The Effectiveness of Peer Assessment in Assessing Students' Spiritual Attitudes in Islamic Religious Education Learning in Middle Schools

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Article Info

ABSTRACT

Purpose of the study: To determine the effectiveness of peer assessment in assessing spiritual attitudes in Islamic religious education learning in junior high schools.

Methodology: The research method uses a qualitative method with descriptive research type, the research sample is an Islamic religious education teacher in junior high school with research instruments in the form of interviews, research analysis using Mileh and Huberman.

Main Findings: Peer assessment in assessing spiritual attitudes is said to be effective because it has run according to its duties and functions in making it easy for teachers to evaluate student learning outcomes and train students so that they have skills when carrying out evaluations.

Novelty/Originality of this study: Many studies pay attention to cognitive aspects in assessment or learning, but this research highlights the spiritual dimension.

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1. INTRODUCTION

Education has a very important role in shaping the character of Indonesian children [1]-[3]. Education is a very important spear in preparing reliable human resources for oneself, other people and the country, while teachers themselves are the spearhead of this education [4]-[6]. Education will later instill knowledge so that humans have quality human resources and have high knowledge through learning [7]-[9].

Islamic Religious Education is one of the subjects taught at every level of education that is mandatory for every student [10]-[12]. Islamic Religious Education is a conscious effort to prepare students to believe in, understand, appreciate and practice the Islamic religion through guidance, teaching or training activities to create Muslim individuals who believe, are devoted to Allah SWT, and have noble character [13]-[15]. Islamic religious education aims to make humans have Islamic personalities so that it will bring humans closer to their creator [16]-[18]. To determine the success of education, a teacher must carry out an assessment of his students.

Assessment is one thing that cannot be separated from a curriculum, both the Competency Based Curriculum, the Education Unit Level Curriculum and the curriculum in previous years as well as the 2013 curriculum [19]-[21]. The government, through the Ministry of Education and Culture, in 2013 implemented a new curriculum as a refinement of the previous curriculum, which was named the 2013 curriculum. The improvements were made to maximize the achievement of the functional guidelines and objectives of National Education. Apart from that, this improvement is carried out to produce a good picture of students in terms of

attitudes, knowledge and skills. So that it can create productive human resources who have competencies and skills through education so that they are not left behind by developments over time [22].

The concept of assessment based on the K13 curriculum is authentic assessment, in authentic assessment, namely significant meaningful measurement of student learning outcomes in the domains of attitudes, skills and knowledge [23]-[25]. In authentic assessment there are various forms of assessing student learning outcomes [26]-[28]. One of them is the assessment between friends. In the assessment between friends, the aspects assessed are found in KI-1 and KI-2, namely spiritual attitudes and social attitudes. However, researchers refer to KI-1, namely spiritual attitude.

Spiritual attitude is a view or reaction tendency to interpret every behavior and activity as worship and the ability to place our behavior and life in context and meaning and have principles only because of Allah SWT so that it can be applied to life [4], [29]. The spiritual attitude in the 2013 curriculum emphasizes the meaning of spiritual attitude, namely competence which expects people to truly demonstrate priesthood and piety in the true sense [30], [31]. One aspect of being spiritual is having a sense of purpose, which is continually increasing one's wisdom and will power, achieving a closer connection with divinity and the universe, and dispelling the illusions of false ideas originating from the sense organs, feelings and thoughts [32], [33].

Research regarding the effectiveness of peer assessment in assessing student attitudes was also conducted by Wijayanti [34] who stated that peer assessment is the most effective assessment technique in shaping student character. The difference between this research and the research conducted by researchers lies in the variables used. The urgency of conducting this research is that this research can help in developing a more holistic learning approach. Peer assessment allows students to give each other feedback, expand their understanding of spiritual attitudes, and deepen their understanding of religious values.

The novelty of this research is that many studies pay attention to cognitive aspects in assessment or learning, but this research highlights the spiritual dimension. This is a new step in exploring a holistic evaluation approach and covers all important aspects of Islamic Religious Education learning. Based on this, this research aims to find out more about the implementation of peer assessment, especially the results of peer assessment through research on the effectiveness of peer assessment in assessing students' spiritual attitudes in learning Islamic religious education in secondary schools.

2. RESEARCH METHOD

This research uses a descriptive qualitative research method, describing qualitative methods is a procedure that produces descriptive data in the form of written or spoken words, people and observed behavior [35]. This type of research is a Case Study: Studying in depth a single case or several related cases to understand the complexity and dynamics within it. The object or target location of the research is Junior High School State 1 Palu.

This research data was obtained from two sources. Firstly, primary data is data obtained through direct observation in the field, interviews through selected sources or informants [36]. The data sources in question are informants and can be said to be sources of information, including school principals and Islamic Religious Education teachers. Second, secondary data sources (additional data), namely data obtained through other parties, secondary data usually takes the form of documentation data or data that is already available [37]. This data was obtained from various literature, articles and documents at the research location related to the object to be studied.

Next, the data obtained will be analyzed using miles and Huberman analysis. The Miles and Huberman data analysis method emphasizes an iterative process involving data collection, data preparation, data reduction, and data interpretation. This process helps researchers to develop a deep understanding of the phenomenon under study [38],[39].

3. RESULTS AND DISCUSSION

In the K-13 assessment, the assessment carried out is an authentic assessment carried out through various methods, including assessment of attitude aspects, knowledge aspects and skills aspects, for example Attitude Aspects (Observation, Self-Assessment, Assessment between friends, journals). Knowledge Aspects (Written Tests, Observations, Assignments). Skills Aspects (Performance, Projects, Products, Portfolio, Written). Attitude assessment is an aspect where the assessment is not carried out by means of tests, either verbally or in writing. Attitude assessment is carried out by teachers through observation, journals, self-assessment and peer assessment. Inter-peer assessment is an assessment carried out by students on their friends. In conducting an assessment between friends, students are not only assessed by one student but are assessed by 2 or more students [40],[41].

Peer assessments carried out by Islamic religious education teachers at Junior High School State 1 Palu can encourage student objectivity, empathy, self-reflection, and respect for differences. Peer assessment is

suitable for use when students are in group activities by asking them to observe their friends. The Islamic religious education teacher said: Peer assessment is a form of assessing attitudes, both spiritual and social. Peer assessment is an assessment carried out by one student on another student. Remembering that a spiritual attitude is an attitude that is expected to emerge as an implementation of religious values. In conducting peer-to-peer assessments on spiritual attitudes, a teacher must first carry out observations and self-assessments of students. Why is that, because teachers do not only assess their students by just looking at their behavior, but teachers also have to match them with the students themselves who assess themselves and their friends who assess them.

The effectiveness of peer-to-peer assessment in assessing students' spiritual attitudes according to Islamic religious education teachers. Peer-to-peer assessment in assessing students' spiritual attitudes in Islamic Religious Education learning is carried out once a semester at school as stipulated in the 2013 curriculum so that the assessment is carried out effectively. Peer assessment can also train students to have skills when carrying out assessments [42], [43].

The effectiveness of an assessment depends on the teacher's readiness to assess their students. Peer assessments carried out by students must also be adjusted to the assessments carried out by the teacher so that the results of the assessments carried out can produce correct grades, so that learning improves and learning objectives are achieved in accordance with the desired objectives. Apart from that, peer-to-peer assessment really helps educators in providing learning outcomes values to students.

Based on the results of interviews with Islamic religious education teachers, peer assessment in assessing students' spiritual attitudes in Islamic Religious Education Learning at Junior High School State 1 Palu is said to be effective. The effectiveness of the implementation of this assessment can be seen from aspects of effectiveness, namely 1) Aspects of objectives and ideal conditions, peer-to-peer assessment in assessing spiritual attitudes is said to be effective because it has run in accordance with its duties and functions in providing convenience for teachers to evaluate student learning outcomes and train participants. students so that they have skills when carrying out evaluations. 2) Aspects of completeness and regulations, the implementation of peer-to-peer assessment in assessing students' attitudes has been carried out in accordance with established rules so that teachers and students can carry out assessments effectively.

The novelty of this research is that this research can offer practical insights for educators in integrating peer assessment effectively to evaluate spiritual attitudes. This may involve proposing new strategies or interventions based on findings that improve the teaching and learning experience in Islamic Religious Education. Given the cultural and religious context studied, this research highlights the importance of culturally sensitive assessment practices. It can explore how peer assessment can be adapted to respect and accommodate diverse beliefs and spiritual practices in Islamic educational settings. In addition, this study combines perspectives from the fields of education and Islamic studies, so this study offers a unique interdisciplinary perspective in assessing spiritual attitudes through peer assessment. This cross-disciplinary approach can yield new insights.

The implication of conducting this research is that through this research, there will be a better understanding of how students understand and express their spiritual attitudes. This will help educators adapt teaching and assessment methods to better suit student needs. Meanwhile, a limitation of this research is that external factors such as family environment, social interactions outside school, and individual religious experiences can also influence students' spiritual attitudes, which are difficult to control in the research context.

4.   CONCLUSION

Based on the results and discussion of the research above, a conclusion can be drawn, namely that the implementation of peer-to-peer assessments carried out by Islamic religious education teachers at Junior High School State 1 Palu is said to be effective and can encourage student objectivity, empathy, self-reflection, and respect for differences. And the effectiveness of an assessment depends on the teacher's readiness in assessing their students. The peer-to-peer assessment was carried out well and provided benefits to teachers in evaluating their students. Apart from that, assessments carried out by students can also train students to have the skills to carry out an assessment. Based on the findings presented, researchers recommend steps to strengthen and increase the effectiveness of peer-to-peer assessment in the context of Islamic religious education, including providing training and assistance to Islamic religious education teachers regarding effective peer-to-peer assessment strategies. By implementing these steps, it is hoped that peer-to-peer assessment in the context of Islamic religious education can become more effective, help achieve the desired learning goals, and strengthen the overall assessment skills of students and teachers.

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