design at SMP 9 Muhammadiyah Gondanglegi. This research is important to conduct because there are not many articles discussing real-world actions related to the implementation of the Merdeka Curriculum (IKM), particularly in the design of PAI and BP assessments. This research is also crucial for providing concrete information about IKM, specifically in the context of learning assessment design, for schools that have already implemented it as well as those that have not. The hope is that through this research, schools that have not yet adopted IKM can be motivated to better prepare for its implementation. Another expectation is that the design of PAI and BP assessments can be improved, thereby helping to achieve the established objectives more effectively.

Method

This research is a qualitative research with a descriptive method. Qualitative descriptive research aims to describe and depict existing phenomena, whether natural or human-made, with a focus on characteristics, qualities, and interrelationships among activities. Additionally, descriptive research does not involve treatment, manipulation, or alteration of the variables under investigation but rather portrays a condition as it exists (Sukmadinata, 2011). The focus of this research is on the design of PAI and BP learning assessments in grade VII at SMP 9 Muhammadiyah Gondanglegi Malang, which has implemented the Merdeka curriculum. Data collection techniques include interviews and documentation. Data processing involves assessing validity and triangulating data from various sources, including different times, locations, and subjects.

This section includes the research type, time and location of the research,

target/audience, research subjects, procedures, data and instruments, data collection techniques, data analysis techniques, and other aspects related to the research methodology. Targets/audiences, research subjects, procedures, data and instruments, data collection techniques, and data analysis techniques, as well as other aspects related to the research methodology, can be presented in subsections with subheadings. Sub-subheadings do not require numbering but should be written in lowercase with an initial capital letter, Times New Roman 12 unbold, left-aligned

Especially for qualitative research, the time and location of the research need to be clearly stated (also necessary for quantitative research). The research target/subjects (for qualitative research) or population-sample (for quantitative research) should be elaborated clearly in this section. It is also important to describe the technique of subject recruitment (for qualitative research) and/or the sampling technique (for quantitative research).

The procedures need to be detailed according to the research type. How the research is conducted and how data will be obtained should be outlined in this section.

For experimental research, the type of *experimental design* used should be documented in this section. The nature of the data, how the data were collected, which instruments were used for data collection, and the specific data collection techniques need to be clearly outlined in this section.

How to Interpret the Obtained Data in Relation to the Research Problem and Objectives Needs to Be Clearly Elaborated.

(Note: Subsections may vary according to the type or research approach used. If there are sequential procedures or steps, they can be labeled with numbers or letters according to their position).

Results and Discussion

SMP 9 Muhammadiyah Gondanglegi, more commonly known as SMP 9 Mugi, is one of the middle-level schools that has implemented the Merdeka

Curriculum, particularly for grade VII. The implementation of the Merdeka Curriculum (IKM) is carried out gradually, consisting of three stages: Independent Learning, Independent Transformation, and Independent Sharing. In its implementation, this school has chosen the Independent Transformation option. Independent Transformation is the second stage of IKM, which provides flexibility for educational institutions to apply the Merdeka Curriculum using the teaching materials provided to the institution (Suradi, 2023).

The teachers responsible for the PAI and BP subjects at SMP 9 Mugi initiate the design of PAI and BP assessments starting from the planning of instructional modules because assessments are an integral part of the learning process that cannot be separated. Lesson planning within instructional modules that includes assessments is one of the effective steps to enable teachers to monitor students' learning progress and serve as a basis for evaluating the learning activities, thus facilitating improvements in the quality of instruction. The presence of assessments in the learning process facilitates students in measuring their learning progress, enabling them to identify areas that need improvement to reach the targeted competencies. Meanwhile, for teachers, assessments are highly useful in gathering information regarding students' learning needs, progress, and learning outcomes. Within the instructional module, PAI teachers supplement the assessment plan with details on the forms of assessment to be used and the assessment procedures. In planning assessments, PAI teachers always consider the learning objectives, criteria for achieving those objectives, and suitable assessment techniques. Among the assessment techniques most frequently used is assessment in the form of tests. For example, when a teacher is instructing on the theme of "Consuming Halal Food and Avoiding the Haram," at the end of the session before the lesson concludes, the teacher administers a written test related to the material presented.

This test typically consists of 5 essay-type questions. After completing their assignments, all students submit the tasks that have been assigned, and the teacher proceeds with the assessment. For the evaluation, the teacher assigns points to each item, ranging from 1 to 20 points. Each answer that is deemed most accurate receives a score of 20, while answers that are less suitable receive scores below that. In the end, the teacher totals all the points obtained by the students, following the scoring guidelines and score intervals established beforehand, to determine whether the student has comprehended the lesson or not.

There are three forms of assessment conducted by PAI teachers at SMP 9 Mugi: diagnostic assessment, formative assessment, and summative assessment. Diagnostic assessment is an assessment designed to diagnose students' basic abilities and determine the initial condition of the student participants (Priyono et al., 2023). Diagnostic assessment is divided into two types: cognitive diagnostic assessment and non-cognitive diagnostic assessment. The type of diagnostic assessment frequently employed by PAI and BP teachers at SMP 9 Mugi is cognitive diagnostic assessment. Teachers use this assessment to gather data regarding students' cognitive abilities. Identifying which students are already prepared for the new theme and which ones are not is essential. This allows the teacher to deliver the material according to their readiness level. Therefore, this assessment is conducted by the teacher before determining the learning objectives and instructional modules. The assessment results are then used by the teacher to implement differentiated learning that aligns with the individual characteristics and learning styles of each participant by forming research groups that bring together students with similar characteristics and learning styles.

An example of applying formative assessment before the start of a lesson, carried out by PAI and BP teachers at SMP 9 Mugi, is by posing questions related to concepts or topics that were covered in the

previous session. Then, at the end of the lesson, the teacher also asks students to write down three things about the new concept or knowledge they have learned, two things they want to delve deeper into, and one thing they still don't understand. Alternatively, the teacher provides questions in text form, and after students have answered the questions, the teacher either self-assesses the students' responses or provides an answer key as a reference for students to self-assess their own work.

The forms of summative assessment used by PAI and BP teachers at SMP 9 Mugi include daily quizzes, mid-semester exams, end-of-semester exams, school-wide exams, presentations, and projects. Assessments are employed to allow teachers to ensure the achievement of overall learning objectives, the results of which will be included in the student learning outcome reports. The assessment results are further processed by analyzing them either qualitatively or quantitatively. This data is obtained by comparing students' learning achievements with the criteria for achieving the learning objectives.

After creating an assessment plan within the instructional module and implementing it, the next step taken by PAI and BP teachers at SMP 9 Mugi is to process these assessments. The processing of formative assessments conducted by PAI and BP teachers at SMP 9 Mugi involves the use of rubrics. In the rubric data, teachers include indicators, for example, correctly naming halal food and drinks. Furthermore, they determine the levels of students' abilities, which consist of three levels: 1) Difficulty in correctly naming halal food and drinks. 2) Able to correctly name halal food and drinks but still struggle to explain the reasons for their halal status. 3) Able to correctly name halal food and drinks and explain the reasons for their halal status. After conducting measurements, teachers will be able to identify which students have achieved high and low performance levels. Students with low or insufficient achievement will receive remedial support,

which includes re-teaching with simplified materials using more suitable methods and media, implementing individual guidance, or utilizing peer tutors to assist students in reaching the desired learning outcomes. Meanwhile, students with high achievements are empowered to become peer tutors or are provided with enrichment activities from various learning sources.

Meanwhile, the concrete action of processing summative assessments can be observed through the Achievement Criteria of Learning Objectives (KKTP) that students have reached based on the Basic Competencies. An example of the specified Basic Competencies includes 3.12 understanding the provisions of halal and haram food and drinks based on the Qur'an and Hadith (Knowledge) and 4.12 presenting the wisdom of consuming halal and nutritious food in accordance with the Qur'an and Hadith (Skills). The results of students' summative assessments are categorized into four levels of achievement, which are as follows: 1) Needs Guidance (0-60), 2) Satisfactory (61-70), 3) Good (71-80), and 4) Very Good (81-100). Using a grading rubric, teachers determine that students are considered to have met the criteria for achieving the Basic Competencies if they have reached the 'Satisfactory' level of achievement. Some of the summative assessment results are processed to determine the final grades for the subject over the course of one semester.

Following the planning, implementation, and processing of assessments, the next step undertaken by teachers is to use the assessment results as feedback for self-reflection and evaluation. Among the reflections conducted by PAI and BP teachers at SMP 9 Mugi is self-reflection regarding the planning and teaching processes. They pose questions to themselves, such as: What aspects or elements in my instruction and assessment were successful? Have the learning objectives I formulated been achieved by the students? and so on. Additionally, PAI and BP teachers at SMP 9 Mugi also engage in

peer reflection by discussing the teaching and implementation processes with their colleagues.

In the context of teaching and learning activities, assessment plays a crucial role in assisting teachers to reflect on the instructional strategies they employ and enhance their effectiveness in designing and implementing lessons. Furthermore, assessment also provides information about the individual learning needs of the students they are teaching. However, what can sometimes become an obstacle is when teachers themselves end up feeling confused or lacking creativity in determining the appropriate teaching strategies to use, ultimately resorting to traditional lecture or conventional methods in their teaching.

Conclusion

Assessment is an integral activity within the learning process. It is conducted to seek evidence or a basis for evaluating the achievement of learning objectives. The design of assessment in Islamic Religious Education (PAI) and Civic Education (BP) at SMP 9 Mugi is carried out in a structured manner, starting from planning, implementation, data analysis, data interpretation, and follow-up. The types of assessment conducted by PAI and BP teachers at 9 Mugi include Diagnostic Assessment, Formative Assessment, and Summative Assessment. Diagnostic assessment is conducted prior to determining learning objectives and instructional modules, with the aim of understanding students' learning characteristics, strengths, and weaknesses. Formative assessment is the type of assessment that teachers emphasize the most because the results of formative assessments are highly useful in improving the ongoing learning process. Subsequently, teachers conduct summative assessments to ensure the achievement of the overall learning objectives.

As an essential component within the learning cycle, teachers are expected to possess the ability, willingness, and

commitment to carry out their professional duties. The teacher's capacity to utilize various forms of assessment, not limited to written tests alone, in the effort to gather information about their students' development is highly necessary. This is to ensure that the information or feedback derived from assessments regarding students' abilities becomes richer and more beneficial in the subsequent instructional design process.

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Author Profile

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