ATLANTIS
PRESS

Developing Religious Education Assessment Model Based on Curriculum 2013

Betty Arli Sonti Pakpahan[1]
[1] Lecturer at Institut Agama Kristen Negeri Tarutung, Indonesia, bas.pakpahan@yahoo.com

Abstract

The purpose of the study was to develop a model of assessment instruments for Christian Religious Education (PAK) based on 2013 curriculum. The steps in developing the model was carried out according to the provisions of each type of test. The subjects of the study were students of VII grade of junior high school and Protestant Christian religion class VII students of Tarutung district as many as 30 students and 6 Protestant Christian religious teachers. Research data obtained through test and non-test techniques, closed and open questionnaires and documentation. The analysis shows that 88% of knowledge items in the form of objective tests can be declared feasible, while those that are not feasible are revised by changing the editorial statement. Attitudes and skills assessments, netted through questionnaires given to religious teachers, and the result is that some teachers have done attitudes and skills assessments but lack understanding in making assessment rubrics, teachers are very minimal in evaluating products, projects, portfolios and religious teachers perceive too many aspects of assessment in the 2013 curriculum.

Keywords: *development, types of instruments, PAK assessment, curriculum based on 2013*

Introduction

Christian Religious Education (PAK) has its own uniqueness from other subjects, because PAK refers to Christian teachings / theology about the Triune God and His work. So that learning PAK aims to increase spiritual potential and shape students to become human beings who believe in God and have a noble and noble character. Increasing spiritual potential includes the introduction, understanding, cultivation, and practice of religious values in individual or collective life, while noble values include ethics, character, and morals as an embodiment of Christian religious education. Based on the description above that learning PAK is not only learning theory, but how knowledge of PAK can be gathered, interpreted and applied in real life, so students take the process of developing faith. This shows that PAK learning is more oriented towards affective and psychomotor competence without neglecting cognitive competence. So as to know the success of a student in the learning process of PAK, it is not measured only from what is known by students, but rather emphasizes what is done, because the tendency of PAK assessment refers more to the application of knowledge in real life. This assessment is synchronous with the concept of 2013 curriculum assessment, which is based on authentic (authentic assessment), which is an Assessment that covers 3 domains of competency, namely the assessment of attitude competencies, knowledge competencies and skills competencies. However, in its application, the teacher still uses traditional scoring systems such as essays, multiple choices, true-false, filling and matching. This means that the assessment still tends to assess the competency of knowledge.

The research results of Retnawati et al (2016) showed that in the implementation of the 2013 Curriculum assessment teachers did not fully understand the assessment system. Teachers still have difficulty in developing attitude instruments, formulating indicators, designing rubric attitudes and skills assessment, and collecting scores from various technical measures. Based on the writer's observation and interview with several Christian religion teachers in North Tapanuli district, there are still many Christian religion teachers who experience confusion and difficulties in preparing authentic curriculum-based assessment instruments in 2013, even though they have received training. Based on the background of the problem, the focus of the problem is: How to develop 2013 curriculum-based assessment instrument types, aspects of attitude, knowledge and psychomotor. in the eye Christian Religious Education class VII junior high school in the district of Tarutung and how the feasibility of these types of instruments.

This research is a research development, R & D a part of mixed research methods because the data was embedded qualitatively and quantitatively. Research sites in state junior high schools in Tarutung sub-district, North Tapanuli Regency. The subject of the eighth grade students in the Tarutung District Junior High School was 6 (Sigompulon 1 State Junior High School, Tangsi 2 Middle School, Hutabarat 3 Middle School, Tangsi 4 Middle School, Banuarea 5 Middle School, Siarang-arang State 6 Junior High School). The number of students as respondents was 30 people, each 5 students in each school, and 6 teachers who taught in class VII junior high school. Data collected by written test, non-test, closed and open questions. To find out the feasibility of written items, the formula is used: $Y_{pbi} = \frac{M_p - M_1}{S_t} \sqrt{\frac{p}{q}}$

Whereas to determine the appropriateness of attitude assessment and psychomotor assessment used logical validity.

Discussion

PAK refers to the achievement of spiritual attitude competencies, social attitudes, knowledge and skills. However, the most dominant competency in PAK learning is attitude competency (spiritual and social). Because the core teaching of Christianity is to love God and love humans .. So that the success of a student in PAK learning is determined by how many students carry out religious experiences / practices that have been learned in daily life. A student must always try to see, realize and appreciate the presence of God in his life, meaning that students must be able to digest and apply the knowledge they have learned. PAK assessment is an activity carried out to find out the success or failure of students in the PAK learning process. In Permendikbud no.66 of 2013, assessment is the process of gathering information / evidence through measurement, interpreting, describing, and interpreting the evidence of measurement results. Assessment is the process of gathering and processing information to measure the achievement of student learning outcomes. Furthermore Siregar and Nara (2010), suggested that assessment is a process for making decisions using information obtained through measurement.

The process of data collection and decision making on student success in learning PAK can be done in various ways and techniques continuously or continuously. According to Firman (2000) there are two types of assessment methods namely test and non-test. Tests are tools or procedures used in the framework of measurement and assessment, which are included in the test group are tests of achievement, intelligence tests, aptitude tests, and skills tests. While those included in the non-test group are attitude scales, rating scales, observation guidelines, interview guidelines, questionnaires, document checks, and so on (Sudijono, 2008). According to Arifin, (2009) non-test techniques are used to determine the quality of processes and products of a job as well as matters relating to the affective domain (attitude). This non-test technique is carried out by interview, systematic observation, distributing questionnaires, or observing existing documents (Sudijono, 2008). Furthermore Akbar, (2013), non-test forms can be in the form of observations, interviews, documentation, sociometry, fortifications, self-reports and others.

In the 2013 curriculum the assessment is based on the measurement of achievement of specified competencies. The competency assessment on PAK subjects will be derived from the KD on KI-1, KI-2, KI-3 and KI-4, which indicators are then formulated. Whether or not the indicator has been reached determined by students' answers to tests developed by the teacher, according to the techniques and instruments used. Assessment is carried out in various techniques and forms for all basic competencies categorized in 3 (three) aspects, namely attitude competency, knowledge competency and skills competency

Attitude competencies are divided into 2 (two), namely spiritual attitude and social attitude. Spiritual attitude as an embodiment of the strengthening of vertical interaction with God, while social attitudes as an embodiment of the existence of consciousness in an effort to realize the harmony of life. This attitude assessment is an activity to find out the tendency of students' spiritual and social behavior in daily life inside and outside the classroom as a result of education (Directorate of Middle School Development, 2015).

The attitude assessment technique is done by observation, journal, self-assessment and peer-to-peer evaluation. Observation technique was carried out by the subject teacher during the learning process during lesson hours. Journals are not only based on what is seen directly by the teacher, but also other relevant and valid information received from various sources. In addition, self-assessment and assessment between friends can be done in the context of fostering and shaping students' character.

At the junior high school level, spiritual attitude competence refers to KI-1: respecting and living the religion they profess. This competency measures the intensity of students' relationship with God after going through the learning process and it can be seen from the attitudes, behaviors and nature of students in daily life. Whereas social attitude competence refers to KI-2: respect and appreciate honest behavior, discipline, responsibility, care (tolerance and mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the range of relationships and existence. Development steps attitude assessment instruments (KI-1 and KI-2) are as follows: 1) Determine the specifications of the instrument, in this case the instrument developed is an attitude instrument, 2) Writing the instrument, i.e. making questionnaire in the form of questions

that are directed towards one's feelings, receiving -Reject, happy-not happy, and so forth, 3) Scale instrument, which makes the scale used.

Knowledge competency assessment is the process of gathering and processing information to measure the process and achievement of students' competencies in the form of a combination of mastery of cognitive processes (thinking skills) remembering, understanding, applying, analyzing, and creating with factual, conceptual, procedural, and metacognitive knowledge (Team of Directorate of Middle School Development, 2017). The aim is to find out whether students have reached the KBM / KKM, and to identify weaknesses and the strength of students' mastery of knowledge in the learning process (diagnostic). The results of the assessment are used to provide feedback (feedback) to students and teachers to improve the quality of learning, and carried out during and after the learning process. The assessment techniques used include written tests (True-False, matchmaking, multiple choice, filling / completing, description), oral techniques (question and answer form), assignment techniques (individual and group assignment forms), and portfolio techniques (performance forms the best of assignments and written tests). The steps of developing the instrument in the term of knowledge (Cognitive) are based on the Basic Competence of KI 3 by: 1) Establishing assessment objectives, (2) Determining the form of assessment, 3) Selecting assessment techniques, 5) Arranging the grid, 6) Writing questions based on lattice and writing conventions for questions 7) Develop scoring guidelines. Skills competency assessment is an assessment conducted to measure the ability of students in applying knowledge in carrying out specific tasks in various kinds of contexts in accordance with indicators of competency achievement (Team of the Directorate of Middle School Development, 2017). Skills assessment includes the realm of thinking and acting. The realm of thinking includes: reading, writing, counting and writing skills. Skills in the realm of acting include: using, unraveling, stringing, modifying, and making. Appraisal techniques used are performance appraisal, project appraisal, and portfolio appraisal techniques.

According to Arikunto, 2016: 242), performance appraisal is the activity of students in doing something, emphasizing the quality of carrying out a task or doing something that is ordered by the evaluator in the form of action, and the appraiser observes the activity / action. The activity or action can be in the form of: practice of praying, percentage, discussion, role playing, playing an instrument, singing, reading poetry etc.

Product assessment is an assessment of the manufacturing process and quality of a product (Center for Curriculum of Balitbang Diknas in Arikunto, 2016). Assessment is not only in the form of results or something produced but also includes the process of making it. So the product assessment can be done in an analytical and holistic way. Product assessment includes assessing the ability of students to make technology and art products such as; making works of art from sculpture. The steps in the development of skills assessment (psychomotor) are based on BC from KI 4, compiling learning outcomes indicators based on competencies to be assessed, compiling grids, compiling instruments,

The findings on the assessment of knowledge, of the 17 written test items that have been tested on state junior high school students in the Tarutung sub-district, 88% or 15 questions are suitable for use, while 12% or 2 items are not feasible. While the assessment of attitudes and skills, based on a questionnaire given to religious teachers, includes: a) Some teachers have conduct skills assessments but lack understanding in making assessment rubrics, b) Very few teachers in assessing products, projects, portfolio c) Religious teachers consider too many aspects of assessment in the 2013 Curriculum. Based on the results of the research it is recommended: a) Need to conduct training on religious teachers, specifically the development of K-13-based PAK assessment, b) PAK teachers must be prepared to accept changes including government policies related to the curriculum c) Need to improve the cooperation of subject teachers or MGMP, to improve the ability to design learning d) For the IAKN need to design workshops for training for religious teachers in North Tapanuli in terms of developing assessment instruments based on the 2013 curriculum e) For subsequent researchers to continue researching the development of assessment instruments for elementary, high school / vocational high school level.

Conclusion

In the 2013 curriculum the assessment is based on the measurement of achievement of specified competencies. The competency assessment on PAK subjects will be derived from the KD on KI-1, KI-2, KI-3 and KI-4, which indicators are then formulated. Whether or not the indicator has been reached determined by students' answers to tests developed by the teacher, according to the techniques and instruments used. Assessment is carried out in various techniques and forms for all basic competencies categorized in 3 (three) aspects, namely attitude competency, knowledge competency and skills competency.

learning PAK is not only learning theory, but how knowledge of PAK can be gathered, interpreted and applied in real life, so students take the process of developing faith. This shows that PAK learning is more oriented towards affective and psychomotor competence without neglecting cognitive competence. So as to know the success of a student in the learning process of PAK, it is not measured only from what is known by students, but rather emphasizes what is done, because the tendency of PAK assessment refers more to the application of knowledge in real life. This assessment is synchronous with the concept of 2013 curriculum assessment, which is based on authentic (authentic assessment), which is an Assessment that covers 3 domains

of competency, namely the assessment of attitude competencies, knowledge competencies and skills competencies.

Product assessment includes assessing the ability of students to make technology and art products such as; making works of art from sculpture. The steps in the development of skills assessment (psychomotor) are based on BC from KI 4, compiling learning outcomes indicators based on competencies to be assessed, compiling grids, compiling instruments. Knowledge competency assessment is the process of gathering and processing information to measure the process and achievement of students' competencies in the form of a combination of mastery of cognitive processes (thinking skills) remembering, understanding, applying, analyzing, and creating with factual, conceptual, procedural, and metacognitive knowledge.

References

Abidin. (2014). Learning System Design in the Context of Curriculum 2013. Bandung: Refika Aditama.

Akbar, Sa'dun. (2013). Learning Instrument Instruments. Bandung: Rosdakarya Offset.

Alimuddin. (2014). Assessment in Curriculum 2013. *Proceedings of the National Seminar*. Volume 01, Number 1. pp.23-33

Arifin, Zainal. (2009). Evaluation of Learning. Bandung: PT Remaja Rosdakarya.

Arikunto, Suharsimi. (2016). Fundamentals of Educational Evaluation. Jakarta: Earth Literacy.

Dirman, Juarsih Cici. (2014). Curriculum Development, Jakarta: Rineka Cipta.

Firman. (2000). Assessment of Learning Outcomes in Teaching Chemistry. Bandung: Department of Chemistry Education FPMIPA UPI.

GP Harianto. (2012). Christian Religious Education in the Bible and the World of Education in Yokyakarta, Andi.

Directorate General of Primary and Secondary Education. (2015). Assessment Guide for Secondary Schools (SMP).
_____, 2017, Guidance Assessment by Educators and Education Units For Middle School.

Kunandar. (2014). Authentic Assessment. Jakarta: PT RajaGrafindo Persada

M. Ngalim Purwanto. (2010). Principles and Evaluation Techniques in Teaching Bandung: Youth Rosdakarya.

Mulyasa, E. (2013). Development and Implementation of 2013 Curriculum. Bandung: PT Youth Rosdakarya.

Purwanto. (2009). Evaluation of Learning Outcomes, Yokyakarta: Student Library.

Retnawati, Heri., Hadi, Hadi., Nugraha, Ariadie Chandra. (2016). Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia, *International Journal of Instruction January*, Vol.9, No.1 e-ISSN: 1308-1470.

Siregar, Eveline and Nara, Hartini, 2010. Learning and learning theory, Bogor: PT Chalia Indonesia.

Sudijono, 2008. Introduction to Educational Evaluation, Jakarta: Raja Grafindo.

Sugiyono, 2013. Qualitative Quantitative Research Methods and R&D, Bandung: Alfabeta.

Sukardi, 2008, Education Evaluation, Principles & Operations, Jakarta: Bumi Aksara.

Sunarti, Selly Rahmawati, 2014, Assessment in the 2013 Curriculum, Yogyakarta: C.V. Andi Offcet

Uno, hamzah B. and Satria Koni, 2012, Learning Assessment, Jakarta: Earth Literacy.

Wayan Maba, 2017. Teachers' Perception on the Implementation of the Assessment Process in 2013 Curriculum, International Journal of Social Sciences and Humanities Available online at Vol. 1 No. 2, August.