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AUTHENTIC ASSESSMENT DETERMINANT IN ISLAMIC RELIGION EDUCATION EXECUTION TOWARDS COGNIZANCE QUALITY HAVES A RELIGION IN STUDENT AT ELEMENTARY SCHOOL AND MADRASAH IBTIDAIYAH AT KUDUS REGENCY

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Abstract

This research aims to detect, describe, and predict about determinant variables about performance assessment or authentic assessment in Islamic religion education execution towards cognizance quality haves a religion in student at elementary school (SD) and Madrasah Ibtidaiyah (MI) at Kudus regency. This research uses to approach multivariate with research kind ex post facto. The research sample teacher and student from six at elementary school (SD) and Madrasah Ibtidaiyah (MI) at Kudus regency, sample taking is done with stratified random sampling data collecting by using questioner and problem check list student in haves a religion. Data analysis technique that is: (1) descriptive statistics analysis technique, (2) double correlation analysis technique, (3) analysis technique variance (ANOVA) and (4) double regression analysis technique. The research finding that is: (1) in general difficulty level haves a religion student at education stage base SD higher than at MI. (2) found which are positive connection and significant between teacher factor (X_1), student factor (X_2), curriculum factor (X_3), and environment factor (X_4) towards authentic assessment determinant in Islamic religion education execution (Y1) and towards cognizance quality haves a religion (Y2) in student at SD and MI at Kudus regency. The correlation result delivers free variable and bound that is X_1 (r = 0,989), X_2 (r = 0, 983), X_3 (r = 0, 967), X_4 (r = 0,957), and Y_1 towards Y_2 (0,947). R square found X_1 and Y_1 as big as 97,8%, X_2 and Y_2 as big as 96.6%, X_3 and Y_1 as big as 93,6% and X_4 and Y_1 as big as 91,0%, Y_1 and Y_2 as big 89,7%, while for hypothesis testing with ANOVA found significant F Change for all count as big as 0,000. H_a accepted and H_0 averse, so that this watchfulness result can valid for population. Regression line similarity that is $Ý_2 = a + b_1Y_1$, from calculation is found $Ý_2 = -0,737 + 0,473$.

Keywords: *Performance Assessment or Authentic Assessment, Islamic Religion Education, and Cognizance Quality Haves a Religion.*

Introduction

National education program be one of [the] program that must be run by government, be right for every citizen to get instruction. This matter is in line with Republic of Indonesia country likes included in paragraph fourth constitution opening 1945. Indonesia country government, among others, has duty makes society educates nation life. education for every

citizen that living in Indonesia regulated by constitution 1945 chapters xiii about paragraph education 31 that consist of 2 verses sounds: (1). Every citizen justifiably get instruction, (2).Government carries on and conduct one national instruction system, at regulate (constitution 1945, P-4, GBHN 1993: 240-241). National education aim, as mentioned in UUSPN no. 2 year 1989 in chapter II section 4 at tell: that national education aims to make intelligent society in nation life and develop Indonesia human intact, that is human that believe in and god fearing towards god malt one and virtuous noble character, has erudition and know-how, body well-being and spiritual, steady personality and self-supporting with social responsibility taste and nationality.

Thereby education exertion for all (education for all) for supposed society can increase level and dignity of nation life, national education aim furthermore follows Wuradji (1997: 16) can at see in 5 dimensions that is: (1).Dimension spiritual (belief in god, God fearing, noble character); (2) Personality dimension (steady individual and self-supporting, Strong, work ethic, discipline, well spiritual); (3).Social dimension (social responsibility and nation); (4).Intellectual dimension (intelligent, creative, skilled, Professional, and voluminous); (5) physical dimension (wells physical).

See fifth dimension in national education aim above. So, clear that education and religion instruction is one of [the], dimension, must is on every national education system executor, care of general draft realizes Indonesia human intact well body and, spiritual, beside that is our society is society religious.

But in religion education execution at school this time, experience various complex problem that is: (1) Not yet Islamic religion education teacher the maximal in realize religion study process intact for entrant educate, good begin from planning execution and study evaluation; (2). Total of hours or credit system semester more decried; (3).Not yet integration existence in education exertion in 3 (three) (environment/units in education); (4). The decreased it to care society about meaning the important religion education; (5). The low creativity and religion teacher motivation in subsidize process execution quality learns PAI; (6). Media and study source PAI not yet proper; (7).Curriculum matter development not yet based on psychology for student; (8) Curriculum PAI that experience stagnation, more give top priority cognate aspect; (9). Study only developed intellectual intelligence and not yet develop intelligence spiritual, intelligence emotional, intelligence interpersonal, and others; (10).Matter disagree with development psychology student; (11).Method in monotonous

religion instruction, so that lose looks for entrant educates; (12). Not yet commitment existence between religion teacher and teacher non religion at school according to together in form cognizance haves a religion student; (13). Enter it infinite foreign culture (there is no limit) passes assorted media; (14). Not yet walk it comprehensive evaluation system and authentic assessment for entrant educates, but existing evaluation system more in evaluation cheats and artificial.

As finally from Islamic religion study not yet show application that have a meaning from a erudition and know-how essence, so appear assorted crisis and moral crisis (multiple dimension crisis), execution appearance for example inclined aggressive, easy conflict delivers member, conflict deliver adolescent, act violence on behalf of religion, religious radicalism, and there is no tolerance with exclusively, moral crisis, and others, addressed in failure in Islamic religion education at school or madrasah. While peculiarly desirable religion education by government that is comprehension and inclusive religious execution, balance and moderate be condition haves a religion all society in democracy atmosphere and fast social change, hotly have a religion tall.

Authentic evaluation (authentic assessment) is real mirror from student study condition, authentic evaluation in Islamic religion education context based on from individual experience, direct experience at real world every student, so that knowable development learn student in the field of Islamic religion education related to Islamic cognizance quality according to intact, good domain cognitive, affective and psychomotor.

With see society reality above, so author wants to detect and identify about: authentic evaluation determinant in Islamic religion education execution towards cognizance quality haves a religion in student at elementary school and madrasah ibtidaiyah at Kudus regency. On the chance of knowable earlier about: (1) how does authentic evaluation in Islamic religion education execution towards cognizance quality have a religion in student at elementary school and madrasah ibtidaiyah at Kudus regency, (2) what determine authentic evaluation in Islamic religion education execution towards cognizance quality have a religion in student at elementary school and madrasah ibtidaiyah at holy regency.

Theory Study and Hypothesis Formulation

1. Authentic Assessment in Islamic Religion Education Context

Authentic assessment information collecting process by teacher about development and study achievement that done by entrant educates to pass various technique that can to unfold,

prove, or show correctly that study aim genuinely has been dominated and reached (Nurhadi,2004: 172). Furthermore Hill and Ruptic (1994: 8) declare that assessment a process to gather proof and document study and child growth.

As to rationalization is wanted authentic evaluation in study that is: (1). Related parties willing with education (stakeholders education) to illuminate constructive characters from study and education, (2). Authentic evaluation allows entrant educates to choose the way self to demonstrate competence and the craft, (3). Authentic evaluation evaluates how effective student directly can to apply the erudition in so many kind and task, (4). Give study legitimization with connect it in real world context; (5). Give possibility collaboration deliver student and collaboration rush by curriculum (Ismet Basuki and Hariyanto,2014: 169).

Authentic assessment in Islamic religion education can use various evaluation tool kinds that is: (1) Column/score guide, (2). Portofolio or e-portofolio, (3) Authentic task, (4) Self evaluation or self assessment, (5). Interview ,(6).Narated to return story or a text, (7).Writing example, (8).Project or exhibition, (9) Experiment or demonstration,(10). Constructed response items, (11).Teacher observation note, (12).Diary journal/entry; (13).Work writes, (14). Tongue quiz, (15).Character portfolio, (16).Graphic organizer, (17). Check list, (18).Reading logarithm, (19).Video recording, (20).Discussion process recording, and (21).Anecdotal record.

2. Cognizance Quality Haves A Religion Student

Basically human visible from several truth dimensions, the humanity with the potentially, basically can be grouped to be, 4 dimensions, that is: (1) individual dimension, (2) sociality dimension, (3) dimension morality, (4) dimension haves a religion. (Umar and La Sula, 2000: 130). Scope furthermore haves a religion student covers spiritual aspect and the execution is practiced deed (Muslim, 2001: 4-5), has big responsibility in entrant educates in grow and develop according to according to and proportional as according to fourth dimension, so that can bloom as human figure according to intact.
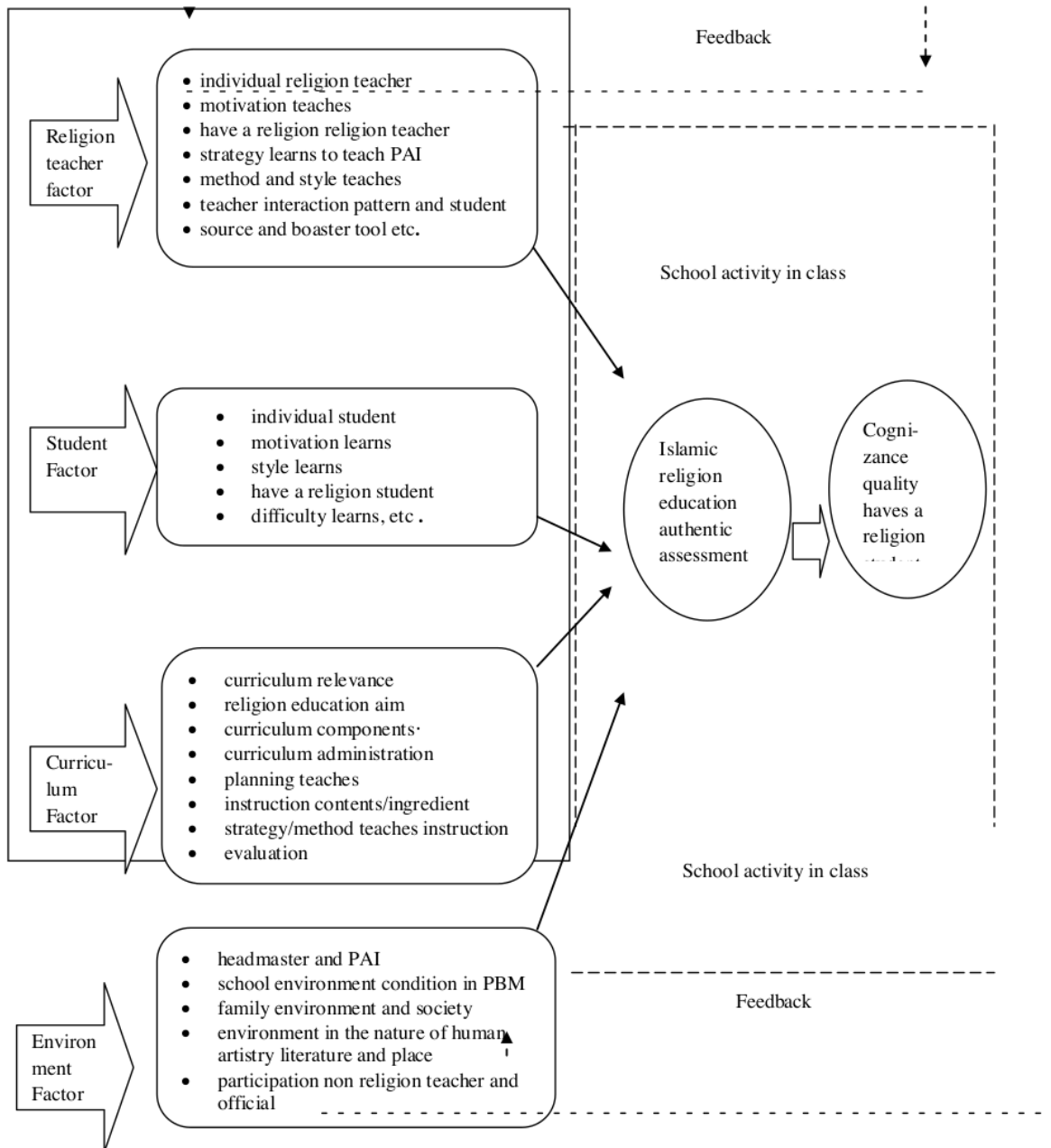
3. Islamic Religion Education Authentic Assessment Determinant Towards Cognizance Quality Haves A Religion Student.

Kernel factors (determinant factor) necessary pay attention in education program execution in process activity learn to teach: (1). educator factor (teacher); (2) student factor; (3) curriculum factor; and (4) environment factor to clarify connection description between determinant factors in teaching and learning process activity in influence process success learns to teach, and result learns to teach, as proposed by J. J. Hasibuan and Moedjiono

(1999: 12) that determinant in school activity election that is aim, student, matter, teacher and administration economy.

4. Sketch Thinks Watchfulness

Figure 1 Draft Thinks And Channel Analysis Hypothesis Delivers Research Variable

Feedback

Religion teacher factor
- individual religion teacher
- motivation teaches
- have a religion religion teacher
- strategy learns to teach PAI
- method and style teaches
- teacher interaction pattern and student
- source and boaster tool etc.

School activity in class

Student Factor
- individual student
- motivation learns
- style learns
- have a religion student
- difficulty learns, etc.

Islamic religion education authentic assessment

Cogni-zance quality haves a religion

Curricu-lum Factor
- curriculum relevance
- religion education aim
- curriculum components·
- curriculum administration
- planning teaches
- instruction contents/ingredient
- strategy/method teaches instruction
- evaluation

School activity in class

Environ ment Factor
- headmaster and PAI
- school environment condition in PBM
- family environment and society
- environment in the nature of human artistry literature and place
- participation non religion teacher and official

Feedback

253

With approach multivariate author assuming many variables that be determinant. based on details author presents hypothesis as follows: authentic evaluation determinant in Islamic religion education execution towards cognizance quality haves a religion in student at elementary school and madrasah ibtidaiyah at Kudus regency, in any case there variance determinant: religion teacher, student, Islamic religion education curriculum, and environment.

Research Method

   1.   **Approach And Research Kind**

This study object is studied by using approach multivariate. This matter is based at one particular phenomenon. That is determined by many, determinant, both merely by one or two determinants. With regression analysis, a certain variable wants forecasted to based linear connection or curve linier, with amount of variable with covariance analysis all at once controlled, amount of free variable passes sample groups and controlled. The individual variation, with factor analysis knowable variable total, free that looked for big determination with variables over (Noeng Muhadjir,1981: 63). Factor analysis follows Suharsimi Arikunto (2000: 518) as approach multivariate another, assuming about impersonate it many variance in a certain phenomenon. This research is research ex post facto or measurement after incident (Suharsimi Arikunto, 2000: 280). Event that happened and then trace rear pass data to find factors that precede event causes that canvassed. This research has unfolded data has hit phenomenon that is on respondent self without give treatment or manipulation in variables that be canvassed.

   2.   **Factor Analysis as Model to Explain Phenomena**

Factorial something that indicates in model or plan. Research (Suharsimi Arikunto, 2000: 519). With assumption that is one or more has influence in variable other.

   3.   **Reseach Area and Sample Election Procedure**

This watchfulness is carried out at area Kudus regency. With take SD and MI country good or private at consider representative, with see from geographical condition characteristics, demography, economy social condition, policies and culture from watchfulness location. Literature study and document study at wear to look for alternative

research area sample taking, that is sample election procedure based on in elementary school education institution SD and MI, with pay attention school quality level or MI widespread at environment Kudus regency based on data EMIS official and statistical office.

In research sample taking, election sample based in technique stratified random sampling that is sample election process in such a manner so that all sub group in population is represented in sample with comparison as according to total exist in population. (Sumanto, 1995: 43). Researcher sample magnitude determination uses Krejcie and Morgan (1970), considering that quality level by SD and MI.

Table.1. Research Sample SD and MI at Kudus Regency

Number	District	MI Country	SD Private	MI Country	SD Private
1	Kaliwungu	1	0	0	0
2	Kota	0	0	1	1
3	Jati	0	1	0	0
4	Bae	0	1	1	0
	Total	1	2	2	1

4.   **Research Variable and The Measurement**

In this watchfulness is researcher limits in five (five) variables that estimated as factor mutual influence in cognizance quality formation haves a religion student at school, that is 4 (four) free variables (independent variable) or predictor, and 2 (two) dependent variable). so can be described connection deliver variable in this watchfulness, as follow:

Figure 2. Research Variable Design
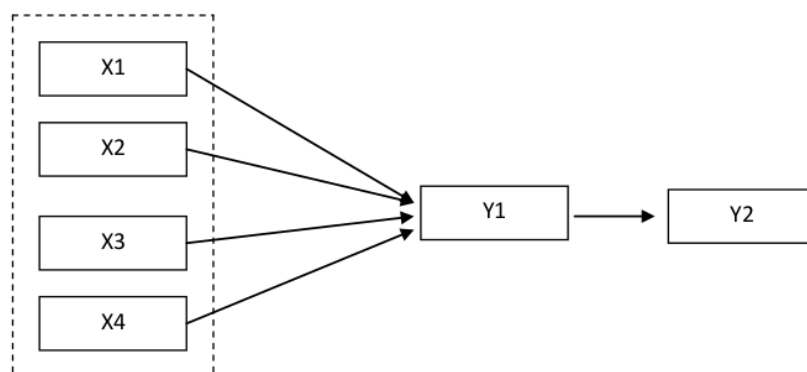
Explanation:

X1 = teacher factor, X2 =faktor student, X3 = curriculum factor, X4 = environment factor,

Y1 = authentic evaluation in Islamic religion education, Y2 = cognizance quality haves a
religion student.

5.   **Validity Testing And Rcliabilitas Instrument**

Good instrument condition one of them instrument must valid, as Suharsimi Arikunto (1992: 136) explain that a instrument is said valid when can to measures what want us measure and can unfold data from variable that canvassed correctly. While test reliability watchfulness instrument is meant to detect permanent degree a measuring instrument. The measuring instrument can has reliability, when repeatedly be used by researcher self also another person show result same in object same, with different time. Testing reliability instrument can be done externally (by using test-retest (stability), equivalent and federation both) also internal consistency by using existing grains consistency, like technique cuts in two (Spearman Brownian), Alpha Cronbach, Gutman, and Anova Hoit. (Sugiyono and Eri, 2001: 220-236). Validity test counting process and reliability grain uses program SPSS version 21.

6.   **Classic Assumption Test**

Testing is technique that usable test of multi-collinearity diagnostics, test of autocorrelation, test of homogeneity variance, test of normality, and test of linearity data. With do classic assumption test, so researcher can decide to what this research uses statistics parametric or statistics non parametric.

7.   **Data Analysis Technique**

In data analyzing process, researcher will use quantitative analysis technique, statistically inference with statistical methods parametric. Technique that worn in analyze data that is analysis variance (analysis of variance), not t-test caused by more than three values, analysis variance has fist function can be used to determine to what value average from two or more sample differ according to significant or not. Second, calculation analysis of variance (ANOVA) produce price F according to significant show to researcher that sample that canvassed to come from different population. Third, ANOVA can be used to analyze data that produced with complex factorial designs (Suharsimi Arikunto, 2000: 517-518).

Data Analysis and Result Discussion

1.   **Descriptive Analysis,**

Problem haves a religion student by using check list found that at elementary school (SD) bigger, except inwrought Islam elementary school (SDIT) difficulty level haves of religion smaller than SD and MI as big as 26,5 % answer yes, and 73,5 % answer not. This matter is proven by existence SDN 1 Purwosari problem haves a religion higher as big as 50 % answer yes and and 50 % answer not, and also SDN 5 Dersalam problem haves a religion lower than SDN 1 Purwosari as big as 36,6 % answer yes, and 63,4 answer not. While problem have a religion student at MI in general lower than at elementary school (SD) keculai SDIT, with sequence bottommost begin from SDN Kaliwungu as big as 33,5 % answer yes, and 66,5 % answer not. Then continued MI Darul Ulum and MI Muhammadiyah each of 33,7 % answer yes, and 66,3 % answer not.

2. Analysis Inferensial and Research Result Discussion

After done test of multi-collinearity diagnostics, test of autocorrelation, test of homogeneity variance, test of normality, and test of linearity data, so step furthermore that is do watchfulness hypothesis testing, with do data processing process with result as follows:

Table 3. Correlation Delivers Teacher Factor, Student, Curriculum, Environment And Authentic Evaluation PAI

		Faktor Guru	Faktor Siswa	Faktor Kurikulum PAI	Faktor Lingkungan	Penilaian Otentik PAI
Penilaian Otentik PAI	Pearson Correlation	.989**	.983**	.967**	.957**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	18	18	18	18	18
**. Correlation is significant at the 0.01 level (2-tailed).						

In table 3 above be matrix correlation between variable X1, X2, X3, dan X4 with correlation that used correlation Pearson (correlation product moment). In correlation matrix found connection significant between each free variable with bound variable that is Islamic religion education authentic evaluation is found number 0,989, 0,983, 0,967, and 0,957, as to acceptance rule and denial. When significant under or equal to 0,05 so H_a accepted and H_o at refuse.

Table 4. Correlation Between Authentic Evaluation PAI And Cognizance Quality Haves A Religion Student

		Penilaian Otentik PAI	Kualitas Kesadaran Beragama Siswa
Penilaian Otentik PAI	Pearson Correlation	1	.947**
	Sig. (2-tailed)		.000
	N	18	18
Kualitas	Pearson Correlation	.947**	1

Kesadaran Beragama Siswa	Sig. (2-tailed)	.000	
	N	18	18

In table 4 above be matrix correlation between variable Y1 with Y2. Correlation that used correlation Pearson (correlation product moment), in correlation matrix found connection significant between each free variable with bound variable that is Islamic religion education authentic evaluation is found number 0, 947. as to acceptance rule and denial, when significant under or equal to 0,05 so ha accepted and ho at refuse.

Tabel 5. Determinant Coefficient Summary Between X1, X2, X3 and X4
with Y1 towards Y2

No.	Hubungan Variabel	R	R Square	Sig. F Change
1.	X1$\rightarrow$ Y1	0,989	97,8 %	0.000
2	X2$\rightarrow$ Y1	0,983	96,6 %	0.000
3	X3$\rightarrow$ Y1	0.967	93,6 %	0.000
4	X4$\rightarrow$ Y1	0.957	91,0 %	0.000
5	Y1$\rightarrow$ Y2	0,947	89.7%	0.000

Data Source: Hasil Olah Data SPSS version 21

Tabel 6. ANOVA Coefficient Summary Between X1, X2, X3 and X4
with Y1 towards Y2

No.	Hubungan Variabel	F	Sig. F Change
1.	X1$\rightarrow$ Y1	697,981	0.000
2	X2$\rightarrow$ Y1	450,750	0.000
3	X3$\rightarrow$ Y1	232,505	0.000
4	X4$\rightarrow$ Y1	172,259	0.000
5	Y1$\rightarrow$ Y2	139,830	0.000

Data Source: Hasil Olah Data SPSS version 21

In table 6 ANOVA above show F value counts. In column significant at can value 0,000? mean that ha accepted and ho averse. Thereby inference this test result can operative in population.

Regression line similarity can be used to do predictions (estimation), how does independent variable influence towards variable change magnitude dependent. To determine

258

regression line similarity, so researcher shall have knowledge my price is zero (a), and my price is one (b), be putted into regression line similarity. Y2 = a + b1Y1, to simplify counting result, so researcher uses aid SPSS version 21, with result as table 7 hereunder:

Table 7. Coefficient Between Authentic Assessment Towards Cognizance Quality Haves A Religion Student In Regression Line Similarity

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.737	5.810		-.127	.901
	Penilaian Otentik PAI	.473	.040	.947	11.825	.000

a. Dependent Variable: Kualitas Kesadaran Beragama Siswa

In above mentioned table is found my price zero (a) = -0,737 and my price is one (bl) = 0,473. Thereby determinable regression line similarity between Islamic religion education authentic evaluation towards cognizance quality have a religion student at school? can be composed as follows: Y2 = -0,737 + 0,473, with found regression similarity, so can be used to do predictions (estimation). Value t test in Islamic religion education authentic evaluation variable Yl = 11.**825.**, this value testing towards regression coefficient to detects to what independent variable Y1 influential significant towards variable value change dependent (Y2). As to rule to test hypothesis that submitted to what accepted or averse with see standard significant, when significant under or equal to 0,05, so ha accepted and Ho averse. Seen number significant found number as big as 0,000. Thereby ha accepted and ho at refuse, thereby inferential there variable influence Y1 towards Y2**.**

Conclusion and Suggestion

There are some conclusion that can researcher take that is: (1). teacher condition, student, curriculum, and environment is factor determinant in Islamic religion education authentic evaluation, so that influential towards cognizance quality haves a religion student, in general difficulty level haves a religion student at education stage base SD higher than at MI, (2). from this research result inferential that teacher factor, student factor, curriculum factor, and influential environment factor, and towards performance assessment Islamic religion education and cognizance quality haves a religion student at education stage base SD and MI either through self also together found which are positive connection and significant between teacher factor (X1), student factor (X2), curriculum factor (X3), and environment

factor (X4) towards Islamic religion education authentic assessment (Y1) and cognizance quality haves a religion student (Y2) at education stage base SD and MI.

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