



RESEARCH ARTICLE

THE ANALYSIS OF ISLAMIC EDUCATION TEACHER ABILITY TO IMPLEMENT AUTHENTIC ASSESSMENT IN ISLAMIC JUNIOR HIGH SCHOOL

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ABSTRACT

This study is aiming to find the assessment process implemented by Islamic Education Teacher in Islamic Junior High School Darussalam Bermi Babussalam, Gerung, West Lombok. The study concentrates on; How do Islamic education teachers develop and implement assessment instrument on cognitive, psychomotor, and authentic aspect? The qualitative approach in this study covers some of data collection method; (1) pre-fieldwork, (2) fieldwork, and (3) intensive analysis. Includes: observation, questionnaire, interview, and documentation. All data were analyzed by data reduction, data presentation and data verification. The findings indicated that (1) Islamic education teachers have not implemented assessment instrument on affective, cognitive and psychomotor aspect, only 12.5% teachers implemented it while 87.5% did not. (2) The Islamic education teachers have not applied authentic assessment aspects comprehensively.

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INTRODUCTION

As a system, teaching and learning process consists of teacher, students, material, facility, and assessment. All those components cannot be separated as it connects each other. Therefore, teachers are required to be able to measure either study objective or the effectiveness of teaching and learning process through assessment. The assessment enables teachers to measure students' competence as well as to give them feedback to improve learning process to become more effective. In addition, they may use assessment as a consideration which later will be explained to parents as a student report. However, an assessment is limited to some aspects as it is not the only thing employed as a basis to identify students' development. Thus, teachers need different assessment instruments to measure various students' development. Assessment as part of teaching and learning should be designed before the class started. The reality found in the Islamic school is that teachers commonly develop their assessment instrument right before the assessment will be carried out. They are supposed to prepare all lesson plans and to develop the assessment instrument before the class. Meanwhile, the instruments developed by teacher are still dominated with cognitive aspect. On the other hand, psychomotor and affective aspects of the instrument have not been developed yet. The assessment instrument regarding students' attitude is not applied despite its inclusion in the

lesson plans developed by the teachers. Research on the authentic assessment has gained its currency in the educational landscape. The study on authentic assessment by Bhakti, Kusairi, and Muhardjito (2014), for example, aims to develop a model for authentic assessment in the form of especially designed practical handbook for physics learning, which is intended to help guiding teachers in developing authentic assessments. However, the book will not sufficiently help the teachers to develop and implement the assessments if they lack of competency in developing and implementing such assessments. In addition, it is also limited to the context of physics, which does not mean that it is suitable for other lessons, such as Fiqh (Islamic jurisprudence), Qur'an and Hadith, Aqidah, Arabic, and History of Islamic culture. Another research by Nurmasiyah and Hudiayatman (2016) regarding the challenges of teachers in developing the affective aspect of authentic assessment on social science course focuses on the construction of affective aspect, which is also limited to the social traits excluding the spiritual components. In fact, the affective aspect entails both the social and spiritual components. Additionally, a study by SherAzim and Mohammad Khan regarding authentic assessment (2012)—an Instructional Tool to Enhance Students Learning—focuses on the scientific implementation of authentic assessments pertinent to sounds and noise—and involves students in its implementation. The findings show that students could develop their scientific understanding about the application of authentic assessments, in which they are engaged in the investigation of the concepts. During its carry out, the students did interviews and observations regarding the noisy pollution in their

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environment, the results of which are presented to communicate their understanding in their community. The study tends to the application of one type of authentic assessment, that is assessment project, whereby the students are assigned to do a project within a given time period to probe through interviews and observation for the sake of individual findings.

Despite gaining such popularity in the realm of education, the investigation of authentic assessment within the realm of Islamic education remains sparse. To fill this void, the current study aims to discover the assessment process carried out by teachers particularly on Islamic education (Fiqh, Al-Qur'an and Al-Hadith, Faith, Arabic, Islamic history) in MTs (Private Islamic Junior High School) Darussalam Bermi Babussalam, Gerung, West Lombok. Teachers in the Islamic school, where this study was conducted, did not have adequate knowledge and skills to develop and implement an authentic assessment, especially on Islamic religious course. The process meant in this study included the development of the authentic assessment and its implementation including the aspects, such as spiritual aspects, social behaviors, knowledge and skills.

Assessment

An assessment is meant to measure students' mastery on subject material and study objectives as well as the effectiveness of teaching and learning activity. It can be done in every process before completing the whole teaching and learning process. This kind of assessment is well known as a formative assessment. Meanwhile, when it is completed after a series of teaching and learning process is known as a summative assessment. Assessment is a process of collecting and using information by teacher through several evidences to take a decision about study achievement. The teaching result can be the impact of teaching and accompanying impact. The impact of teaching is a result that is immediately observed after the learning process and assessment while accompanying impact is a result that cannot be observed immediately after the learning process and assessment. It normally requires extra time to be found through teacher observation as it is related to changing behavior (Dimiyati and Mudjiono, 2013). In regulation of Ministry of Education and Culture No. 66 year 2013, it is described that educational assessment as a process of collecting and processing information to measure students' study achievement which covers: authentic assessment, self-assessment, portfolio based assessment, test, daily test, midterm test, final-term test, school examination (Permendikbud, 2013). Authentic assessment is a significant and meaningful measurement of students' learning outcome on affective, cognitive and psychomotor domain. Authentic term has close meaning with original, real, valid or reliable. As a concept authentic assessment is more significance compares to multiple choice tests. Authentic assessment is comprehensively applied to gauge the aspects of attitude, knowledge, and skills, including the input, process, and learning outcomes (Sani, 2015). Kurniasih and Sani (2016) define the authentic assessment as a kind of assessment which requires students to perform and apply the knowledge and skills gained from the learning of doing assignments in a real context.

Learning outcomes assessment

The assessment carried out by those various techniques enables the teachers to get comprehensive outcomes in which they may

dig different kind of information from students that later known as class assessment. The assessment should be done through various forms of assessment either in the form of test or non-test, in which the former takes the forms, such as multiple choice questions, description test, essay, or any other oral or written test formats; while the latter, the non-test, includes the assessment on performance, product, and observation, as well as journals or anecdotal reports. Implementing all kinds of the assessments will enable the presentation of comprehensive learning attainments, which include the knowledge, skills, and attitude. To be able to assess the knowledge and skills, it is incumbent upon the teachers to possess the knowledge and capabilities pertinent to various techniques of assessments as it enables them to appropriately use certain assessments compatible to the characteristics of the goals, materials and the students themselves. Similarly, applying various forms of assessments allows the teachers to minimize possible drawbacks of other assessments being used. Marrying various assessment techniques and approaches will enhance the assessment validity (Kurniasih and Sani, 2016). Assessment should be performed continuously because it is an integral part of the learning process. It can take place not only in the classroom but also beyond, during which the interaction among the students and between them and the teachers, as well as doing assignments outside the class. Also, assessment can be performed at the end of each lesson, which enables the teachers not only to be informed of the extent to which the students have been able to cope with the learning objectives and learnt materials, but also to collect the information necessary for the improvement of future learning process. In addition, the assessment can be conducted by the end of each term and academic year, which is often referred as the general examination.

On the other hand, general test is given at the end of semester, which first-term questions are taken from the material from first semester meanwhile final-term questions are the combination of first and second semester material with emphasis on the latter. Final test is done at the end of study program. The materials tested include all basic competences given with the aim of determining graduation for students or whether they can continue their study or not. In regulation 32 year 2013 it is stated that assessment of learning outcomes in line (1) all subjects are done through the school examination in order to determine graduation of students from education unit (Permendikbud 32, 2013). In regulation of Ministry of Education and Culture number 104 year 2014 regarding to learning outcomes assessment it is explained that this is a systematic process of collecting information and evidence of students' learning achievement on spiritual, social, psychomotor competence during and after learning process (Permendikbud 104, 2014).

Authentic Assessment

In regulation of Ministry of Education and Culture number 104 year 2014 it is clarified that authentic assessment is a form of assessment requires the students to perform behavior, application of knowledge and skill achieved from what they have learned in performing their work in real-world (Permendikbud 104, 2014). In 2013 curriculum authentic assessment includes affective, cognitive, and psychomotor competence.

Affective assessment

Affective assessment can be measured by observation, self-assessment, peer assessment, and anecdotal record. It is intended to record students' behavior progress either towards the subjects or things in general. For instance, observing students behavior towards discipline, diligence, honesty, cooperation, etc. The form of the observation can be developed by teachers or referred to some examples of observation guideline obtained from any literature related to study assessment. Self-assessment is an assessment developed as a result the changing of teaching and learning system from teacher-centered to student-centered. To avoid subjectivity of self-assessment, there are some points need to be noticed by teacher such as: (1) to explain the objective of self-assessment, (2) to determine the competence that is going to be assessed, (3) to decide the indicator and assessment scale, (4) to determine self-assessment format. Peer assessment is a chance given by students to evaluate their peers one to another.

Cognitive competence assessment

This assessment covers written tests such as multiple choice questions, matching questions, true or false, fill-in-the-blanks and short answer questions, etc. As a part of authentic assessment, essay test requires students to construct their own knowledge. They can also express their ideas into writing by using their own words.

Psychomotor competence assessment

It can be done in several ways as follows:

- (1) Performance assessment observes students' activity on meaningful tasks such as performing shalat, reading poetry, reciting short surahs, practicing sports, giving a speech etc.
- (2) Project assessment is given to students to do their work in a certain time in order to measure students' comprehension in doing investigation. It consists of planning and developing design, collecting data, processing data until reporting the result of investigation.
- (3) Product assessment is assessing students' work such as painting, calligraphy, baking cake, making musical instrument, cleaning utensil etc.

Research question

1. How do teachers develop assessment instrument on cognitive, psychomotor, and affective aspect in Islamic junior high school Darussalam Bermi Babussalam, Gerung, West Lombok in 2016?
2. How do teachers implement the assessment instrument on cognitive, psychomotor, and affective aspect in Islamic junior high school Darussalam Bermi Babussalam, Gerung, West Lombok in 2016?

METHODOLOGY

Research Design

The exploratory case study design was employed in this study as it aimed to describe the contextually bound reality in an in depth manner (Yin, 2009). Yin also advocates that a research grounded in 'how' questions is one feature of case study research. These two main characteristics of qualitative case

study are evidenced in this study with reference to the aim of the research, how the assessment instruments comprising of cognitive, psychomotoric and affective components were developed and implemented at MTs. Darussalam Bermi Babussalam Gerung, West Lombok 2016. More specifically, the research questions in the first section of this study inform the use of the exploratory qualitative case study design.

Data and Source of Data

Data in this study concerns with the information obtained from data collection for example, questionnaire, interview, observation and documentation in the field which is related to development and implementaton of authentic assessment instrument by Islamic education teacher (fiqh, Al quran and Al Hadith, aqidah, Arabic and Islamic history in MTs. Darussalam Bermi. The data can be classified into verbal data and non verbal data (action). Data source in qualitative study is not necessarily representative with the quantity of data source instead the holistic information. The information is later employed as a foundation from the conception and theory that appears in this study as it hopefully gives holistic and contextual information. Therefore, the researcher employs purposive sampling method (Miles et al., 2014). The data source can be categorized as subject of study and place of study. Subject in this study are those who involved in the development and the implementation of authentic assessment events in learning activity in MTs. Darussalam Bermi such as Islamic education teachers. However, the data is limited to some components (1) the development of authentic assessment instrument on cognitive aspect which covers test assessment, affective assessment, and psychomotor assessment. (2) the document of cognitive, affective, and psychomotoric assessment intrument. The study takes place in MTs. Darussalam Bermi Gerung where the events in the development and implementation of assessment ocured.

The sources of data in this study were as follows:

- a. Islamic education teachers consist of fiqh, Al quran and Al hadith, aqidah, and Arabic.
- b. The head of MTs. Darussalam Bermi
- c. Students from MTs. Darussalam Bermi comprises 9 classes; 3 classes from grade VII, 3 classes from grade VIII, and 3 classes from grade IX. There are 36 students consists of 4 students from each class selected based on the highest, higher, and the lowest qualification including the head of the class from class VII, VIII, and IX. The data taken from the students would be of paramount importance for the sake of data validty as students provide another empirical evidence on how the assessment is actually implemented in the classroom. Hence, their views on this would be used to corroborate the data drived from the teachers and observation.

Data Collection

The data for case study research drive from various sources, such as "documentation, archival records, intervies, direct observation, participant-observation, and physical artefacts" (Yin, 2009, p. 99). Nonetheless, among the aforementioned multiple sources of data, the ones garnered in this study were derived from observations, interviews, and documentations. The aim of using numerous data in the study was to

corroborate the findings through triangulation technique (the use of multitude of data sources) (Sugiyono, 2017).

Data Analysis

In this research, data analysis applies an interactive model, as illustrated below:

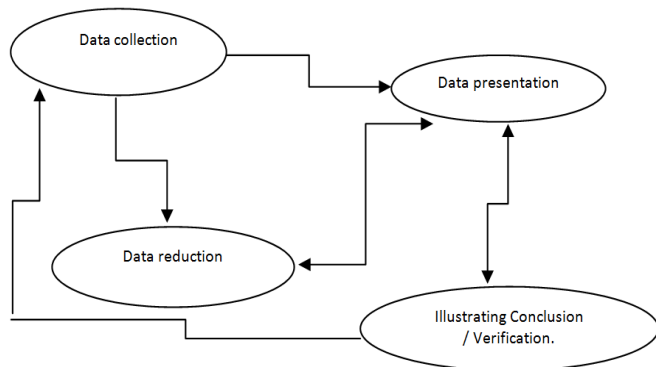


Figure 1. Interactive Model of Data Analysis Component (Miles et.al, 2014)

As presented by Miles, Huberman, and Saldaña (2014), data analysis consists of three interrelated sub processes; data reduction, data presentation, and verification. Data reduction means that all of the potential on the data will be simplified into anticipatory mechanism. The simplification was made when the researcher determine the conceptual framework. In this stage, the next assortment comprises summary data, data coding, themes formulizing, clustering, and written data presentation. Data presentation or data display is the second part of the analysis. It is a construction of a solid structured of information, which is possible to take the conclusion and action applied (applying action). Therefore, the researcher needs to examine data reduction process as a background of giving a data implication. In this part, data verification involves researcher to interpret the data and to determine the meaning of data presentation. According to Miles et al. (2014), in this stage, the researcher is allowed to use some methods for example comparing method, formulating system and theme, clustering, confirmation method such as triangulation, discovering the negative cases, finding respond and cross-check process with respondent.

Findings

1. The development of authentic assessment Instrument by Islamic study teacher (Fiqh, Al- Qur'an and Al Hadist, Aqidah, Arabic, and Islamic History) in MTs. Darussalam.

The questionnaires were distributed to eight (8) respondents; Islamic education teachers (fiqh, Al- Qur'an and Al Hadith, aqidah, Arabic, and Islamic History) in Mts. Darussalam Bermi. The questionnaires were aimed to gain the data pertinent to how the teachers developed the authentic assessment instrument comprising of the attitude, knowledge, and skills; and how they implemented such an assessment. The questions included were when the assessment instrument should ideally be developed, types of the assessment instrument being developed, how the assessment instrument regarding knowledge, and attitude; how the assessment instrument based product, project and portfolio. Observations were performed to collect the data regarding the

implementation of authentic assessment, which included the aforementioned aspects. The indicators are the ownership of the documents of assessment instrument of every assessed components and the applicability of the authentic assessment entailing the aforementioned aspects. Drawing on the data derived from the above data collection techniques, the empirical findings showed that 86% of the teachers were found to always prepare for the lesson plans before the class started, and that 14% of them were found to rarely get the lesson plans prepared in advance. Also, it was unveiled that never had the teachers come to the class without any prepared lesson plans given the 0% percentage (see the pie chart beneath).

It is presented on the chart below:

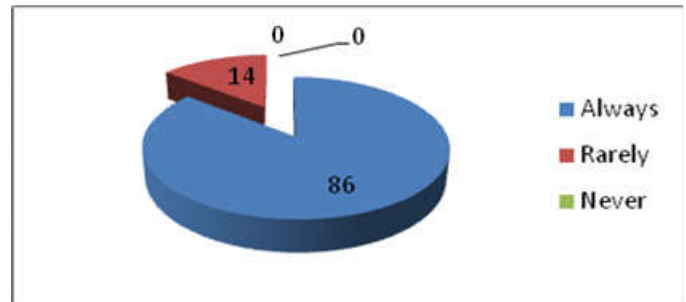


Chart 1: The chart of Islamic study teachers preparing lesson plan in MTs Darussalam.

With regard to the assessment instruments developed by the teachers in the Islamic school, all respondents claimed that they always put the component of the assessment as a part of developed lesson plan. In addition, it must be clearly included based on the type, technique, and assessment instrument of the lesson plan prepared by teachers. In line with the type, technique, and assessment instrument in the lesson plan, it was found that 71% respondents always included the type, technique, and assessment instrument in their lesson plan and 29% respondents claimed that they put them rarely, while none of them claimed that they never added it on their lesson plan given the 0% percentage as illustrated in the pie chart below:

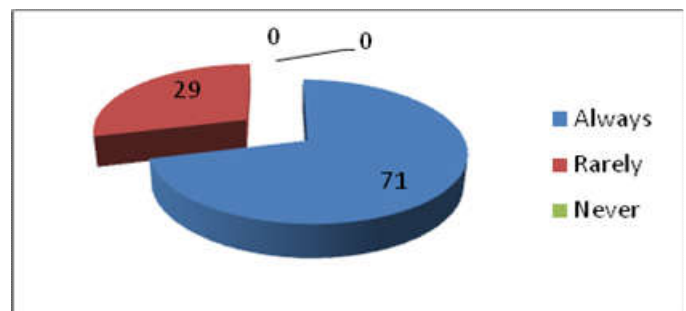
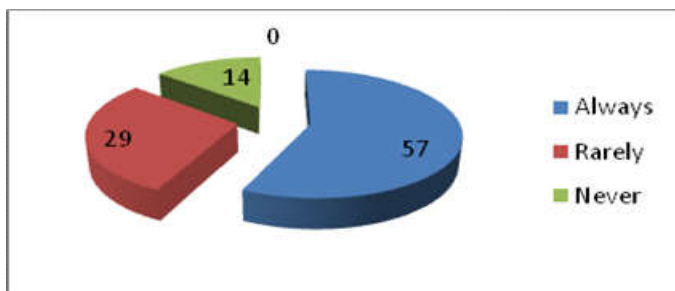


Chart 2 : Illustration of Islamic Study teachers putting type, technique and instrument of assessment on their lesson plan.

Meanwhile, 57% respondents claimed that they always developed spiritual assessment instrument, 29% respondents rarely developed it, and 14% never developed it on their lesson plan. It is shown on the chart below:

Chart 3 : Illustration of MTs. Darussalam Islamic study teachers developing assessment instrument comprising of spiritual aspects on the lesson plans.



On the other hand, 43% respondents claimed that they always developed social assessment instrument, 57% claimed that they rarely developed it, and none of the respondents never developed the instrument given the 0% percentage. Regarding the questionnaires distributed to the respondents about psychomotor assessment instrument, 57% respondents said that they always developed psychomotor assessment instrument, 43% respondents rarely developed it, and never did they develop such an instrument.

2. Implementation of authentic assessment (affective, cognitive and psychomotor) by Islamic Study Teacher in MTs. Darussalam Bermi.

From the entire respondent there were 57% of respondents claimed that they assessed students' work, and 29% of respondents rarely did it, and 14% of respondents never did the assessment of students' work.

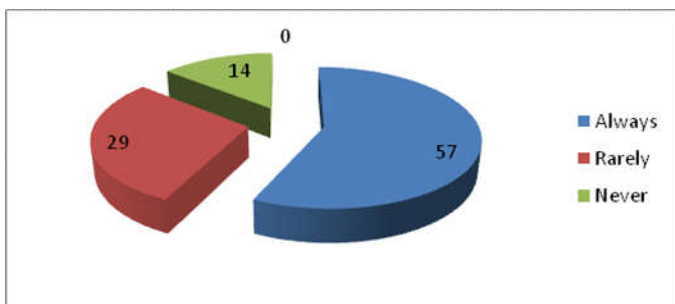


Chart 4: Illustration of Islamic Study teachers in MTs. Darussalam assessing students' work.

There were still a few Islamic study teachers who performed project assessment such as assessing students' report in MTs. Darussalam. According to the data, there were 14% of the respondents did the project assessment, 57% of respondents rarely did it, and 29% of respondents never did the project assessment on their field of study. It is illustrated on the diagram below:

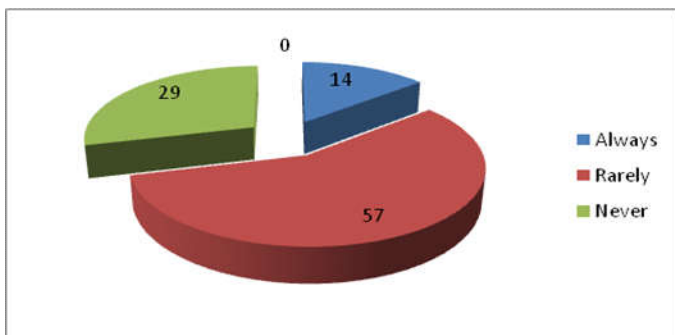


Chart 5: Illustration of Islamic study teachers on project assessment Mts. Darussalam.

Responding to the questionnaires given to respondents about anecdotal assessment, 71% respondents claimed that they always took a note to assess students' attitude and behavior during the learning process at school, 29% of them rarely did it, and it was also found that they never made an anecdotal as a note for the assessment drawing on the 0% of the data.

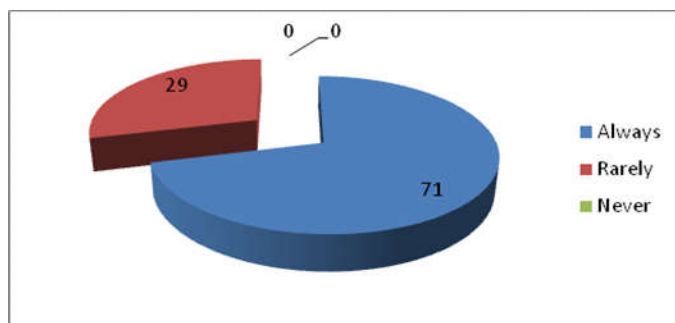


Chart 6: illustration of Islamic Study teachers on anecdotal assessment

In portfolio assessment, teachers collected different kind of students' work during learning process on the subject being taught. It was found 57% respondents claimed that they always did the portfolio assessment, 43% claimed that they rarely did it, and that they never did any portfolio assessment (see the pie chart below).

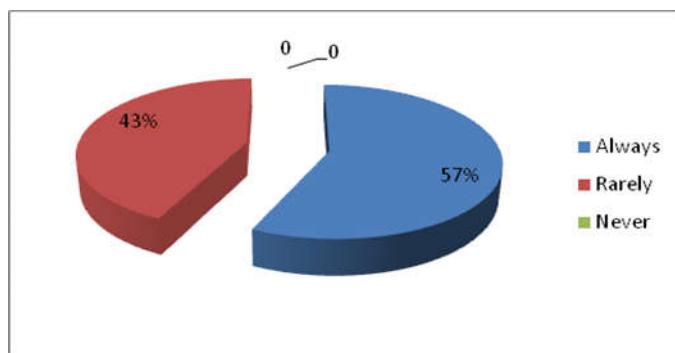


Chart 7 : Illustration of Islamic study teachers on portfolio assessment.

Assessment approach was applied to figure out students' change and development on cognitive, affective and psychomotor aspect. Data from questionnaires illustrated that teachers employed various assessment techniques, for instance by giving questions related to cognitive assessment, psychomotor assessment, social and spiritual aspect, anecdotal assessment, product assessment, project assessment and portfolio assessment. Responding to the data from questionnaires, the researcher clarified the findings by giving semi-open questions. The questions included were whether and why the assessment instrument was developed in before the term began or soon after the evaluation took place; whether the teachers developed assessment instrument other than the one focusing only on assessing students' knowledge, what were they; whether and why the assessment on attitude, spirituality, social traits or both was developed; whether and why the teachers developed the assessment instrument based product, project and portfolio. It was found that all of respondents claimed that they preferred to do the assessment on cognitive aspect by using essay and multiple choice tests. Teachers mostly used written test and performance test

technique. However, there were still a few teachers applied performance test especially on Arabic. The reason of using multiple choice questions on cognitive assessment was to ease the teachers to evaluate the result. Further, they used essay tests to develop students' critical thinking. All of the respondents claimed that they developed both the assessment instrument and lesson plan at the same in order to synchronize the developed material and lesson plan.

According to the lesson plans collected by the researcher from Islamic study teachers in MTs. Darussalam Bermi, it was found that no more than one lesson plan had an assessment instrument on cognitive, affective (spiritual and social) aspect specifically in Islamic history in VII Grade. Besides affective assessment that observed directly by teacher, assessment instrument for peer assessment and self-evaluation instrument were also included. While the lesson plans on other Islamic subjects such as fiqh, Al Qur'an and Al hadist, Arabic, aqidah were merely applied with cognitive assessment instrument. As stated previously, for validity purposes, the data were also taken from the students who directly underwent the implementation process of the assessment performed by the teachers. To this end, the researcher did interview the students to gain their perspective primarily on who the assessment was performed. After conducting interview to some students in MTs. Darussalam, the researcher found that, the assessment was always given in every Islamic subject. It was also given in midterm test, final test, including daily test and homework. The test was generally in essay, multiple choice questions, either written or oral test. Another test given to the students was performance test especially on fiqh subject, for instance performing five times of shalat. In addition, memorizing test was given to the students in particular on Arabic. Most students claimed that it was the most difficult subject for them. Every test result was always given back to the students after being evaluated by the teacher. Considering the affective assessment, the students stated that they were always informed by the teacher before the class about the assessment. It was not only about essay and multiple choice questions, but also affective assessment during the learning process. According to the documents collected by the researcher, it was found that teachers had prepared the assessment form including affective, cognitive, and psychomotor aspect. In fact, the students mentioned that they never got either the form of peer or self-assessment.

DISCUSSION

1. Authentic assessment development on cognitive, psychomotor, and affective aspects in Islamic Education subject at MTs Darussalam Bermi, Gerung, West Lombok.

Overall, teachers prepared assessment instrument to gather different kind of information about students in every process of Islamic Education learning process as explained in Regulation of Ministry of Education and Culture (Permendikbud) number 104 year of 2014 which stated that the assessment of learning outcomes by educator as a part of collecting information or evidence about students learning achievement in terms of affective, cognitive and psychomotor competence is planned and systematically conducted during and after learning process. Developed assessment instrument by teacher had been planned and designed simultaneously as lesson plan was formulated. Considering 86% of Islamic Education teachers in MTs Darussalam always developed lesson plan before

conducting teaching learning process and the other 14% shows that they rarely did it. This means Islamic Education teachers has developed assessment instrument at the same time they developed lesson plan. Obviously, this is a proper way for teachers not to develop their assessment instrument right before assessment process was conducted. By formulating and developing assessment instrument (tests) before learning process is conducted or while teachers develop their lesson plan, the assessment instrument will be relevant with developed competence and learning objectives. Teachers' habit in designing assessment instrument right after teaching learning process conducted should be avoided. Thereby, teachers will merely formulate assessment instrument in a little of time and only based on material already delivered which is material that they still remember. According to data from questionnaire, teachers developed assessment instrument for all aspects including cognitive, psychomotor and affective as their duty and function as teacher. On the other hand, according to documents found in this study, all developed and attached assessment instrument on lesson plan, it was found that only one (1) out of nine (9) Islamic Education teachers developed their assessment instrument comprehensively on affective, cognitive, and psychomotor aspects. In that lesson plan, it was found that cognitive assessment instrument in form of questions, observation rubric for psychomotor aspect, peer evaluation sheet, and affective evaluation sheet.

Concerning assessment sheet developed in one of those lesson plans, it was explained that the teacher prepared various techniques to collect different kind of information about students' development. In conducting assessment, a teacher should be able to gather different kind of students' development information which can be done by using various evaluation techniques. As a result, the change of students' behavior and development can be identified comprehensively. The teachers may collect the assessment results by means of everyday classroom notes, observation, portfolio, diary, product, examination, individual interview, and survey and etc (Sani, 2015). It means that the teachers had prepared the authentic assessment. By a complete technique prepared by teacher to do the assessment, besides to figure out students' development, it is also used to find out the effectiveness of learning process that will be implemented in the future. For this reason, the assessment performed by the teachers can encapsulate the whole students' learning attitude. With this regard, Ridwan opines that the appropriate assessment not only shows whole students' attitude in learning, but also illustrates students' behavior in real life. The students attitude shown in their break, interaction with their teachers, facing friends, cooperating with others, participating in the learning, doing assignments, producing products, doing projects, and other conditions should ideally be gauged to gain their complete report (Sani, 2015). For instance, teacher's observation on students during learning process, asking questions or problems, responding or answering question, discussing and doing other learning tasks either inside or outside classroom (Mulyasa, 2013). The observation result can be used to fix, maintain and or improve the learning process.

In the process of preparing assessment instrument, every teacher should develop assessment instrument on cognitive aspect with various multiple choices question, essay and fill-in-the-blank questions either written or orally. Developed assessment instrument is not simply on cognitive aspect but also on affective aspect. In 2013 curriculum, assessment

instrument on affective aspect can be developed into spiritual or social aspect. This should not be in form of observation sheet but also can be equipped with self-evaluation, and journal assessment instrument. In the policy of the national education and culture ministry no 66 year 2013, it is stipulated that the assessment on attitude can be performed by the teachers through self-assessment, behavioral observation, peer-assessment, and journals (Sani, 2015). Also, the teachers can employ anecdotal reports whereby the everyday observation results can be used to unveil the level of students' attitude. In this method, the teachers ought to determine the criteria of attitude and behaviors that the students should ideally adopt according to certain levels (Sani, 2015). Psychomotor assessment is one of three important aspects needed to define students' development. Thus, this instrument should be developed by teacher. However, according to the lesson plan developed by teachers, there is only one (1) out of nine (9) lesson plans that includes psychomotor aspect assessment instrument. From this finding, it was explained that most of Islamic Education teachers in MTs. Darussalam did not conduct assessment on psychomotor aspect, since they did not have any developed instrument. Further, the researcher found the data prepared by the head of Islamic junior high school which could be used by all teachers to recapitulate students' score that contains all assessment aspects including cognitive, affective and psychomotor. Nevertheless, teachers should have their own developed instruments which later employed in assessment. In 2013 curriculum, psychomotor assessment is highly suggested by Mulyasa that is included in performance assessment. Performance assessment as described by Leighbody (in Mulyasa 2013) has several measurable elements: (1) quality of work finishing, (2) ability to use tools, (3) ability to analyze and formulate work procedures, (4) ability to make decision based on given information, and (5) ability to read diagram, pictures, and symbols (Mulyasa, 2013). The skills competency assessed against the performance is important for the teachers to do, which requires the students to demonstrate certain competence by means of tests on practice and project, and assessing portfolio. The instruments used include the checklist or assessment scales completed with rubric (Sani, 2015).

Considering this view, teachers should prepare that skill assessment instrument. As part of performance assessment, there were many other skill aspects needed to be measured by teachers. Thus, assessment instrument developed by Islamic education teachers in MTs. Darussalam was not fully developed. There were still many instruments simply focused on one aspect which is cognitive aspect. Consequently, the prepared instrument was unable to measure all aspects authentically.

2.The implementation of authentic assessment by Islamic education teachers in MTs. Darussalam

2013 curriculum has been socialized to many schools or Islamic schools since 2013. Thereby, when this research was conducted in 2016, school or Islamic school was supposed to know and understand how to implement this curriculum either to develop it to become teaching and learning tool, to implement the process, or to evaluate it. Authentic assessment is a form of assessment which requires the students to perform behavior, apply knowledge and skill, and complete their tasks in a real life (Permendikbud 104, 2014). The implementation of assessment applied by Islamic education teachers in MTs. Darussalam Bermi indicated that it still could not be

categorized as an authentic assessment. In line with the interview to the students, it was found that Islamic education teachers never did the assessment with various techniques and methods as it was required in authentic assessment. Students claimed that their teacher always informed them about the assessment which was not only on cognitive aspect but also on behavior aspect. However, they also mentioned that they had never been interviewed by their teacher regarding to the behavior aspect either socially or spiritually. Further, they had never been asked to do peer evaluation and self-evaluation as well. On the other hand, corresponding to the skill assessment, some Islamic Education teachers had applied it especially on fiqh and Arabic subject such as performing ablution and shalat, pronouncing mufradat, as well as writing and reciting Al-Quran and Al Hadith. Meanwhile, anecdotal assessment had never been conducted by teachers, such as taking some notes about phenomenon in students behavior either during teaching and learning process or outside the classroom. The reasons of an authentic assessment could not be implemented by Islamic Education teachers comprehensively are as follows:

- a. The difficulty of developing affective assessment instrument either on social or spiritual behavior.
- b. The complexity in analyzing, interpreting the result of affective assessment in form of written report for the head of MTs, parents, and students.
- c. The limitation of time to apply psychomotor assessment since the teachers need to fulfill the minimum of teaching hours especially for certified teacher.
- d. The result from cognitive aspect eventually used to promote the students to higher level.

Conclusion

1. Islamic Education teachers in MTs. Darussalam Bermi especially on fiqh, Al-Quran and Al Hadith, Aqidah, Arabic and Islamic History subject, have not developed authentic assessment instrument. It was shown that Islamic education teachers have not implemented assessment instrument on affective, cognitive, psychomotor aspect, only 12.5% teachers implemented it while 87.5% teachers did not.
2. Islamic Education (PAI) teacher have not done authentic assessment on affective, cognitive and psychomotor aspects. Yet, the head of MTs. always provided them with assessment recapitulation format contained affective, cognitive and psychomotor aspects. Besides, teacher always informed students regarding to the affective assessment although they have never been given any kind of assessment instrument such as peer review, self-review or anecdotal note.

Suggestion

1.For the headmaster of MTs.

- (a) It is important to regularly supervise all teachers, especially Islamic Education teachers in order to develop and implement authentic assessment holistically.
- (b) To be more active and cooperative with related parties such as Ministry of Religion Affair and university to improve teacher competence specifically in developing and implementing authentic assessment.

2. For teacher:

- (a) It is necessary to develop assessment instrument which covers all affective, cognitive and psychomotor aspects.
- (b) It is necessary to do assessment in all aspects during learning process by employing various instruments and assessment.
- (c) It is essential to consult to the head of Madrasah or supervisors about the lesson plan before it is used in teaching and learning activity.

3. For UIN Mataram, especially Faculty of Tarbiyah teaching and training (FTK), to give contribution and to empower school or Islamic school particularly to improve teacher competence as well as professional, pedagogical, social and individual competence.

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