

Application of Assessment in Online Islamic Education Subjects

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Abstract: Distance learning began to be applied to prevent the spread of the Covid-19 outbreak, particularly in the school environment. There are still few educational institutions in Indonesia that prepare online mode as a normal part of learning. The majority of educational institutions in Indonesia convert face-to-face learning into distance learning by necessity due to the Covid-19 pandemic. Some changes in learning assessment activities such as the form of evaluation activities, evaluation instruments, and the form of evaluation reports, have been changed to reflect current learning situations. The objectives of this study include to find out: 1) Assessment planning; 2) Assessment activities; 3) Problems of Assessment in Islamic Education online at State Senior High School 1 and State Senior High School 8 Malang?. This research employs a descriptive qualitative research method. Qualitative research, research that emphasizes the aspect of in-depth understanding of a problem in addition to looking at problem for generalization research. The data collection techniques used were interviews, observations, and documentation. Data analysis consist of three streams of activities that occur simultaneously such as data reduction, data presentation, conclusion withdrawal, and verification. Efforts to check the validity of the data using triangulation techniques, such as comparing the results of the research obtained, as well as persistence of observation. Based on the results of research conducted in the field, it shows that: First, planning for the assessment of learning outcomes, namely: 1) Determining KKM (the Minimum Completion Criteria) for Islamic Education subjects; 2) Reviewing the syllabus and making lesson plans; 3) Analysing KI (the Core Competence) – KD (the Basic Competence) and determining assessment instruments. Second, assessment activities include cognitive, affective, and psychomotor assessments with diverse instruments. Third, there is the issues of assement the outcomes of Islamic Education online learning, which includes, among other things: 1) Network and supporting device availability; 2) Learning Lost; 3) Teacher innovation regarding online assessment.

Keywords: Assessment of Learning, Evaluation, Islamic Education, Online learning, Teacher Innovation.

Introduction

Education today requires many methods in dealing with knowledge and information. Even since the time of Plato, Socrates, Aristotle, Newton and Pascal education has been considered important in improving the quality of life and socio-economic status with an approach from the humanities and sciences (Tan 2009). This Greek ideology is still relevant today, despite slight changes in the mode of instruction and academic activities. Technology today is a driving force in the educational process (Amin and Mirza 2020). It changes the way teachers and students think, perform, interact and

process information. Education to be future-ready must change and use “problems” to learn an instil creativity on observation to build, acquire and create knowledge in students.

The learning process is not only occurring in the school but learning process occurs throughout life. The learning process occurs because there is interaction between humans and their environment. Learning can be seen if there is a change in a person's behaviour caused by changes in aspects of knowledge, attitudes, and skills (David H. Jonassen and Barbara L. Grabowski 2011). Kline said that "The intelligent person is far more easily spotted from his response to new

problems not his knowledge of old solutions" (Kline 1991). Education is said to be ready to face the future must be able to change and use "problems" to learn and implements creativity in terms of observation in order to build, obtain, and create knowledge in students.

Since the existence of the COVID-19 virus was declared by WHO as a pandemic, all aspects affected by this pandemic such as the economy, tourism, manufacturing, social to the world of education have not escaped being affected by the Covid-19 pandemic. The changes in the world of education caused by the Covid-19 virus are the implementation of learning methods carried out remotely or through online learning modes this happened suddenly (Mulyana et al.). In accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter number 4 of 2020 concerning the implementation of Education policy during the Emergency Period of the Spread of Corona Virus Disease (COVID-19), the government established a policy regarding distance learning. Distance learning (online) began to be implemented to prevent the spread of the Covid-19 outbreak, especially in the school environment. Distance learning not only brings effectiveness in learning but does not rule out the possibility of weaknesses. As stated by the Minister of Education and Culture Nadiem Makarim, that distance learning that has taken place during the Covid-19 pandemic is not without obstacles, one of which is that it has reduced the quality of student learning, as well as constrained child growth and development, from the cognitive/knowledge side as well as the development of student character (The National Coordination Conference on School Opening During the Covid-19 Pandemic held by KPAI, Monday 30 November 2020).

According to a 2020 UNICEF poll, during the pandemic 38% of learners felt they lacked guidance from educators who are still their source of knowledge. In addition, around 62% of the students need assistance in the form of internet quotas. This affects the loss of student learning due to lack of access to learning. The National Survey Institute 2021 stated that 42% of high school

students have started to get bored with online learning and the remaining 31% feel very bored.

Some learning assessment activities, such as evaluation activities, evaluation tools, and evaluation report formats, have been changed to reflect the current learning situation. As in State Senior High School 1 and State Senior High School 8 Malang, problems regarding learning evaluation during this pandemic are one of the problems that must be found a way put immediately. This problem is also strongly felt by the teacher. Learning evaluation does not run effectively. This evaluation problem is increasingly apparent in Islamic Education learning, because teachers find it difficult to assess in terms of attitude, due to the distance that makes the evaluation not under direct teacher supervision. This creates difficulties and biased results in determining the achievement of learning outcomes.

Materials and Methods

Research Approach and Type

This research is based on understanding the learning outcomes assessment system in online Islamic Education learning at public high schools in Malang. This study uses a qualitative research approach, choosing this approach for detailed, holistic, and in-depth data discovery behind the behavior and words of informants. Qualitative research is a research method that emphasizes the aspect of in-depth understanding of a problem in addition to looking at problems for generalization research (Purwanto 2010). In research that uses a qualitative approach, humans become the main tools (human tools), where the presence of researchers as active instruments by paying attention to the ability of researchers to ask, observe, understand, and abstract in collecting data in the field (Murni 2008). As explained above, this research is a series of observation activities to describe and analyse intensively and in detail related to the assessment of learning in Islamic education learning in the network at Senior High School 1 and Senior High School 8 in Malang.

Research Location

The research was conducted at State Senior High School 1 and State Senior High School 8 Malang. From the research location, researchers took two high school locations, considering the existence of an online assessment process in State Senior High School 1 and State Senior High School 8 Malang. The reasons for choosing State Senior High School 1 and State Senior High School 8 Malang are: First, the location meets the requirements needed by researchers in accordance with the case that is the subject matter of the research, namely the assessment of Islamic Education learning outcomes online; second, the two schools are considered to be more organised in the implementation of the curriculum, especially during online situations; third, State Senior High School 1 and State Senior High School 8 Malang are located in a location right in the middle of the city making it easy to reach and strategic for road access.

Data Sources

Data is information said by humans as research subjects, observation results, field facts, documents that are in accordance with the research focus. Information from research subjects is obtained verbally through interviews or can also be in written form through document analysis. In this study, the data is in the form of field observations made by research, statements of speech and the contents of documents that can be used as study materials related to the assessment of online-based Islamic Education learning outcomes.

The data source is the subject from which the research data is obtained. If a questionnaire or interview is used in data collection, then the data source can be called a respondent, that is, a person who responds or answers the researcher's questions. If the research uses observation techniques, the data source can be an object, motion or process of something. If the researcher uses documentation techniques, the documents or records are the source of the data, while the contents of the records are the source of research or research variables (Ahmadi 2005).

In this research, to obtain the meeting point of similarities and differences in the assessment of learning outcomes, the Islamic Religious Education teacher became the main data source in obtaining comprehensive information. The researcher choose 2 Islamic Education teachers in each school, especially the Islamic Education teachers of grades X and XI. In addition to Islamic Education teachers, the next data sources were students in grades X and XI, who experienced the process of online Islamic Education learning assessment. Another data source was the Principal, who has the authority in policy decisions, especially in online learning assessment, and supported by other education personnel, namely the Vice Principal of Curriculum.

Data Collection Technique

In order to collect data and information more effectively and efficiently, this study used in-depth interviews, observation, and documentation as data collection techniques. In order to obtain the desired data about the assessment of learning outcomes in online Islamic Education learning in State Senior High Schools which includes the process of assessing learning outcomes, the informants in this study are:

- a. Islamic Education subject teacher as the subject of learning outcomes assessment.
- b. The principal as the supervisor of Islamic Education teachers related to the assessment.
- c. The head of curriculum as supporting data regarding the assessment standards used by the school.
- d. Students to strengthen whether the assessment of learning outcomes is good enough.

Data analysis

Data analysis is the process of sorting data, organising it into patterns, categories, and basic description units so that themes are obtained and working hypotheses are formulated. In this study, two stages of data analysis were carried out by researchers in a qualitative approach, namely data analysis during the field and analysis after data collection. In data analysis, it discusses how to search for and arrange systematic data, transcripts

obtained through interviews and documentation, then researchers analyse the collected data.

Data analysis in this study was carried out during data collection at the time of the interview, the researcher also analysed the answers of the interviewed informants. If the answer obtained is not satisfactory after being analysed, the researcher will continue the question again, until a certain stage until more credible data or information is obtained.

Results and Discussion

1. Assessment Planning for Online Islamic Education

Regarding assessment planning, first determine the KKM (The Minimum Completeness Criteria) agreed upon by the school MGMP (Subject Teacher Deliberation) and KD (Basic Competencies) to be studied, this is as expressed by Mrs Wahyu Nafilatul Azizah as PAI Teacher of Senior High School 1:

"We look at the KKM first, for PAI KKM itself we MGMP school agreed on 80. Learning Islamic Education is worth worship. Informing in advance for the plan what the lesson plan will be like, when full online yesterday, we shared in Google Classroom what the learning concept will be like, for example we use google form." (Wahyu NA, 2021, pers. com).

And more specifically explained by Mr Rifki Amirulloh as the Islamic Education Teacher of Senior High School 8:

"In planning the assessment of learning outcomes, it begins with the KD, the reference is that KD has we taught, delivered the KD. After referring to the KI and KD, then in measuring students' abilities, yes, from what we teach, I am the type of person who does not like to make questions from package books, question banks, I prefer to see students, because the abilities of social studies, science, and language students are different. The questions I make come from what I have taught." (Rifki A, 2021, pers. Com).

Table 1. Assessment Planning at two sites

| No | Aspect | Site I State Senior High School 1 | Site II State Senior High School 8 |
|----|---|--|---|
| 1 | Preparation of syllabus and learning materials | Refers to the regulations of the Regulation of the Minister of Education and Culture Number 24 of 2016 in appendix 31 | Refers to the regulations of the Regulation of the Minister of Education and Culture Number 24 of 2016 in appendix 31 |
| 2 | Preparation of assessments in lesson plans | Includes cognitive, affective, and psychomotor assessments by adjusting the subject matter and student abilities | Includes cognitive, affective, and psychomotor assessments by adjusting the subject matter and student abilities |
| 3 | Cognitive assessment instrument | Written test, pre-test, oral test, Google Form, UKBM | Written test, oral test, Google Form, UKBM |
| 4 | Affective assessment instrument | Observation, as well as assessment during reciting Al-Quran activity and recapitulation of notes from the Civics teacher, counseling, and homeroom teacher | Observation, as well as recapitulation of notes from the Civics teacher, counseling, and homeroom teacher |
| 5 | Psychomotor assessment instrument | Project assessment, practice, social media | Video analysis, practice, Quizizz, game |

Planning can be interpreted as an effort made to make choices from the many alternatives available. Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes or the achievement of student competencies. The scope of assessment in Article 2 of the Regulation of Minister of Education and Culture Number 23 of

2016, assessment of learning outcomes is carried out by educators, education units, and the government. Then in Article 3 states that the aspects of the assessment are attitude, knowledge and skills. The assessment mechanism contained in Article 9 states that the design of assessment strategies by educators is carried out by preparing lesson plans based on the syllabus.

The effectiveness of a teacher can create a great learning process by mastering the teaching material, being able to develop a learning process (Black and Wiliam 2018) that is in accordance with the material being taught, being able to understand the thinking patterns of students towards the teaching material they receive, being able to evaluate, and being able to identify whether there are misconceptions of students towards the subject they have just learned (Coe et al. 2014). These pedagogic components are an important part of developing the learning process and affecting learning outcomes (Irina 2011). Regulation of the Minister of Education and Culture No 22 of 2016 on Process Standards for Primary and Secondary Education notes that process standards regulate, syllabus, lesson plans, implementation of learning and evaluation of the process and student learning outcomes.

In planning the assessment of learning outcomes of Islamic Education subjects which researchers obtained through the review of syllabus, lesson plans, questions made by Islamic Education teachers of State Senior High School 1 and State Senior School 8 Malang, interviews and observations. So it can be concluded that:

- 1) Islamic Education teachers have done assessment planning well. The lesson plans made are still for offline learning, as well as assessment techniques. Regarding the preparation of lesson plans, Islamic Education teachers in State Senior High School 1 Malang and State Senior High School 8 Malang have realised the concept of learning and its assessment, before carrying out learning activities, teachers prepare complete lesson plans and 1-sheet lesson plans. This lesson plan is an elaboration of the syllabus regarding student learning activities in order to

achieve the Basic Competencies (KD). Researchers have not found specific assessment planning online.

- 2) For the amount of the minimum standard, it is very appropriate if it is adjusted to several aspects such as Intake, complexity, and carrying capacity.
- 3) The planning of assessment instruments is very good and diverse, especially in cognitive and psychomotor assessments. In accordance with the needs of the material taught, for innovative assessment techniques in online assessment, teachers try to plan assessments by utilising technology.
- 4) In cognitive assessment, apart from giving questions, teachers also use project assessments, and use internet media to facilitate assessment.
- 5) In affective assessment, teachers have planned well in the syllabus and lesson plans, but the activities have not been carried out optimally due to limited face-to-face contact with students

2. Assessment Activities for Online Islamic Education

After planning, the education unit then assesses students. In assessing learning outcomes, teachers use several assessment techniques to measure each domain of student competence. In each site, the assessment activities of learning outcomes in Islamic Education have differences, especially regarding the instruments used. As revealed by Mr Heru Wahyudi as the Principal:

"For the evaluation itself, PAI teachers have carried it out well, in accordance with the specified assessment rules. Here we apply semester credit units so there is no grade increase, so complete or incomplete, if you do not have documents, it is impossible. Every teacher must conduct an assessment, which can be taken from daily tests, assignments, portfolios, and also end-of-semester assessments. If there are students who have not completed, they go to the teacher concerned. The database of

incomplete students exists." (Heru W, 2021, per. com).

Based on the research conducted, the data obtained regarding the activities can be seen in the following table:

Table 2 Assessment Activities at two sites

| No | Aspect | Site I State Senior High School 1 | Site II State Senior High School 8 |
|----|---|--|--|
| 1 | Monitoring of assessment activities of learning outcomes from non-teachers | Supervision is carried out by the principal, curriculum team regularly and continuously and assessment activities carried out by schools include Mid-Semester Assessment (PTS), End of Semester Assessment (PAS), and End of Year Assessment (PAT) | Supervision is carried out by the principal, curriculum team, and quality development team on a regular and continuous basis, assessment activities carried out by the school include Mid-semester assessments, End-of-semester assessments, and End-of-year assessments, monitoring through the school Web-Master carried out by the curriculum team. |
| 2 | Cognitive assessment activities | Cognitive assessment activities (knowledge) tend to use the form of pre-tests, test questions, oral exams, questions in the form of UKBM (Self-Learning Activity Unit) on Google Form, and project assessments. | Cognitive assessment activities (knowledge) tend to use written tests, description tests, oral tests, and work on UKBM (Self-Learning Activity Unit). |
| 3 | Affective assessment activities | Affective assessment activities (attitudes) begin with reading prayers before learning begins, the teacher observes students in learning activities, outside of learning there is a khatmil Qur'an every Friday morning which is carried out online through Zoom Meeting. Affective assessment instruments are observation, attendance list at | Affective assessment activities (attitudes) begin with reading prayers before learning activities, then singing the national anthem. Friday morning activities were temporarily cancelled during the pandemic. Affective assessment tends to be through teacher observation during learning. |

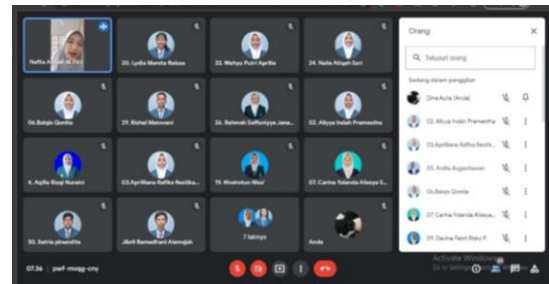


Figure 1. The teacher use of google meetings as one of the assessment activities

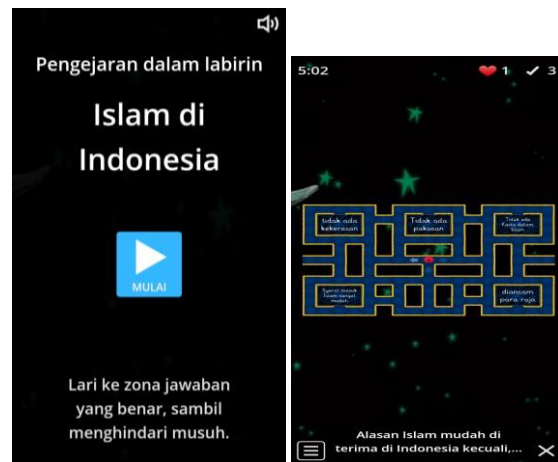


Figure 2 Game as an assessment activity

The following will discuss some of the assessment techniques used by State Senior High School 1 and State Senior High School 8 Malang.

1. Cognitive Assessment Techniques

a. Computer Based Test

When assessing online, teachers on both sites, namely State Senior High School 1 and State Senior High School 8 Malang, in submitting assessment questions still use test techniques by utilising technology to facilitate the administration and processing of questions. Scoring and checking are done directly by the computer system. The majority of Islamic Education teachers use Google Form to conduct computer-based tests.

The advantages of computer-based tests are:

- Can be carried out simultaneously in a large number of participants, without being limited by time.
- Learners can immediately know the test results and know which questions are correct and incorrect.

- The test results are more objective because the scoring is a computer system.

The limitations of computer-based tests are:

- If the internet network is unstable, it will affect the processing of questions.
- If there is system slowness due to high capacity

b. Oral Based Test / Oral Test

Oral tests are very popular with Islamic Education teachers in both State Senior High School 1 and State Senior High School 8 Malang, because the implementation is carried out directly in a manner such as a face-to-face interview between the tester (examiner) and the testee (person being tested).

The advantages of oral tests are:

- Test results that can be immediately known by students
- Teachers can measure students' language skills at the same time
- Avoiding the opportunity to cheat between friends

In addition to having advantages, oral tests also have some limitations, namely:

- With a large number of students, conducting an oral test takes a long time.
- Allows for the delivery of different questions
- Students who are lacking in delivery and speaking courage will interfere with answering questions.

c. Quiz/UKBM (Self-learning Activity Unit)

Independent Learning Activity Units are learning units consisting of students' mastery of knowledge and skills arranged into units of learning activities. UKBM is developed based on KD which is used to facilitate students to learn for competencies according to individual learning styles and speeds. In online assessment, UKBM can be packaged into a quiz held at the end of the competency, or can be packaged into a Google Form to

make it easier for students to work and correct if an error occurs. UKBM contains exercises, so students are required to understand the material first before being given UKBM, UKBM also affects student literacy activities. The application of UKBM in State Senior High School 1 and State Senior High School 8 Malang in an effort to build students' critical thinking skills, the UKBM is arranged based on indicators of critical thinking skills such as analysing, evaluating information.

The advantage of UKBM in cognitive assessment:

- Building students' critical thinking skills
- Students who have a faster understanding can help their friends or act as peer tutors

Obstacles of UKBM in cognitive assessment:

- Students feel burdened due to the number of tasks that must be completed

2. Affective Assessment Technique

a. Observation

In affective assessment, State Senior High School 1 and State Senior High School 8 Malang both use assessment techniques by observation. This observation technique is used to see and observe the condition of students to get a broader picture. Since the assessment is carried out online, observations are made while in distance learning, by observing the activeness of students when participating in learning. In making observations to be more effective and directed, it should be done with clear objectives and planned in advance. Planning includes indicators or aspects to be assessed. Then use observation guidelines in the form of a checklist or rating scale. In planning both research sites have planned well, in the syllabus and lesson plans there are affective assessment techniques, but when implementing in the field, teachers have not been guided by observation guidelines. It can be concluded

that PAI teachers in State Senior High School 1 and State Senior High School 8 Malang conduct observations with a type of non-systematic observation.

b. Religious Activities

In addition to learning, affective assessment is also carried out outside of learning. In this case, State High School 1 Malang implements online khatmil Qur'an which is held every Friday morning through Zoom Meeting. Religious activities at State High School 8 Malang were temporarily suspended during the Covid-19 pandemic.

Advantages of religious activities for affective assessment

- Can help teachers assess student attitudes other than in learning.

Limitations of religious activities for affective assessment:

- If you only rely on the attendance link that is distributed, then the teacher only assesses attendance, there is no essence that students get.

3. Psychomotor Assessment Technique

a. Project Assessment

When the scope of the material is about the history of Islamic culture, project assessment is the right method to use. Islamic Education teachers in State Senior High School 1 and State Senior High School 8 Malang use project assessment techniques to assess the psychomotor domain, because of the skills in collecting, organising, processing, and then presenting information. The project task will produce a written or oral report within a certain time. Islamic Education teachers of State Senior High School 1 and State Senior High School 8 Malang have conducted project assessment well, such as determining the things that need to be assessed, assessment rubrics, procedures for making project task reports.

b. Performance Assessment

Performance assessment is an assessment carried out by observing student activities in doing something. In performance

assessment not only the cognitive aspect is assessed but also in the psychomotor aspect, so that with this performance assessment the teacher can assess thoroughly in accordance with the principles of assessment. Hutabarat in Eko states that performance assessment is more appropriate for assessing students' ability to present orally, problem solving in a group, critical thinking, expressing opinions, students' ability to use or demonstrate a tool (Eko Putro Widoyoko 2018). Performance assessment activities at State Senior High School 1 and State Senior High School 8 Malang are carried out by observing students in demonstrating something in class or creating a work that is adjusted to the learning objectives.

c. Practice Video

Practice cannot be separated from Islamic Education subjects, since the establishment of online learning, teachers must make alternatives to be able to conduct psychomotor assessments properly. State Senior High School 1 and State Senior High School 8 Malang continue to carry out practicum in the scope of certain materials by sending students practice videos, for example, the practice of reading or memorising the Qur'an. In addition to collecting videos, teachers conduct assessments during zoom meetings.

The advantage of practice videos in assessment:

- To acquire motor skills such as reciting letters, words or sentences.

Limitations of practical videos in assessment:

- Teachers need a lot of time to check the videos.

d. Quizizz

Online learning sometimes has a saturating effect on students if done conventionally. One of the Quizizz applications is utilised in the midst of online learning. State Senior High School 8 Malang applies Quizizz to be one of the alternatives for assessing learning outcomes in Islamic Education subjects. The results of research by Unik

Hanifah et al stated that educational games such as Quizizz can provide benefits by displaying interesting media and can motivate the brain (Salsabila et al. 2020). A fresh and fun look makes this application attractive to students. there are creative and innovative elements that can foster student motivation in assessing learning outcomes.

The advantage of the Quizizz application in assessment:

- Makes it easy for educators to create questions
- In doing the questions will be given randomly, minimising cheating
- A fresh and fun look

Limitations of the Quizizz application in assessment:

- Assessment will be constrained if the internet network has problems
- Students can open a new tab to search for answers

e. Educational Game

During this online learning period, teachers are emphasised to innovate in learning methods to assessment techniques. One of the assessment techniques that can be applied is educational games, as is the case at State Senior High School 8 Malang during Islamic Education subjects. According to Edward S. L, games can be used for learning, especially in strengthening difficult levels in which there are quite effective instructional techniques.

The advantages of using educational games in psychomotor assessment:

- The game has the potential for active participation of students in the assessment process.
- Games are interesting and fun so they can motivate learners.

Limitations of educational games in psychomotor assessment:

- Learners can get too engrossed and lose track of time

- If simulating a social situation, the game is sometimes too simple so that the desired context is not achieved or the wrong impression is gained.

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From Muktiono Wasposito, the results of a rapid survey of online learning and assessment innovations, the majority of teachers provide assignments through book assignments, questions from teachers and project assignments and the form of correction carried out by score or qualitative correction (Wasposito, n.d.). Then from Judith and Rita in their journal stated that Assessment is continuous. Assessment in online courses is continuous, multi-phased, and primarily individual (Conrad 2010). Assessment conducted in online learning is continuous and appropriate for assessing individual learners.

Technology is so embedded in the pandemic, educators are encouraged to look for online learning alternatives. In addition to distance learning that requires technology, there are assessment activities that really need technology. Assessment activities on the two research sites, namely State Senior High School 1 and State Senior High School 8 Malang, have their own innovations. For the assessment of cognitive and psychomotor domains, there are several innovations using Google Form, Quizizz, project assessment and the use of social media. Assessment of learning outcomes should not only be dominated by the cognitive or knowledge domain. Especially in affective assessment, further observation of students is needed.

3. Problems of Online Islamic Education Assessment

During a pandemic like this, schools and teachers must be able to innovate in conducting good assessments, namely by utilising internet-based technology features. In learning and assessment carried out online, it does not rule out several problems felt by students, teachers, and educational institutions. As stated by Mrs Anis Isrofin as the Principal of State High School 8 Malang:

"This online learning provides a valuable learning, especially in assessment, when the student's test is lost contact, he is not present for network reasons." (Anis I 2021, pers. com.).

Furthermore, it was also expressed by Mr Rifki Amirulloh as Islamic Education teacher of State High School 8 Malang:

"For now, especially during the pandemic, factors such as media, internet data packages, and adequate internet networks." (Rifki A 2021, pers. com.).

Online assessment activities also cause problems, where these problems are experienced by teachers in carrying out online learning. The results of research conducted by Tya Ayu and Arief stated that there were problems encountered, namely unstable internet networks, less active students in participating in learning, reduced enthusiasm and discipline of students, and not all students had adequate IT facilities (Dewi and Sadjiarto 2021).

Problems faced by teachers and students during the assessment of learning outcomes online seen from the process to the assessment activities in Islamic Education subjects implemented in State Senior High School 1 and State Senior High School 8 Malang which researchers try to conclude include:

- a. Availability of devices/gadgets and internet network. There are students who are constrained by not having a device or taking turns with their parents or younger siblings who also carry out online assessments. In addition, the inadequate internet network can hinder online assessment, some students do not know if there is a daily test or are late in submitting online assignments. The solution provided is that the school provides facilities such as computer laboratories that can be used by students and in every corner of the school there is sufficient wifi / internet network.
- b. Learning Lost, due to distance learning and teaching methods that are still conventional but applied from the classroom and then adopted into online learning. If online assessment is only used to diagnose

student learning improvement, efforts should also be made to prevent students from plagiarising answers or searching for answers on the internet. In online learning, it is necessary to redesign the content or learning materials so that students can learn in their own style (Kenzig 2015). Efforts that can be made are for educators to improve their IT mastery competence and workshops for teachers in IT operations.

- c. Then the low participation of students in learning which results in less understanding makes a decrease in learning outcomes. Student learning motivation has decreased as in the results of research conducted by Arisa and Jasmine. It is evident that when the teacher conveys material in Google Classroom the student response is very lacking and in collecting assignments there is also often a delay or not on time (Hanifah 2020). As revealed by Ayca Cebi in his journal, students who spend longer time learning, especially with videos, concept maps, practice questions, their performance and self-regulation are high compared to students who spend less time learning (Çebi and Güyer 2020). High and low learning motivation is related to high learning achievement. The existence of good learning motivation will show good learning results as well. Perseverance, especially based on motivation, then someone who learns will get good learning results. Efforts that can be made are holding home visits if needed or developing a school Web-Master that can inform the results of students' scores.

Assessment methods must be adapted to the learning style. Many online learning centres have emerged and developed various assessment tools, but many of them only change the way assessment is presented by moving questions from paper to screen and changing the assessor from teacher to machine. This is an achievement of technological progress. Online assessment makes use of technological networks to efficiently transfer and

analyse data, resulting in assessment effectiveness, saving time, effort, expenses and costs compared to conventional assessment. Thus, related to the problems in the two research sites, both State Senior High School 1 and State Senior High School 8 Malang have tried to find the best solution so that online learning and assessment continue to run well so that the achievement of students is in accordance with their competency level.

Conclusions

From the results of the study, conclusions can be drawn which are in accordance with what has been described in the previous chapter.

1. The online assessment of Islamic Education subjects includes three research focuses, namely the planning of assessment of learning outcomes, assessment activities of learning outcomes, and problematic assessment of learning outcomes. In planning the assessment of learning outcomes in Islamic Education subjects in State High School 1 and State High School 8 Malang as contained in the Regulation of the Minister of Education and Culture Number 23 of 2016. It begins with the determination of the minimum standard that must be achieved by students through a meeting of the board of educators, then educators design an assessment strategy that is carried out during the preparation of lesson plans based on the syllabus, then making questions or assessment techniques based on KD.
2. The assessment activities of Islamic Education subjects in State High School 1 and State High School 8 Malang include assessments in the cognitive, affective, and psychomotor domains but are not maximised in preparing assessment rubrics, especially in affective assessments, often teachers are not guided by assessment rubrics. Cognitive assessment activities include pre-tests, written tests, description questions, UKBM, oral tests, games, Daily Tests, Final Exams. Affective assessment activities include observations during learning, student activeness, and religious activities. Psychomotor assessment activities include project assessments, practice
3. Problematics of online Islamic Education subject assessment in State High School 1 and State High School 8 Malang, several problems were found that need to be followed up such as: 1) the availability of internet networks and devices that can hinder assessment activities; 2) Learning Lost and lack of motivation of students to attend classes which results in a decrease in learning outcomes; 3) Teacher innovation in determining assessment instruments, especially online, utilising technology to the fullest.

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