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## Religiosity Learning and Students' Assessment in Islamic Religious Education (IRE)

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**RELIGIOSITY LEARNING AND STUDENTS' ASSESSMENT  
IN  
ISLAMIC RELIGIOUS EDUCATION (IRE)**

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**Abstract.** IRE is a body and spiritual guidance based on the laws of Islamic religion toward the establishment of personality in accordance with the Islamic measures. From the terms, it seems that there are two dimensions that will be realized, i.e. transcendental and secular dimensions. Religious behaviors or religiosity should be able to meet basic needs, i.e. the need for meeting religious goals of contributing the life of religiosity. The evaluation of Islamic Religious Education (IRE) should be addressed professionally and proportionally. It means that the evaluation should run in the manner of giving any kind of solution to get into good result of learning.

**Abstrak.** Pendidikan Agama Islam adalah bimbingan jasmani dan rohani berdasarkan hukum agama Islam menuju terbentuknya kepribadian yang sesuai dengan kerangka Islam. Dari segi ini, tampak bahwa ada dua dimensi yang akan diwujudkan, yaitu dimensi transendental dan sekuler. Perilaku agama atau religiusitas harus dapat memenuhi kebutuhan dasar, yaitu kebutuhan untuk memenuhi tujuan agama yang berkontribusi pada kehidupan religius. Evaluasi Pendidikan Agama Islam (PAI) harus ditangani secara profesional dan proporsional. Ini berarti bahwa evaluasi harus dijalankan dengan cara memberikan solusi ke arah hasil yang baik dari proses belajar.

**Kata kunci:** learning, students assessment, Islamic Religious Education

## INTRODUCTION

Education is an activity long performed throughout the world. It presented as long as the existence of human being and started when the God taught Prophet Adam on this real world. Although education science (as a scientific field) did not exist at the time, the principles of learning interaction, strategy, process, or even evaluation were introduced by the God. Even the principles of democratization in education and those of inquiry were 'modelled' by the God through His dialogues with Angels and Devils.

With the development of human civilization, the field of education science has also rapidly been developed. A variety of learning methods and systems were introduced, from the most classic methods to the most contemporary methods, from individual learning systems to classical or group learning systems, from face-to-face systems to long-distance learning systems. In fact, these were intended to be developed for effectiveness and efficiency in a result-oriented learning process.

A thing questionable here is whether or not the rapid progress of education technology, with various innovative learning methods and models, has significant correlation with intended learning outcomes, particularly with respect to Islamic Religious Education (IRE). To answer the question, it is sure that more intensive researches and studies are required. But as indicators the portraits of participant in education can be seen at a glance today. We frequently read in the printed media, and listen to through electronic media, how intensive juvenile delinquencies, those among the majority of students. Interschool gang fighting, raids of drugs, various forms of violence, etc. were frequently served through television presentation. On the other hand, the value of learning outcomes obtained by students in classes was generally misinterpreted. A child obtaining a score of nine in the IRE subject will, of course, feel proud so much on the

achievement, and parents or even community will interpret it as a 'very good score of religion subject. Such phenomenon was found so much in society. The trend is at least a responsibility of education world, particularly Islamic education, in turn opening the author's insight right now on thinking to observe the phenomenon.

To observe various problems in IRE, it is necessary to trace some things closely related to such problems. First, how the learning system is carried out and developed in the education world of Indonesia. IRE is generally was trapped in a learning system like other subjects, i.e. being just focused on interaction in a class, highly depending on the existing packages of curriculum (merely oriented to the tree-of-science system), and almost all them never touching real student behaviors in society. In fact, based on Law No. 20/2003,<sup>1</sup> particularly in Chapter II of Article 3 on functions and purposes of National Education, it can be found two concepts, namely, 'to educate a national life' and 'to develop the potentials of students to be democratic and responsible citizens.' Both concepts have associative correlation. About how ideal the Indonesian people were explained in the article as having:

- Noble characters,
- Knowledge and skills,
- Health body and spirit,
- Established, skillful, creative, and independent personality.

Second, considering explanations above, it can be known that the purposes of National Education are not only intellectual intelligence, but mainly spiritual and emotional intelligence. It can be understood by the first point, namely, 'noble character' and the forth point, i.e. 'established, skillful, creative, and

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<sup>1</sup>Depdiknas, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasionak*, (Jakarta: Dirjen Pendidikan Dasar dan Menengah, 2003)

independent personality.' If so, the most important to consider by the instructors of IRE are not only how to transfer of science can be run well and validly, but also particularly how the transfer of religious values can be carried out in a wisdom manner through an affective domain as well as how all the students can appropriately accommodate religious characters and behaviors on the base of the rules of religiosity learning. It means that responsibility of the instructors of IRE were not only limited to the scope of class, but also how the students can do moral conducts in society.

Third, with the responsibility, the instructors of IRE should be creative and innovative in packaging their learning strategies. The focus of learning should be directed to association between materials taught and real situations faced by the students in any societies. The things taught should be continuously based on the existing context in society. Therefore, it is recommended that the instructors of IRE should be able to implement the principles of contextual learning. A question can be asked: did the instructors of IRE implement the concept of contextual learning?

Forth, with the implementation of contextual learning model, and based on the principles of religiosity learning, it can be expected that the instructors of IRE can trigger and spur the increase and integration of the three domains for students, so a score of nine achieved by students as an outcome of the learning activity can at least approach the real behavior in their daily life. Or more appropriately, in a reverse statement, religious behaviors of the students in society can be described through both their values and learning outcomes in the class. For this reason, the instructors of IRE greatly need feedbacks, both from the students themselves and mainly from surrounding society. Next question is: did the instructors of IRE have perception and awareness on the importance of feedback from society where the students live?

The fifth, how is evaluation system applied by the instructors of IRE in a learning process. An appropriate evaluation value will highly support the learning success. Inversely, an evaluation system impressed as taken for granted will not cover the whole existing domains, as well as the scope of materials that will be taken for granted also will not support the learning success.

The sixth, so far the focus of evaluation is more dominantly on a cognitive domain, so in turn leading behaviors that can only recalled previously taught lessons without being able to associate them with religious values and practices currently developing in society. Touches in affective and psychomotor aspects seem to be not popular among the teachers, and despite those, the portion is insignificant enough compared to the demand mandated by Law No. 20 mentioned above.

Seventh, realizing evaluation system based on the principles of religiosity learning was not as simple as imagined. All the dominant elements in education environment should be involved. Without synergistic cooperation between all the elements, the purposes of learning with positive impact on the daily behaviors of students in surrounding society will not be realized in an optimum manner.

## **THE RELIGIOSITY LEARNING**

### **The Conception of Religiosity in IRE**

IRE is a body and spiritual guidance based on the laws of Islamic religion toward the establishment of personality in accordance with the Islamic measures. From the terms, it seems that there are two dimensions that will be realized, i.e. transcendental and secular dimensions. The former (more than heavenly) is such as piety, belief, and sincere, while the latter is material value as vehicle, such as knowledge, intelligence, skills, and so on. Thus, religious education is an effort of religiositation

of behavior in guidance process through transcendental and worldly dimensions toward religiosity.

Normatively, religious education create meaning system to direct religious behaviors (religiosity) in a human life. Religious behaviors or religiosity should be able to meet basic needs, i.e. the need for meeting religious goals of contributing the life of religiosity.

Religiosity is an ability of selecting the good in any situations and open in nature. Each time, human will do some things, he will refer to one of the values hold to determine choices of the existing various alternatives. Religiosity is also meant as an effort of transforming values into empirical reality in a sufficiently long process beginning from the growth of creed to conversion.

Religion more emphasizes on institutional aspects regulating procedures how human being should worship the Creator and refers to quantity aspect, while religiosity more emphasizes on quality of religious man. Religion and religiosity are a mutually supporting and complementary unity, because both are the logical consequence of human life with two poles, namely, personal aspect and collective existence among society. Such explanation is not much different from that argued by Glock & Stark understanding religiosity as believing certain religious precepts as well as the impact of those on daily life in society.<sup>2</sup>

Borrowing the concept of Abu Hanifah, religiosity should be a complete unity of creed and Islam. It indicates that a thing of the religiosity that is observed from internal aspect is creed, while that from external aspect is Islam. As a social phenomenon, the formulation is in line with response on Islamic precepts in forms of mind, conduct, and expression in a group life.

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<sup>2</sup>Glock and Stark, *Religion and Society in Transition*, (Chicago: Rand Mc Nally, 1965)

### **The assumption of learning in the IRE**

There are three assumption should be underlined in the IRE learning process.

The first is the assumption on the student itself. Students of IRE are the main input in the IRE learning process. They are the element that potentially became negative reality as well as positive reality. It is the responsibility of The IRE learning process to give direction to the positive one. In this context the IRE learning process must be able to give solution on any problem faced both in the class and in their real life in society. There must be a standard of learning process that can inspired, can be conducted interactively, amazingly, give challenge and motivation to the students to participate actively in the learning process.

The second is the assumption on learning. Like a factory, learning is a process of casting goods to be cast product. Learning is a process of making all elements in learning run interactively, such as; students, purpose, materials, method, instructors, infrastructure, and environment. All the elements are integrated and managed by the instructors in order to be able to realize the expected quality of students. Learning means optimizing all the elements or factors through ways appropriate with the existing capacity of students. Learning should always be packaged in any situation comfortable for students, since with such situation the students will easily accept and develop materials given by the instructors.

The third is the assumption on instructors. The instructors, recognized or not, have a great opportunity to realize the learning quality. However, the instructors may not have rampant attitudes and behaviors. The instructors are not allowed to have prejudice that they are the cleverest ones, while students are children with no knowledge (fools). No situation is possible where instructors are absolutely true and may not be criticized. They are

the little kings in classes that should be arbitrarily modeled in says and conducts. Such assumption exist in the instructors' common mind, the learning of religiosity will never be manifested.

### **STUDENTS' ASSESSMENT**

The evaluation of Islamic Religious Education (IRE) should be addressed professionally and proportionally. It means that the evaluation should run in the manner of giving any kind of solution to get into good result of learning outcomes. Giving good result means conducting such kinds of assessment of learning process inside of class as well as outside of class, by means of the evaluation runs from the beginning of the instruction until the end, even after learning process when students come in contact within the society. It means that to assess students' learning outcomes, the assessment should be taken both inside of the class (class assessment) and outside of the class (community assessment). Class assessment is that all kinds of assessment conducting by teachers them selves, while community assessment is that by participating the community to assess the result of learning which is performed by student in daily behaviour of their life in society. To give a brief illustration of both kind of assessment, here will be discussed in the next subchapter as follow.

#### **Class Assessment**

Class assessment is a form of activity done by instructors closely related to the decision making on achievement of competency or the learning outcomes of students, following certain learning process. Accordingly, data about dependable information as the basis of decision making are required. In this case, decision is associated with successful or unsuccessful condition of students in achieving the competency.

Class assessment is a process performed through the measures of planning, arrangement of assessment tools, the

collection of information through a number of evidences showing achievement in the students' learning outcomes, processing and use of information on the students' learning outcomes. Class assessment was carried out by several ways, such as performance, attitude assessment, written assessment (paper and pencil test), project assessment, product assessment, assessment through a collection of work produced by students (portfolio) and self-assessment, and peer-assessment. Those various techniques above represent assessment techniques in order to get a good learning outcomes.

Assessments on learning outcomes both formal and non-formal are carried out in comfortable situations, so allowing the students displaying what understood and able to work. The learning outcome of student should be not compared to that of other students, but to the previous one of the student itself. So, the student will not feel to be judged by the instructor, but assisted in achieving what expected. To get a brief understanding, here are short expalation on each technique such as:

#### ***Performance assessment and authentic assessment***

Performance assessment is a method of teaching and learning that involves both process and product. It is not just a testing strategy. Performance assessment tasks involve students in constructing various types of products for diverse audiences. Students are also involved in developing the process that leads to the finished product. It measures what students can do with what they know, rather than how much they know. Furthermore the tasks are based on what is most essential in the curriculum and what is interesting to a student.

The term "performance-based assessment" is frequently referred to as performance assessment. Herrington and Herrington noted that the terms "performance assessment" and "authentic assessment" also tend to be used interchangeably. While performance assessment is simply shortened versions of

performance-based assessment, there is a notable difference between authentic assessment and performance-based assessment.<sup>3</sup> Gulikers, Bastiaens, and Kirschner explain the difference between performance assessment and authentic assessment.<sup>4</sup> Some see authentic assessment as a synonym to performance assessment, while others argue that authentic assessment puts a special emphasis on the realistic value of the task and the context.<sup>5</sup> Reeves and Okey point out that the crucial difference between performance assessment and authentic assessment is the degree of fidelity of the task and the conditions under which the performance would normally occur. Authentic assessment focuses on high fidelity, whereas this is not as important an issue in performance assessment. These distinctions between performance and authentic assessment indicate that every authentic assessment is performance assessment, but not vice versa.<sup>6</sup>

Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something. Performance assessment call for assessments of the following kind: designing and carrying out experiments; writing essays which require students to rethink, to integrate, or to apply

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<sup>3</sup>Herrington, J., & Herrington, A.. *Authentic Assessment and Multimedia: How University Students Respond to a Model of Authentic Assessment* (Electronic version). Higher Education Research and Development, (1998) 17 (3), 305-322 in [http://edsrvr2.uow.edu.au/~janh/assessment/authentic%20assessment\\_files/herdsa.pdf](http://edsrvr2.uow.edu.au/~janh/assessment/authentic%20assessment_files/herdsa.pdf) (Retrieved November 6, 2008,)

<sup>4</sup>Gulikers, Bastiaens, T. J., & Kirschner, P. A. (2004). *Perceptions of Authentic Assessment: Five Dimensions of Authenticity*. Paper presented at the Second Biannual Joint Northumbria/European Association for Research on Learning and Instruction SIG Assessment Conference, Bergen, Norway. in <http://www.ou.nl/Docs/Expertise/OTEC/Publicaties/judith%20gullikers/paper%20SIG%202004%20Bergen.pdf> (Retrieved December 7, 2008)

<sup>5</sup>Herrington, *Authentic...*

<sup>6</sup>Meyer, "What's the difference between authentic and performance assessment?" in *Education Leadership*, 49 (8) 1992, p. 39-40.

information; working with other students to accomplish tasks; demonstrating proficiency in using a piece of equipment or a technique; building models; developing, interpreting, and using maps; making collections; writing term papers, critiques, poems, or short stories; giving speeches; playing musical instruments; participating in oral examinations; developing portfolios; developing athletic skills or routines, etc. It represent a set of strategies for the application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.<sup>7</sup>

This type of assessment provides teachers with information about how a student understands and applies knowledge. Also, teachers can integrate performance-based assessments into the instructional process to provide additional learning experiences for students. Like most teachers, it probably is a common practice to devise some sort of test to determine whether a previously taught concept has been learned before introducing something new to the students. Probably, this will be either a completion or multiple choice test. However, it is difficult to write completion or multiple choice tests that go beyond the recall level. For example, the results of an English test may indicate that a student knows each story has a beginning, a middle, and an end. However, these results do not guarantee that a student will write a story with a clear beginning, middle, and end. Because of this, educators have advocated the use of performance-based assessments.

The benefit of performance-based assessments are well documented. However, some teachers are hesitant to implement them in their classrooms. Commonly, this is because these teachers feel they don't know enough about how to fairly assess a student's performance.<sup>8</sup> Another reason for reluctance in using

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<sup>7</sup>Hibbard and others. *A Teacher's Guide to Performance-Based Learning and Assessment*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1996), p. 5

<sup>8</sup>Airasian, *Classroom Assessment*, (New York : McGraw-Hill, 1991).

performance-based assessments may be previous experiences with them when the execution was unsuccessful or the results were inconclusive.<sup>9</sup> The purpose of this digest is to outline the basic steps that teacher can take to plan and execute effective performance-based assessments.

Meyer notes that performance and authentic assessments are not the same, and that a performance is “authentic” to the extent it is based on challenging and engaging tasks which resemble the context in which adults do their work. In practical terms, this means that an authentic task or assessment is one in which students are allowed adequate time to plan, to complete the work, to self-assess, to revise, and to consult with others. Meyer also contends that authentic assessments must be judged by the same kinds of criteria (standards) which are used to judge adult performance on similar tasks. Performance assessment is the concept of authentic assessment that require students to complete or demonstrate the behavior that educators want to measure. For a performance task to be authentic, it must be completed within a real-world context, which includes shifting the locus of control to the student in that the student chooses the topic, the time needed for completion, and the general conditions under which the writing sample is generated.<sup>10</sup>

A more elaborate definition of authenticity is offered by Wiggins, who suggests that three factors determine the authenticity of an assessment: the task, the context, and the evaluation criteria. An authentic task is one which requires the student to use knowledge or skills to produce a product or complete a performance. Based on this definition, memorizing a formula would not be an authentic task; however, using the formula to solve a practical problem would be. As for

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<sup>9</sup>Stiggins, *Student-centered Classroom Assessment*, ( New York: Macmillan Publishing Company, 1994).

<sup>10</sup>Meyer, “*What's the ...*”

context, Wiggins suggests that there be as much realism as is possible. He maintains that the setting (including the time allowed to complete the task) should mimic or duplicate the context faced by professionals, citizens, and consumers. An examination in which the student has almost no prior knowledge of what will be asked, little time to complete the activity, and no opportunity to reflect or consult appropriate resources would not be authentic. Finally, Wiggins states that an authentic assessment should be judged using criteria which are similar to those used to judge adults who perform or produce. As an example, authentic criteria used to evaluate a written paper would give primary consideration to the paper's organization and ideas; mechanical errors (such as spelling, punctuation, grammar) would not be the primary focus.<sup>11</sup>

Fortier notes that authenticity is always a relative concept and that it is unrealistic to expect that an assessment will be completely authentic.<sup>12</sup> For example, he points out that a driving test, even though most would define it as authentic when compared with a paper and pencil test, can never be completely such because drivers do not ordinarily have a law officer seated next to them while they drive. In short, as the term is used in the literature, an authentic performance assessment requires students to demonstrate skills and competencies which realistically represent those needed for success in the daily lives of adults. Authentic tasks are worth repeating and practicing. They require students to apply what they know, not merely to recall or recognize information. Finally, authentic tasks are those which are judged by criteria or standards similar to those used to evaluate the efforts of adults.

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<sup>11</sup>Wiggins, "A true test: Toward more authentic and equitable assessment" in *Phi Delta Kappan*, May, (1989), h. 703-713.

<sup>12</sup>Fortier, *The Wisconsin Road Test as an Empirical Example of a Large-scale, High-stakes, Authentic Performance Assessment* (Madison, WI: Wisconsin Department of Public Instruction, 1993).

### ***Attitude assessment***

Attitude assessment likely an attitudinal surveys may take many forms and address a range of issues, they typically consist of a series of statements that students are asked to express their agreement or disagreement (using a scale). This type of survey provides valuable information on student perceptions of their classroom experience. This includes general attitudes toward the course, the discipline, and their own learning. The results from this survey can also help instructor identify elements in in learning process which best support student learning.

Eileen Lewis (Department of Chemistry Cañada College) and Elaine Seymour (Bureau of Sociological Research University of Colorado, Boulder) state that an attitudinal survey (also known as an affective survey) can provide information on student perceptions (emotions, feeling, attitudes) of their classroom experience. For example it can reveal perceptions on:

- the content of a course
- specific components of a course
- course components which aid or are detrimental to learning
- the effects of course innovations<sup>13</sup>

Attitudinal surveys may also focus on students' needs in taking a course, how well those needs are met, student interest in or appreciation for the subject matter or field, student confidence in their ability to perform in a course, or their beliefs about the nature of the discipline itself, e.g.

- the nature of a discipline (chemistry, physics, mathematics, engineering)
- the nature of learning within a discipline
- their ability to learn within a course

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<sup>13</sup>Eileen Lewis and Elaine Seymour, *Classroom Assessment Techniques Attitude Surveys*. <http://www.flaguide.org/cat/attitude/attitude6.php> (Retrieved December 7, 2008)

- useful strategies for learning within a course or discipline
- their own learning style or preferences for learning

The attitudinal survey provides one method for obtaining valuable information about classroom components, teaching strategies, usefulness of instructional materials, organization, pacing, or workload. This information can then be used to engage in the practices that improve teaching effectiveness. Depending upon the questions asked, instructors can be provided with information about students' learning styles or preferences for ways of learning. This allows instructors to choose among instructional approaches that would best meet the needs of students. Instructors can also discover which components of their course contribute most significantly to students' learning.

General information on students' beliefs about the nature of science, mathematics, engineering is helpful in designing activities to foster a more realistic view of a discipline and what members of that discipline do. For example, students would be asked to express their agreement with the statement, "Science, as it is practiced in the real world, is objective and unbiased. An added benefit of this type of survey is that students are prompted to reflect on their own learning preferences, strengths, or styles. This often helps students become better managers of their own learning and encourages them to engage in more fruitful activities.<sup>14</sup>

#### ***Written assessment (paper-and-pencil assessment)***

Written assessment (paper-and-pencil assessment) usually called traditional assessments . This assessment usually taken with paper and pencil that are usually true/false, matching, or multiple choice and essay test. These assessments are easy to grade, but only test isolated application, facts, or memorized data

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<sup>14</sup>Davis, *Tools for Teaching*, (San Francisco: Jossey Bass, 1993); Braskamp and Ory, *Assessing Faculty Work: Enhancing Individual and Institutional Performance*, (San Francisco: Jossey-Bass, 1994).

at lower-level thinking skills. Traditional assessment provides little evidence of what a language learner actually can do with the language.

In written assessment or that so called paper-and-pencil assessment, students provide written responses to written items. Teachers have probably taken numerous paper-pencil assessments in their educational career. Assessments in which someone fills out answers on the assessment form itself or electronic forms, fall under this category. Typically, paper-pencil assessments include questions to answer, topics to address through paragraph responses, problems to solve, etc.

Grant Wiggins has written extensively on authentic assessment and on the differences between traditional tests and the new assessment models. His discussion on the etymologies of the words "test" and "assessment" provides some interesting insights. The original testum was an earthenware pot that was used as a colander, to separate gold from the surrounding ore. The term was later extended to the notion of determining the worth of a product or of a person's effort. The key notion here is that a test measures knowledge or ability after the fact, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the learners and the quality of their thinking processes.<sup>15</sup>

Paper-and-pencil instruments refer to a general group of assessment tools in which candidates read questions and respond in writing. This includes tests, such as knowledge and ability tests, and inventories, such as personality and interest inventories. Moreover, paper-and-pencil tests can be used to assess job-related knowledge and ability or skill qualifications. The possible range of qualifications which can be assessed using paper-and-pencil tests is quite broad. For example, such tests can assess anything from knowledge of office procedures to knowledge of

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<sup>15</sup>Wiggins, "A true test...", h. 703-713.

federal legislation, and from the ability to follow directions to the ability to solve numerical problems.

Because many candidates can be assessed at the same time with a paper-and-pencil test, such tests are an efficient method of assessment. This kind of assessment extremely difference from authentic assessment that has discussed before. The latter assessment requires time, as well as interaction between the assessor and the person or property being assessed, so that the congruence of perception with reality or, in our case, the congruence between underlying mental processes and surface observation, can be verified. The most difference between the two kinds of assessments lays on:

- First, authentic assessments are viewed as "direct" measures of student performance, since tasks are designed to incorporate the contexts, problems, and solution strategies that students would use in real life, while paper-and-pencil assessment, in contrast, are seen as "indirect" measures, since test items are designed to "represent competence" by extracting knowledge and skills from their real-life contexts.
- Second, items on paper-and-pencil assessment can be a standardized instruments and tend to test only one domain of knowledge or skill so as to avoid ambiguity for the test taker. Authentic assessment tasks are by design "ill-structured challenges"<sup>16</sup>, since their goal is to help students prepare for the complex ambiguities of the "real" world.
- Third, authentic assessments focus on processes and rationales. There is no single correct answer; instead, students are led to craft polished, thorough, and justifiable responses, performances, and products. Paper-and-pencil tests, on the other hand, are one-time measures that rely on a single correct

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<sup>16</sup>Frederiksen, "The Real Test Bias: Influences of Testing on Teaching and Learning" in *American Psychologist*, 39 (1984), p. 193–202

response to each item; they offer no opportunity for demonstration of thought processes, revision, or interaction with the teacher. Because they usually require brief responses, which are often machine-scored, students construct their responses in only the most minimal way, and often by only plugging in a piece of knowledge. There is limited potential for traditional tests to measure higher-order thinking skills since, by definition, those skills involve analysis, interpretation, and multiple perspectives.

- Fourth, authentic assessment involve long-range projects, exhibits, and performances that are linked to the curriculum. Students are aware of how and on what knowledge and skills they are to be assessed. Assessment is conceived of as both an evaluative device and a learning activity. While traditional tests (paper-and-pencil), in contrast, must be kept under lock and key so students do not have knowledge about or access to them ahead of time. Thus, traditional tests may seek to improve student performance in a general way via the washback effect - they will study in a particular way in the hope that this will improve their test performance - but there is virtually no way that students can “learn by doing” while taking a traditional test in the way that they learn while engaging in a performance-based assessment.
- Finally, there is the sticky area of validity and reliability, both of which are essential features of good assessment instruments. Validity has to do with the faithfulness of a test to its purpose; in other words, how well it measures what it actually purports to measure. Reliability refers to the consistency and precision of test scores; in other words, how closely the score an individual gets on a particular assessment measure reflects what could be considered his or her “true score.” Traditional tests can’t be beaten when it comes to reliability, not to mention efficiency. When responses are obviously right or wrong, there is little chance that the scores

on a test will vary between one rater and another or if the student takes two parallel versions of the same test. This means that traditional tests lend themselves to a wide range of statistical analyses and comparisons because we can be fairly confident that the true score on a test is very close to the reported score.

***Portfolio as a mean of assessment***

Portfolio Assessment is a term used to describe a collection of a student's work collected over time that are associated with concepts and are required to learn. This collection of work is often gathered over a long period of time to reflect what a teachers have been taught as well as what students have learned. So that, teachers, school administrators, and parents can view a student's progression in a given content area (such as math or reading, etc). Students usually have some ways in choosing the work that goes into their portfolio. They choose work that is most representative of their abilities. Each piece in the portfolio is required to be an authentic reflection of what students have learned and is meant to reflect their current knowledge and skills. A portfolio can include written reflection, artistic pieces, photographs, and a variety of other media, and all reflecting the concepts they have been learning. As stated by Venn that a student's portfolio is a systematic collection of their work and related material that depicts their activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student's reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work. The goal is to help students' assemble portfolios that illustrate their talents, represent their writing capabilities, and tell their stories of school achievement.

Portfolio Assessment allows teachers to witness students' achievements in ways that standardized or state testing often

cannot, such as the development of skills and strategies, and the cognitive process. Students are encouraged to journal about their work in their portfolios, to choose work that shows evidence of their progress, and to have periodic conferences with the teacher to discuss the contents of their portfolios. Therefore, portfolios also encourage students to become partners in their academic success. As stated by Kirzner and Mandell that the purpose of a writing portfolio is to demonstrate student's improvement and achievements. Portfolios allow them to collect a body of writing in one place and to organize and present it in an effective, attractive format, giving the instructor a view of a student's writing that focuses more on the complete body of work than on individual assignments. While compiling individual items (sometimes called artifacts) to include in their portfolios, students reflect on their work and measure their progress; as they do so, they may improve their ability to evaluate their own work.<sup>17</sup>

Unlike other measures of a student's abilities, a portfolio focuses more on performance than an overall isolated result. For example, a teacher can view a math worksheet where a student answered six out of 10 questions correctly. With this very basic information, the teacher can glean only a limited amount of information. With portfolio assessment, however, a teacher can see how the student has progressed and mastered essential concepts, especially since much of the work included in a student's portfolio requires that a student show his or her work. Using the above example, a teacher may learn that those six incorrect answers were the result of a small error in calculation, rather than an overall weakness in the specific concept. The teacher is then able to give more effective, targeted instruction to the student.

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<sup>17</sup>Kirzner and Mandell, *The Brief Wadsworth Handbook*, 7th ed. (Wadsworth, 2012)

The process-writing portfolio is an instructional tool that manifests the stages and efforts in the writing process. It also contains completed, unfinished, abandoned, or successful work. Process-writing portfolios typically contain brainstorming activities, clustering, diagramming, outlining, free writing, drafting, redrafting in response to teacher or peer review, and so forth. Thus, a picture of the current state of an individual's composing process is revealed. The two essential pedagogical elements in the process-writing portfolio are student reflection and teacher inquiry.<sup>18</sup>

Brookhart stated that, for the purpose of getting instructional feedback, portfolios are also an excellent vehicle for teachers to give verbal feedback to the students. Teachers can provide written feedback on the portfolio itself, or, especially for younger students, they can provide oral feedback using the portfolio as the focus of brief student conferences.<sup>19</sup>

### ***Self-Assessment***

Self-assessment in learning is an alternative approach of assessment closely related to the learning process of achieving the expected competency or learning outcome. Self-assessment demands the students determining the target of learning and doing self-assessment on tasks worked, knowledge, and skills they obtained.

According to Boud & Fackchikov<sup>20</sup>, Sluijsmans *et al.*,<sup>21</sup> Ellington, Earl & Cown,<sup>22</sup> Studstorm,<sup>23</sup> self-assessment refers to

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<sup>18</sup>Ingham, *Meeting the Challenges of an Undergraduate Engineering Curriculum.* "Practical Approaches to Using Learning Styles in Higher Education," (Greenwood, 2000).

<sup>19</sup>Brookhart, *Portfolio Assessment. 21st Century Education: A Reference Handbook*, ed. by Thomas L. Good, (Sage Publication, 2008).

<sup>20</sup>Falchikov, *Learning Together: Peer Tutoring in Higher Education*, (London: RoutledgeFalmer, 2001).

<sup>21</sup>Sluijsmans, D., Dochy, F & Moerkerke, G. *Creating A Learning Environment by using Self-, Peer- and Co-Assessment* (1998) in <http://>

involvement of learners in making decisions with respect to its learning processes, particularly about their mastery and learning outcomes. Self-assessment is closely related to the students' competency of determining the goals intended to achieve in learning activities and making decisions on their own competency. Meanwhile, according to Noonan & Duncan called self-assessment as a specific part of self-concept that at any time involves other parties in making decision on getting academic achievements.<sup>24</sup>

Weeden, Winter & Wooden more specifically describe the self-assessment as a studying process involving the learners in reflecting experiences previously owned, recalling and understanding somethings learned and seek to get more obvious ideas. Moreover, self-assessment do sharing in organizing tasks or activities, look for notes of activities previously done, and making a decision on actions and targets intended to achieve in further stages.<sup>25</sup>

Self-assessment is viewed as a way of improving active roles of students in their own learning activities. It is generally used to do a formative assessment in order that they can reflect the process and its learning activities.<sup>26</sup>

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[www.extranet.ou.nl/inter-studie-alg-o31411/Symposium3/materiaal/bronnenmateriaal/Sluijsmansea.pdf](http://www.extranet.ou.nl/inter-studie-alg-o31411/Symposium3/materiaal/bronnenmateriaal/Sluijsmansea.pdf)

<sup>22</sup>Ellington, H.E., Shirley & Cowan, J. *Making Effective Use of Peer and Self Assessment* (1997) in <http://aou.gcal.ac.uk/ciced/Ch26.html>.

<sup>23</sup>Sundstrom, A., *Self Assessment of Knowledge and Abilities: A Literature Study*, EM (54) (2005).

<sup>24</sup>Noonan, B. & Duncan, C. R. Peer and Self-Assessment in High Schools, Practical; Assessment, Research & Evaluation. *A Peer-Reviewed Electronic Journal*, (10), (2005). 17

<sup>25</sup>Weeden, Winter & Broadfoot, *Assessment: Whats in it for School?*, (New York: Routledge Falmer, 2002), p. 73

<sup>26</sup> Sluijsmans, Dochy & Moerkerke, *Creating A Learning Encironment by using Self-, Peer- and Co-Assessment*. (1998) in <http://www.extranet.ou.nl/inter-studie-alg-o31411/Symposium3/materiaal/bronnenmateriaal/Sluijsmansea.pdf>

### ***Peer Assessment***

Peer assessment is described as a kind of the activities to involve students in assessment, in a sense that students assess the learning activities for their peers during the learning process and provide them with constructive feedbacks. In the collaborative peer sharing part of the process, the group willingly shared information and resources with each other in order to assist one another in making further sense of their learning. All these concur with the views of educators such as Chickering & Gamson<sup>27</sup>, Piaget, Vygotsky<sup>28</sup> and Johnson et al.<sup>29</sup> that working with others often increases involvement in learning. Several experts viewed the peer assessment as an individual strategy, but frequently in a synergy with self-assessment.<sup>30</sup>

The peer-assessment has various definitions, although misunderstanding occurred between evaluators on the involvement of students in assessing the peers to assess performance or success of other parties (the peers). The peer assessment is also described as assessment strategy accompanying decision the students made on any tasks or certain works of the peers particularly occurred when the students do cooperation in learning activities. peer assessment requires more up-front preparation than the status quo. However, students in the case received more feedback than tutors could have provided,

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<sup>27</sup>Chickering and Gamson, "Applying the Seven Principles for Good Practice in Undergraduate Education" In A.W.Chickering and Z.F.Gamson (eds.), *New Directions for Teaching and Learning*, No.47. (Michigan: Jossey-Bass Inc. , 1991); Piaget, *The Psychology of Intelligence*, (London: Routledge, 1950);

<sup>28</sup>Vygotsky, *Thought and Language*, (Cambridge: MIT Press, 1978).

<sup>29</sup>Johnson et. al. ,*Circles of Learning – Cooperation in the Classroom*. 3rd ed., (Edina, Min.: Interaction Book Co, 1990).

<sup>30</sup>Noonan & Duncan, "Peer and Self-Assessment in High Schools, Practical; Assessment, Research & Evaluation" in *A Peer-Reviewed Electronic Journal*, (10), (2005), h. 17

and found it useful. The coursework was of a higher standard than previous years.<sup>31</sup>

According to Falchikov,<sup>32</sup> Sluijsmans, Dochy & Moerkerke<sup>33</sup> self-assessment is a process where assessment is given by the peer in a group. The activities need prior discussion or make agreement on criteria made as reference. It can also involve the use of assessment instrument or checklist designed by other parties or user groups based on basic needs before the implementation of the peer assessment.

The involvement of students is not only in making decision or any tasks worked by the peers, but also in making criteria and the selection of proofs for presentation.<sup>34</sup> The peer assessment become an interactive method of assessment increasing interpretation and reflection, and allowing the instructors to improve the students' understanding. The assessment model turn an attention from being instructor-centered to student-centered.

### **Community Assessment**

Community assessment is one of the most important factors in the concept of religiosity learning. It is reasonable that the consequence of IRE goes toward an establishment of students' behavior in a daily or social life. It is not excessive that final assessment of IRE is on how a student do conduct, or in other words, how its character in a daily life. And the most appropriate party of giving assessment on a daily behaviors or characters of

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<sup>31</sup>Sims, *Student peer review in the classroom: a teaching and grading tool*, J. Agron. Educ. 8 (2) (1989), h. 105-108.

<sup>32</sup>Falchikov, *Learning Together: Peer Tutoring in Higher Education*, (London: RoutledgeFalmer, 2001).

<sup>33</sup>Sluijsmans & Moerkerke, *Creating A Learning Encironment by using Self-, Peer- and Co-Assessment* (1998) in <http://www.extranet.ou.nl/inter-studie-alg-o31411/Symposium3/materiaal/bronnenmateriaal/Sluijsmansea.pdf>

<sup>34</sup>Biggs, *Teaching for Quality Learning at University*, (Buckingham: SRHE and Open University Press, 1999).

students is community where they exist. Essentially the community is one of the elements that have an impact and make an impact at the same time on the educational.<sup>35</sup> Similarly, Taylor and Maquire put the elements are public pressure as a part of community assessment beside other element such as; goals, interpretation, strategies, considerations, and the results.<sup>36</sup> Alkin give another argue of how the external element to be intended as the elements that give impact alternately to the educational output, such as political, bureaucratic, economic and other social devices. All of which have impact on existing activities.<sup>37</sup>

The noble behaviors include communication between student and student, student and instructor, student and text, student and situation, student and milieu, both human nature and surrounding one. Theses scommunication should occur in the directive and continuous processes of reflecting, interpreting, and applying the Islamic precepts in a real life so they become a believer and noble man.

Education on religiosity used a reflective pedagogic paradigm. Reflection include three main elements, as a unity in a learning process, namely, experience, reflection, and action.

Experience is a thing serving as factual or actual background of students. The experience reflected is then explored by students through displaying stories before them. The stories can be taken from newspapers, real stories, instructors' experiences, students' experiences or even folk stories. Reflection is an activity of finding additional meaning, value, awareness, spirit, and attitude, while action is a manifestation of inner motivations growing as a result of the reflective processes, follow-

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<sup>35</sup>Sanders, James R. dkk, *The Program Evaluation Standards*, 2<sup>nd</sup> Edition. (Thousand Oaks, California : Sage Publication, Inc. ,1994), p. 25

<sup>36</sup>Taylor dan Cowley (ed.), *Reading in Curriculum Evaluation*, (Dubuque, Iowa : Brown, 1972), h. 89

<sup>37</sup> Alkin, M.C. dan Stecher, B., "A Study of Evaluation Costs" in Alkin dan Almon, *The Cost of Evaluation*, (Beverly Hills: Sage Publications, 1983), p. 110

ups of religiosity education process necessary to be directed and controlled by both inner and outer actions.

Based on the Reflective Pedagogic Paradigm, indicators should be taken into account as bases for recording students' behavior in environment as follows:

- Students' understanding in deepening Islamic Religious precepts.
- Having open attitudes (to accept, appreciate, and respect differences in religion and other faiths).
- To be active and creative in religious and societal events.
- To be brave in expressing life experiences and religious precepts.
- Reflecting and giving the meaning for life experiences.
- Manifesting reflective outcomes in real conduct.

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