

Analysis of Cognitive Aspects of Test Techniques in Islamic education Learning

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Abstract: *Assessment activities in schools are part of the learning process to reflect an understanding of individual students and measure progress. In assessment, the domain is the cognitive aspect and is part of the assessment of intellectual abilities related to the student's knowledge. This study aimed to identify and analyze assessments of cognitive aspects of testing techniques in PAI learning at SMP Negeri 2 Nusawungu. This research uses field research, interview techniques, and documentation. The findings of this study suggest that PAI teachers' assessments of cognitive aspects of testing techniques tend to use objective testing techniques, such as short-answer and oral, and subjective forms of descriptive testing techniques. The cognitive level of the test technique is C1-C2, and the dimensions are factual knowledge and conceptual knowledge. This testing technique has advantages and disadvantages. The advantage is that there is an increase in the learning outcomes of class VIII students, which are known to be better than the previous semester. Meanwhile, the drawback is that the test technique has not yet reached the HOTS level and uses only a few types of instrument techniques.*

Keywords: Assessment, Cognitive, Test Techniques, PAI.

Introduction

Today, the challenges in the world of education are also becoming increasingly complex. In line with that, producing graduates who can win the global competition is something that cannot be ignored. Thus, quality education is a demand for the progress of the times. For this reason, all components of education should be prepared and functionalized to meet educational expectations (Yusuf, 2015). With this reality, education should require improvement in various aspects. The main purpose of these improvements is so that educational goals can be achieved, especially in Islamic religious education. Therefore, efforts are needed to improve the quality of education and learning. Among the important aspects of learning is carrying out assessments

(Mochamad Zaenal Muttaqin and Kusaeri, 2017). Assessment is important performance measurement in providing opportunities for students to explore their thinking skills (Uma et al., 2018). Meanwhile, education has several important components that form a single unit in it, such as the curriculum, the learning process or implementation, and the evaluation or assessment of learning. Of these several components, evaluation or assessment of learning as an activity to measure and assess the achievement of learning or curriculum, then look for strengths and weaknesses so that it is used as a follow-up to solve problems that arise.

An accurate and complete understanding of the components of the education program is only possible if the assessment in education is carried out properly and correctly. The implementation of assessment in the educational process in schools is a reflection activity on the understanding of each student's progress (Tamrin & Munawaroh, 2019). The assessment itself is defined as a systematic data collection activity both quantitatively and qualitatively related to the state, or the ability, of an object or individual subject being assessed (Yusuf, 2015).

Indonesia needs Islamic Education (PAI) as an important part of shaping students to have competence in cognitive, affective, and psychomotor aspects (Mansir & Purnomo, 2020). Of these several aspects, in the practice of PAI education and learning, the first aspect that is assessed is the cognitive aspect. Because the cognitive aspect is an assessment related to intellectual abilities related to student knowledge, Cognitive aspects in the realm of education are usually identical to Bloom's taxonomy with six categories of continuous knowledge, including the levels of remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6) (Herman and Yustiana, 2014). As stated by Azyumardi Azra, teaching in the current educational process more often meets the cognitive aspect but has not fulfilled the affective aspect, such as the formation of one's character (Purnama, 2019).

Meanwhile, the current conception of learning focuses on active-constructive and cognitive processes that are related to meaningful learning processes. Students are active agents in the learning process, which means not just sitting and passively obtaining information from the teacher. Therefore, it is important to build students' cognitive processes so that they can be actively involved in meaningful learning (Saraswathy, 2021). The cognitive process will later produce the final result in the form of cognitive learning outcomes that understand

knowledge issues related to the process or realm of thinking and are the basis for students' mastery of knowledge after doing a lesson (Marlena, 2018). To find out student learning outcomes in PAI learning, a teacher must have knowledge related to evaluating learning outcomes, one of which is test techniques and instruments (Sawaluddin & Muhammad, 2020). Meanwhile, the test is a learning evaluation tool as a measurement tool to find out how far the teaching objectives are achieved (Kadir, 2015).

In line with this, some teachers' understanding of assessment techniques is still influenced by the prevailing curriculum paradigm, so learning is carried out more focused on spending material rather than fulfilling the core goals of education itself. And in the assessment of learning, Islamic religious education has its uniqueness. Teachers are required to assess learning achievement from all aspects, both theory, practice, and experience gained by students. So that makes PAI teachers have wider challenges in carrying out the learning process.

As in the field, it is well known that SMP Negeri 2 Nusawungu as a research site is fairly well organized for teacher assessments and even has some assessment training programs in schools to facilitate teachers' assessment in schools. In addition, school operators can obtain assessment applications in Excel format, making assessment activities more effective and efficient. This applies to all subjects, including Islamic religious education.

Due to the COVID-19 pandemic and the limited face-to-face learning policy, this research is unique because it is being conducted at a site where schools are providing supportive assessment activities. In addition, it is using a model of blended learning to carry out PAI learning during the learning period (Alfi: 2021). The purpose of this study is to identify assessment methods and examine how the PAI teacher conducts the cognitive evaluation.

To determine how the test techniques used can affect students' cognitive learning outcomes at SMP Negeri 2 Nusawungu, as well as reflections and recommendations, the authors of this study attempt to describe and analyze the cognitive assessment used by PAI teachers through test techniques in PAI learning. Follow-up for PAI teachers to determine future methods and tools to find approaches and procedures that are more efficient in better assisting learning and evaluation of PAI subjects.

Method

The research type of this study is descriptive qualitative research and retrospective field research. It is research that reviews the context and current realities of research objects and topics and issues related to their interaction with the research environment. Field studies aim to investigate in-depth systematic descriptions of certain issues (Sangaji & Sopiah, 2010). For this study, the authors used online or in-person interviewing and documentation procedures to gather data. The VIII grade PAI teacher and several VIII grade pupils served as the research subjects. This research was carried out at the SMPN 2 Nusawungu. While the Cognitive Assessment of Test Techniques in PAI Learning is the focus of this study, The Cognitive Assessment of Test Techniques in PAI Learning is the subject of this study in the meantime. The analysis employed is also descriptive. With technical triangulation techniques, the author uses data validity techniques to describe the findings of research on the research topic. Specifically, the author uses data validity techniques to describe the outcomes of data collection using interviews supported by observation and documentation (Ikhwan, 2021).

Result and Discussion

Result

The word "assess," which is derived from the Latin "assedere," which means "to sit beside," is where the term "assessment" originates. It is understood in the context of education that pupils sit next to someone who forces them to assess their level of knowledge and skills. In terms of assessment, an activity that places pupils in a situation that demonstrates or clarifies both what is possible and what they are unable to perform is referred to as an assessment (Musial, 2009).

The function and purpose of educational assessment broadly are as information data regarding (a) the ability to master knowledge (cognitive), affective and psychomotor; (b) as a means of controlling the quality of education and learning; (c) making assessment decisions about students; (d) accountability of students and the public or the public; and (e) educational administration regulatory tools (Yusuf, 2015). Accordingly, the objectives of the assessment of students are; (1) provide notes about students; (2) provide evidence of student progress; (3) motivate students and always try to pay attention to them, and (5) know the strengths and weaknesses of students. (Joseph, 2015).

Educators certainly need to maximize the education and learning processes and know the achievements of students in learning. Therefore, educators/teachers need to know some of the principles of educational assessment in their real context, including (Yusuf, 2015):

A good assessment is comprehensive

This means that the principle refers to the urgency of the scope of the assessment as an evaluation measurement tool that can be used by the teaching materials or materials and is adjusted by looking at the domain of assessment measurement. Therefore, planning activities with the right assessment formulation will be of essential value. And the assessment should be reviewed thoroughly and comprehensively, both objectives and instruments.

Assessment should be carried out continuously

A good assessment should be done regularly. Educators can then select the best strategy. Meanwhile, when the learning process is carried out in schools, the assessment of the learning process should have been carried out properly so that it can find out the difficulties and obstacles students face in learning.

A good assessment is objective

In this principle, anything that will be assessed related to inputs, processes, products, and outcomes or graduates should be guided by the results of actual (objective) and authentic information. And presents a picture of the actual results related to events, phenomena, situation conditions, objects, and targets being assessed. Therefore, the assessor must have the ability to assess objectively.

Assessment must be guided by clear objectives

Formulating clear goals will be very important in the educational process. This clear objective will have positive implications for the selection of methods in the educational process and can also be used as a basis for determining the test grid and how the form of the exam will be used. In addition, giving meaning or value must also be based on previously determined criteria.

Among the objects of assessment of learning outcomes is the cognitive aspect. According to S. Bloom, the cognitive domain is a domain that involves all efforts related to mental activity or thinking activities of the brain. His book, "Taxonomy of educational objectives," is quoted in Sukiman's book by Rosyidi. The domain or cognitive aspect relates to thinking power or skills, including the ability to memorize, understand, apply, analyze, and evaluate (Rosyidi, 2020).

Assessment of the cognitive aspect seeks to process levels or levels of knowledge from the lower to the higher level (Maemonah, 2018).

Furthermore, the linguistic taxonomy comes from the Greek, i.e. taxi means regulations and nomos means laws. It can be inferred as a rule of law based on language understanding. Taxonomy can also be interpreted as an attempt to group things according to a hierarchy or level of location. Taxonomies are also defined as frameworks for classifying and predicting student learning outcomes from learning activities (Magdalena et al., 2020). At the same time, the taxonomy of the education sector serves as a framework for classifying teaching objectives or learning objectives or tools for identifying learning objectives (Gunawan & Paluti, 2017).

Benjamin Samuel Bloom and his colleagues introduced a new perspective or concept to the world of education in 1956, namely a conceptual framework of thinking in the form of structures and levels of competency classification. The ability of operational thinking intelligence can be divided into three dimensions: cognitive, psychomotor, and affective (Khusniati, 2012). Bloom defines meaningful learning as an educational goal. Meaningful learning provides students with the necessary knowledge and cognitive processes to solve a problem (Irvine, 2017). As a result, students are expected to achieve learning success to solve problems successfully.

Then, the book *The Taxonomy of Educational Objectives The Classification of Educational Goals, Handbook I: Cognitive Domain*, was published in 1956 by Benjamin Samuel Bloom et al. The framework contains six main categories in order from the lowest level to the highest level, follows (1) knowledge; (2) understanding (comprehension); (3) application; (4) analysis (analysis); (5) synthesis (synthesis); and (6) evaluation (Bloom, 1956).

Furthermore, in this study, the researcher focused on analyzing the thinking skills in the assessment using the revised standard of Bloom's Taxonomy. The following are operational verbs (KKO) cognitive aspects based on Bloom's revised theory.

According to the diagram above, Anderson and Krathwohl's revised Bloom's Taxonomy of Cognitive Domains consists of the following levels: remembering, understanding, applying, analyzing, evaluating, and creating. The following is a brief description (Gunawan & Paluti, 2017):

Remembering/C-1

Remembering refers to a person's knowledge skills that are measured by the presence of memory or memory of something, and there is an effort in obtaining knowledge that comes from human memory and functions as an effort to make a meaningful learning process, or what is known as meaningful learning. The remembering process's effort as a problem-solving tool Memory skills can also be applied to larger and more complex problem-solving efforts.

Understanding/C-2

Understanding begins with efforts to build or develop meaning to be broader, such as from reading, messages, reference sources, communication, and media, which are related to the existence of processing activity, such as classifying or comparing something. Meanwhile, understanding knowledge is one level higher than remembering, but understanding cannot escape the process of remembering.

Applying/C-3

Using something or using procedures in activities such as conducting experiments or as a process in solving a problem that begins with a person's cognitive thought process Applying is a continuous activity, which means that it must be investigated before an activity can be implemented. For example, students may be assigned to solve problems in a specific way. Then, these activities must be repeated until students have easily completed these procedures, and when new or unfamiliar problems arise for students, they can solve the problems properly. Finally, students can choose which appropriate procedure or procedure to use in solving the problem.

Analyze/C-4

Analyzing is the process of solving a problem by analyzing its parts and types and then looking for causal relationships between these problems. When students encounter problems that necessitate efforts to describe the things that cause these problems, the level of analysis is also related to cognitive processes such as organizing and assigning attributes. Analyzing activities also direct students to discover the source or reason for information or theories to be discovered and developed. Meanwhile, organizing describes the activities of identifying the elements of the results and attempting to determine how these elements relate to one another.

Evaluate/C-5

The cognitive ability to evaluate something based on predetermined standards and criteria is referred to as evaluating. The standard typically includes product quality or results, effectiveness, efficiency, and something's regularity or consistency. The checking and criticizing processes are examples of evaluation activities. Checking is a testing activity that involves assessing consistency and looking for things that cause a process or product to fail. Meanwhile, criticizing is an important part of critical thinking.

Create/C-6

The highest level of the cognitive domain is created. Creating is a coherent thought process that directs students to produce a new product based on efforts to organize some of these elements in a different form or design that did not previously exist. The creative process is also linked to the previous meeting's learning experience. Meanwhile, what distinguishes the level of creativity from other cognitive dimensions is that students work through previously obtained information, whereas creativity requires students to work on producing something new.

Then, In Revised Bloom's Taxonomy, the revision has four dimensions of categories of knowledge types. The four dimensions of knowledge include (Saraswathy, 2021):

Factual Knowledge

The dimension of factual knowledge serves as the foundation for experts communicating disciplines of knowledge, such as academic, comprehension, and systematic organization. Students in various scientific disciplines can benefit from factual knowledge as well. Factual knowledge is divided into two categories: (1) terminology knowledge and (2) specific or detailed knowledge.

Conceptual Knowledge

Dimensions of conceptual knowledge are concerned with the categorization and classification of things, as well as the reciprocity between several more complex elements of knowledge. This conceptual knowledge includes schemas, forms, models, cognitive domain theories, and how different pieces of information or knowledge relate to one another, function, and work together. Conceptual knowledge can be divided into three types: knowledge about categories, principles, and generalizations; and knowledge about models or structure theory.

Procedural Knowledge

The power of one's procedural knowledge is related to the dimension of procedural knowledge. There are three types of procedural knowledge. (1) knowledge of skills or algorithms in specific fields; (2) knowledge of techniques, strategies, and methods in specific fields; (3) knowledge of classification, characteristics, or criteria in determining proper procedures.

Metacognitive Knowledge

The dimension of metacognitive knowledge is the dimension of knowledge skills related to general cognitive activities and awareness. The emphasis on making students aware and responsible for their thoughts and knowledge is one of the benefits of theory and research. As a result of this ability, students will be able to realize their thoughts about knowledge and cognition, and they will strive to learn more effectively.

Furthermore, the test is defined as a specific and systematic procedure for measuring a person's behavior, so that behavior can be described in the form of numbers, scales, or category systems (Yusuf, 2015). The word "test" comes from ancient French: "testum" means "plate" or "a place to put precious metals," meaning that by using a tool made of a plate, precious metals of very high value will be obtained. Some interpret it as a plate of clay (Hasim et al., 2021). In the Indonesian language, it is called a "test". The test can be interpreted as a learning measurement tool in terms of obtaining information on student learning outcomes. This measurement requires an answer and a response of good, true or false. Tests are a small part of the evaluation. The test is used to determine the skills of students in various aspects, such as cognitive as well as skills, but it is not suitable when used to assess attitudes. Because assessment cannot be interpreted in terms of right or wrong criteria, but rather the function of obtaining an overview of the profile related to student attitudes (Widoyoko, 2012).

According to Suharsimi Arikunto's book, a test is considered good if it meets five criteria: validity, reliability, objectivity, practicability, and economy. The following is the explanation (Arikunto, 2004):

Validity

The test measurement tool is declared valid when the instrument can be accurately measured and assessed about something. In this case, validity means relating to the object of "precision"; The learning

outcome test can be called valid if it can be accurately measured in measuring student learning outcomes to be assessed.

Reliability

The term "reliability" or "can be called reliable" means trust. The test technique and instrument are reliable if when the results of the measurements are known, the test is repeated repeatedly, and the results of the repetition are constant. For example, if students are given a test with the same type of question, then re-tested the test at a different time, then from the acquisition of test results, the student still occupies the same order in his group.

Objectivity

The test technique and instrument can be called objective if, in implementation, the test technique does not find the factors or elements of subjectivity that influence it. The objective here can be interpreted as the absence of other elements that affect the object. The influencing factor is termed a subjective element, such as the subjective nature of the test questions and the results of the assessment, where there is no personal element that influences it.

Practicality

Furthermore, the test technique and instrument are called practicability; when the test has a practical nature and then in the administrative or organizational elements, it is easy. A test can be called practical if it is easy to do and easy to check the results, and is accompanied by test instructions so that it can also be given to other people.

Economical

The test instrument technique is said to be economical when the implementation of the tests carried out is not expensive and requires more or more labor or difficulty and a long time.

As can be seen, several types of test techniques and instruments are commonly used in educational institutions. Meanwhile, tests can be classified according to their implementation, scoring system (score), time, the purpose of the tests, targets and objects to be assessed, and so on (Widoyoko, 2012). Here's the description:

Based on Implementation

Based on its implementation, test techniques can be categorized into three types:

1. Paper-Based Test (PBT)

A Paper-Based Test is a form of the test whose implementation uses paper or written media, both in the preparation of test questions or the process of answering. The PBT has advantages such as being able to be carried out simultaneously with a large population of participants; in addition, students have advantages in answering questions; and high test objectivity. PBT also has weaknesses such as the activity of correcting participants' answers and the process of delivering the test results requiring a long duration; and the supervision process that is less able to make the test results do not describe the real skills of students.

2. Oral Based Test (OBT)

Oral based test is a form of test that is implemented face to face, either directly or indirectly during interview activities. Oral tests have several advantages of them; 1) students with slower cognitive abilities than other friends will have difficulty, but oral tests can encourage students to play an active role in asking questions; 2) can easily be known or predicted by students. This oral test also has several weaknesses, including; 1) this oral test activities require a long duration, especially if there are too many test-takers; 2) subjectivity; 3) students who have a speech deficiency can interfere with the oral test activity.

3. Computer Based Test (CBT)

Computer-based tests are tests that whose implemented using a computer. The results of computer-based tests can be displayed on time at the end of each test section. The advantages of CBT are; 1) the test-takers can immediately find out the test results; 2) can be implemented together; 3) students have relative freedom to answer; 4) avoid cheating in the test; 5) test results are objective. Then, the deficiency of computer-based tests is 1) hackers; 2) badwch capacity can cause system slowness.

Based on Scoring System

Tests can be divided into two types based on the scoring system, namely objective tests and subjective tests.

1. Objective Test

An objective test means a test with an objective scoring system that is based on the object of the responses and answers by students. Participants only choose several answer choices that

have been provided in the test. Meanwhile, objective tests have advantages such as being representative of the content and area of the material; easy to check. In addition, it also has several disadvantages; requiring more difficult preparation than the essay test; the question items only reveal memory and re-introduction; many opportunities for students to speculate answers.

2. Subjective Test

A subjective test is a test of how the scoring is influenced by the answers of the test takers and other scorers. Some answers can have different grades from the grader. Subjective tests are generally in the form of essays or descriptions. Meanwhile, the advantages of subjective tests are; that they can measure the assessment of more complex learning outcomes, can increase the motivation of participants in terms of learning, because they can encourage someone to express their abilities with sentences, easy to arrange and prepare, then can encourage students to have an opinion. Meanwhile, the weaknesses of subjective tests such as low credibility and taking longer to check each answer sheet.

Based on implementation time

Based on the time of execution of the test can be divided into:

1. Pre-test and Post-test

A pre-test is a form of test that is carried out at the beginning of the learning process, while a post-test is a form of test that is implemented after the core learning activities are completed. The pre-test was conducted to determine the level of knowledge that students already have related to being studied. Meanwhile, the post-test is to know about the success of the learning process.

2. Formative test and summative test

A formative test is a form of test carried out after the students finish studying a part of the learning material. The function of formative tests is to monitor students' learning abilities during and after the learning process. Meanwhile, the summative test is a test that is implemented at the end of each lesson or the end of a unit of time in one subject. The summative test determines the mastery of student competencies in certain fields or subjects.

Based on Test Objectives

Based on the purpose of carrying out the test, can be divided into selection, placement, and diagnostic tests.

1. Selection test

A selection test is a test whose results are used as a basis for making decisions about people to be accepted or rejected in a selection process.

2. Placement test

A placement test is a test that is implemented to help determine the major or specialization program that students will enter or can also be used to determine which group is best occupied or entered by a student in the learning process.

3. Diagnostic test

Diagnostic tests are tests carried out to find the causes of learning difficulties experienced by students in learning something.

Based on the targets/objects to be measured including;

1. Personality test is a test used to measure a person's personality. What is measured can be in the form of self-concept, creativity, discipline, special abilities, etc.
2. An aptitude test is a test used to measure or find out a person's talent.
3. Intelligence test is a test used to estimate and estimate a person's intellectual level by giving a task to someone whose intelligence will be measured.
4. Attitude test is a test used to measure a person's various attitudes.
5. Achievement tests are tests used to measure a person's achievement and competence after learning something. The achievement test is a test after the person learns something according to what will be tested.

Discussion

In its field implementation, SMP Negeri 2 Nusawungu is known to still carry out limited face-to-face learning and learning via an online and offline system (blended learning), including PAI subjects in class VIII PAI learning. The assessment at SMP Negeri 2 Nusawungu is also carried out by class VIII PAI teacheth local government regulations, namely online and offline assessments. Meanwhile, video conferencing tools such as Google Meets or Zoom, as well as Google Classroom, are used for online learning. Meanwhile, offline is carried out through limited face-to-face meetings scheduled for each class and carried out

when there is homeschooling, namely meetings between teachers and students at their homes. With these considerations in mind, the implementation of PAI learning assessment activities more frequently focuses on cognitive aspects, one of which is using test techniques as an assessment of PAI subjects, according to the VIII grade PAI teacher at SMP Negeri 2 Nusawungu. The test technique was chosen because the instrument technique has different classifications and is easier to apply to determine students' knowledge abilities and understanding of the PAI material (Alfi, 2021).

The PAI teacher then formulates or determines the purpose of the test technique on the cognitive aspect before carrying out the assessment activities. According to research, PAI teachers more frequently assign the purpose of the test technique to the function of formative and summative tests. According to Sukiman, the purpose of the test as a measurement tool at the level of capability of students based on the objectives of the competencies being taught is the test technique directed at formative tests. Meanwhile, the test technique directed by the summative test function is to determine the final score or graduation based on the minimum requirements (Sukiman, 2012). The function of formative tests performed by PAI teachers is frequently performed when a learning material has been completed, such as giving daily tests and so on. Meanwhile, the function of the summative test performed on PAI learning outcomes is based on the minimum specified KKM limit, which is not less than B or greater than 7.0. (Alfi, 2021). Then, select the type of test to be used. According to Sukiman in the book Ministry of National Education (2004), the form of the test is chosen based on several factors, such as the purpose of the test, the number of test-takers, the time, the scope of the test material, and the characteristics of the subject matter being tested (Sukiman, 2012).

The selection and implementation of a test technique that is frequently used in PAI learning in class VIII are viewed in terms of how it uses written and oral tests, as well as its form with objective and subjective test techniques. When the above-mentioned test technique is viewed through the cognitive lens of Bloom's theory, it can be classified into the PAI family as follows:

Quran Hadith

1. Knowledge Competence:

3.1 Understanding the meaning of Q.S. al-Furqon/25:63 and Q.S. al-Isra '/17:27 about humility, frugality, and simple living.

2. Topic Material:

P.1 Looking for the law of reading in Q.S. al-Furqon/25:63 and Q.S. al-Isra' /17:27, namely the law of reading Mad Thabi'I; Mad must mutate; Mad jaiz munfasil; Mad 'aris lis breadfruit; Mad 'iwad.

P.2 Reading the verse of Q.S. al-Furqon/25:63 and Q.S. al-Isra'/17:27.

3. Learning Process:

P.1 Students are given a video about the material about the law of mad reading, then students look for the law of reading according to the examples that have been explained in the video.

P.2 After students complete the first task, in the next meeting, each student reads between the two verses above, through sequential video calls by the teacher.

4. Test Techniques: Objective tests in the form of short answers, and oral tests

5. Questions/questions:

P.1 Look for the reading laws of Mad thabi'I, mad wajib mutasil, mad jaiz munfasil, mad 'arid lis sukun, and mad iwad in QS. Al-Isra 'verses 27 to 40, as has been exemplified through the video! (Write answers in each other's books then send photos via WhatsApp or Google Classroom).

P.2 Please read one of the two verses, in order of absence (via video call)

6. Analysis:

P. 1 Technique The test is at level C2 (understanding) on the dimension of conceptual knowledge. In the form of the short description test questions above, the PAI teacher expects students to understand by looking for the law of Mad reading as described in the example. This conceptual knowledge dimension, because the short description test technique above makes students try to categorize between Mad reading laws.

P. 2 The oral test technique mentioned above, if it is categorized in the cognitive level, occupies the domain of remembering (C1), because the students are only limited to reading the verse and the teacher assesses it.

7. Method of Assessment:

P. 1 Assessment of short answers, with the following criteria:

Correct answer/question x point 20. Example: Score 5 x 20 = 100

P.2 Assessment of the oral test, with the following criteria:

- Students attend on memorizing day (online): 20 points
- Students can read fluently: 20 points
- Students can read according to the right tajwid: 20 points
- Students can show the law of reading: 20 points
- Students can interpret the verse: 20 points.

Fiqh

1. Knowledge Competence:

3.10 Understanding the procedures for prostration of gratitude, prostration of sahwī, and prostration of recitation.

2. Topic Material:

Explain the meaning of prostration of gratitude, prostration of recitations, and prostration of sahwī; Identify naqli arguments regarding prostration of gratitude, prostration of recitations, and prostration of sahwī.

3. Learning Process:

The teacher conveys material about prostration of gratitude, prostration of recitations, and prostration of sahwī; Learners are given guidelines for viewing, observing shows, and reading materials related to the materials for prostration of gratitude, prostration of recitations, and prostration of sahwī.

4. Test Technique: Subjective test in the form of a description test on the google form

5. Questions/questions:

- a. Explain about prostration of gratitude, sahwī, and recitations.
- b. Write down a prayer of thanksgiving.
- c. Write down the prayer prostration sahwī.
- d. Write down the prayer of prostration of recitation.
- e. Explain how to perform the prostration of gratitude.
- f. Explain the reasons why a person performs prostration sahwī
- g. Write down at least 3 verses that include the sajdah verse.

- h. Explain the wisdom of doing prostration of gratitude.
 - i. Explain the wisdom of performing syahwi prostration.
 - j. Explain the wisdom of performing prostration recitations.
6. Analysis:
- a. The technique of the test instrument is on the cognitive aspect to the level of remembering (C1) and understanding (C2). The cognitive level of C1 in the form of the question above is in the form of the word "write down" which is listed in questions numbers 2,3,4, and 7. Because the effort to answer questions by writing begins with remembering and reading activities.
 - b. The cognitive level of C2 in the form of the question above is the word "explain" which is stated in questions number 1,5,6,8,9, and 10. The form of the explaining question involves students' efforts from reading to understanding so that students can explain according to the question.
 - c. Furthermore, the dimension of knowledge in the test technique above is a factual dimension, namely knowledge of terminology, or about details and certain elements. However, the material does not only reach the cognitive aspect, but also the psychomotor aspect.
7. Method of Assessment:
- Correct and correct answer per question = 10 points;
- Correct answer, but incomplete = 5 points;
- Incorrect answer = 2.5 points.

Akidah Akhlaq

- 1. Knowledge Competence:
 - 3.6 Understand how to apply honest and fair behavior
- 2. Topic Material:

Describe the meaning of honest and fair, mentioning the naqli arguments about being honest and fair, and presenting examples of behavior.
- 3. Learning Process:

At the first meeting of the akidah akhlaq material, the teacher gave an explanation of the material in the student worksheets through google meets and a little complementary explanation

throWhatsAppApp voice notes. In the second meeting, the teacher gave several questions and the students had to answer. Students work on questions in their respective PAI books, then the results are uploaded to Google Classroom, and are given a time limit on the same day.

4. Test Technique: Subjective test technique, with a description test model. The type of description test used is a limited description test.
5. Questions/questions:
 - a. Explain the meaning of honesty according to the term!
 - b. What does it mean to be honest in your heart?
 - c. Mention the characteristics of a hypocrite!
 - d. Explain the meaning of fairness!
 - e. Mention the Naqli arguments about honesty and fairness and their meanings!
 - f. Give an example of each one of your honest and fair behavior at home, at school, and community!
6. Analysis:

From the cognitive aspect, the instrument technique of the type of description test used by the teacher above reached the level of knowledge of C1 and C2. The level of knowledge C1 is listed in numbers 3 and 5, because in the verb "mention", there is an effort to identify it by reading only then students can mention the characteristics of the hypocrite and write answers about honest and fair arguments. The dimensions of knowledge listed in questions 3 and 5 are part of factual knowledge because they are used to mention details or concepts from the material.

Furthermore, the level of C2 knowledge in the test above is in questions numbers 1, 2, 4, and 6. In questions 1 and 4, the verb used is the same, namely "explain", the word explain in the question shows the level of understanding ability. In question number 2, the verb used is "the intent of" which in this question, students not only understand the concept of being honest but further to an honest understanding that comes from the heart. Test questions 1,2,4 at the C2 level, namely the dimensions of conceptual knowledge.

Next, in question number 6, the verb used is "give an example". In these verbs, there is a level where student activities can provide examples starting from understanding the concept of being honest and fair. Question number 6 is in the dimension of metacognitive knowledge because students not only understand but also have knowledge about themselves, namely examples of honest and fair activities carried out by individuals at home, school, and in the community.

7. Method of Assessment:

Correct and complete answer 20 points;

The correct answer, but incomplete 10 points;

Incomplete answer 5 points;

Question number 6 is a complementary value or bonus.

SKI (History of Islam)

1. Knowledge Competence:

3.11 Understanding the history of the growth of science during the Umayyads.

2. Topic Material:

Explaining the progress of Islam during the Umayyad period; explaining the development of science; explaining the development of its culture; explaining the cause of the fall of the Umayyads, and learning wisdom

3. Learning Process:

The teacher applies a cooperative learning model, where students are divided into small groups to complete a task. The teacher maps the material to students in 4 groups, then students develop the material according to the topic by reading textbooks or internet sources. At the next meeting, groups of students presented and discussed. As a task, each student answers the teacher's description questions from Google Classroom and sends answers via Google Classroom.

4. Test Technique:

The test technique used is in the form of a subjective test, namely a description test and a group test. While the non-test technique is in the form of skills assessment, namely making a brief presentation of the results per topic in front of the class.

5. Questions/questions:

- a The description test questions are given as follows:
 - 1) What is the name of the 5 caliphs of the Umayyads!
 - 2) What is the name of 3 intellectual figures of qira'at during the Umayyad era!
 - 3) Explain the mission of expanding Islam during Muawiyah's time!
 - 4) What lessons can be learned after studying the Umayyads?
- b While the group test is to make material points to be discussed by dividing the topics per group as follows:
 - 1) The progress of Islam during the Umayyad
 - 2) The development of science during the Umayyah
 - 3) The development of culture during the Umayyad period
 - 4) Causes of the fall of the Umayyads

6. Analysis:

In the description test technique above, in terms of the cognitive aspect, it can be seen that the description test is at levels C1-C2. In questions number 1 and 2, they are at level C1 with the operational verb "mention". Meanwhile, questions number 3 and 4 are in C2 with operational verbs "explain" and "explore wisdom". At the C2 level, taking lessons, there are activities to understand the material, so that students can explore lessons from what they have read and understood. Meanwhile, the dimension of knowledge in questions number 1 and 2 is factual knowledge, because these questions are required to find answers based on facts on the material. Meanwhile, questions number 3 and 4 are in the dimension of conceptual knowledge, because these questions refer to students' efforts to find answers based on the concepts contained in the material. Furthermore, the group test above, shows the cognitive level at the C2 level or understanding, because students can present the results of the discussion based on the understanding they get.

7. Method of Assessment Description test assessment technique:

Correct and complete answer 10 points;
 The correct answer, but incomplete 5 points;
 Incomplete answer 2 points.

According to the findings of the research review, the assessment or assessment of the cognitive aspects assessed by the PAI teacher in class VIII at SMPN 2 Nusawungu more frequently uses objective test techniques such as short answers and oral tests; and a subjective test, namely a description test technique, either in the form of a brief description or a limited description. The dimensions of knowledge are factual and conceptual knowledge, depending on the test technique used in each family. Dimensional knowledge is at levels C1 and C2, or remembering and understanding, according to the revised Bloom's taxonomy. This proves that the test technique used has not yet reached the HOTS or C5-C6 stage. About the analysis, the researcher summarizes the cognitive aspects of the test techniques in the following table based on basic competencies and the assessment of test techniques in the cognitive aspects of the education taxonomy:

Knowledge Dimension	Dimensions of Cognitive Process					
	1. Mengingat	2. Memahami	3. Mengaplikasikan	4. Menganalisis	5. Mengevaluasi	6. Menciptakan
A. Factual knowledge	Fiqh, Number 2,3,4, 7 AA, Number 3, 5 SKI Number 1,2	Fiqh, Number 1,5,6,8,9, 10 AA Number 1,2,4, 6.				
B. Conceptual Knowledge		Q.H, number /test 1 SKI number 3,4				
C. Procedural Knowledge						
D. Metacognitive Knowledge		AA number 6				

Concerning the implications of the test technique assessment on the PAI learning outcomes of class VIII students in excel learning outcomes, it is known that 80 percent of class VIII students are above the KKM or minimum completeness, which is an average of greater

than 7.0. Although the test techniques used by PAI teachers are not yet at the HOTS level, the results of student learning achievement in the knowledge aspect are mostly above 7.0 or pass above the minimum completeness threshold, according to the findings of the PAI study. As is known based on the results of interviews with students, by assessing the ease of the test technique in doing (easy, easy enough, difficult), the variety of questions (good, good enough, poor), the delivery or the way the PAI teacher communicates the test technique (good, good enough, poor), and learning outcomes in the student's PAI subject (passed, passed the KKM, did not pass), as follows:

No.	Respondent	Test Technique			
		Ease	Variation	Submission	Result
1	Hani Muslimah	Easy	Good	Good	Pass
2	Hasna Nuraeni	Easy	Good	Good	Pass
3	Avika Lulu	Easy	Enough	Good	Pass
4	Ibnu Barun S	Easy	Enough	Good	Pass
5	Amara Angelina	Easy	Good	Good	Pass
6	Heni Rahmawati	Easy	Good	Good	Pass
7	Zahra Lia Ramadani	Enough	Good	Good	Pass in KKM
8	Saskia Adinda B	Easy	Good	Good	Pass in KKM
9	M. Bintang Zacky	Easy	Enough	Good	Pass

Based on the results of the above interviews, it can be concluded that the test techniques in PAI lessons are easy to work on, which means that they do not encounter difficulties because the answers are already in the book and do not need to be read again. The teacher's test technique in this case is at the level of remembering and understanding. Furthermore, variations in questions or questions are known to be beneficial, implying that PAI teachers do not create questions that are monotonous or varied. Meanwhile, the delivery or the way the teacher communicates the assessment is also good because the teacher conveys it in various ways starting from online meetings via WhatsApp, google classroom, google form, and google meets and in face-to-face meetings, it is carried out in sentences that are easy to understand according to students. And the student learning outcomes

are known to most of the students who graduated with scores above the KKM.

The implementation of the cognitive aspect assessment carried out by PAI teachers in class VIII with a test technique has good implications, namely that the learning outcomes of class VIII students are known to be better, apart from the fact that this semester's learning is carried out with blended. In comparison to online learning, students prefer face-to-face meetings because they can ask questions directly. Furthermore, the questions given are still relevant to the material that was delivered, and the level of difficulty is not difficult. Students also gain independence and responsibility for the tasks assigned by the PAI teacher.

However, several obstacles can be used as a follow-up to the implementation of the cognitive aspect assessment on the test technique that has been carried out; namely, some students are still doing assignments carelessly, so some are still under the KKM; and for giving repair assignments, sometimes they are still unfinished. Another barrier is that online and face-to-face learning in PAI lessons at school only meets once a week, so teachers must deliver material using the appropriate strategy or method. Furthermore, there is less supervision when students are at home, such as when they are playing games. As a result, the child becomes less serious about learning, causing the child's score to be correct or less than the KKM. The teacher's alternative solution is to provide special guidance for students whose grades are still low, using specific test techniques and methods, and then conduct evaluations such as enrichment for children related to material that has been understood until the child can improve the final score.

Conclusion

PAI teachers in class VIII of SMPN 2 Nusawungu more frequently use objective and subjective test techniques in the form of short-answer tests, oral tests, and description tests to assess cognitive aspects of the test technique. The test technique has a cognitive level of C1-C2, with dimensions of factual and conceptual knowledge. The testing method has not yet reached the HOTS level. The assessment of the test technique has positive implications such as improved learning outcomes for class VIII students, questions that are still relevant and of a reasonable difficulty level, and students who become more independent and responsible. Concerning the challenges that still

exist, such as students doing assignments carelessly, some still being under the KKM, and a lack of supervision when students study at home.

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