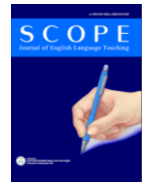




# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## Process Assessment Techniques in Online PAI Learning at SDIT Fitrah Insani Bandar Lampung

*Sherfina Indah Aprilia<sup>1</sup>, Handoko<sup>2</sup>, Rima Yuni Saputri<sup>3</sup>, Sheren Dwi Oktaria<sup>4</sup>*

<sup>1</sup> Raden Intan State Islamic University, Jl. Endro Suratmin, Bandar Lampung, 35131, Lampung

<sup>2, 3, 4, 5</sup> University of Lampung, Jl. Prof. Dr. Ir. Sumantri Brojonegoro, Bandar Lampung, 35141, Lampung

### KEYWORDS

Process assessment technique;  
 Islamic religious education learning

### A B S T R A C T

This study aims to determine the process of implementing the assessment carried out online and to see the impact that is given to the learning process. The type of research used by the author is qualitative, using the case study method. The data collection techniques used are observation and interviews and carry out the data analysis process to obtain conclusions. The result of the discussion of this study is that the assessment of the learning process includes the cognitive, affective, and psychomotor domains. All three have their respective assessment techniques that are adjusted to the subject matter of Islamic Religious Education, as applied in the tahsin and tahfidz subjects at SDIT Fitrah Insani. From the results of the author's analysis, there is a match between the learning process assessment techniques applied in the learning process, namely by focusing on the cognitive and psychomotor domains.

### CORRESPONDING AUTHOR(S):

E-mail: sherfinaaprilia@gmail.com\*

## INTRODUCTION

Talking about the world of education, it cannot be separated from the important components that are included in it, namely the existence of educators and students. In the learning process, there is a stage that begins with the planning, implementation, supervision, and assessment (evaluation) stages. Each stage has its own points of importance. Law Number 20 Year 2003 article 39 paragraph 2 about the National Education System states that an educator is a professional who is tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in higher education.

An educator must have the expertise to carry out his duties, namely by carrying out the stage of the assessment or evaluation process of students as part of his professional competence. Before entering into this stage, educators also

have a big role in the learning process. Where in the process of transferring knowledge it must be ensured that it can be received properly by students. So that educators need an appropriate learning method and media to support the learning process. In a pandemic situation like today, learning media is one of the important homework for educators to choose the right learning method so that students are still able to understand the learning material.

In fact, during this pandemic, online learning is still a challenge for an educator in applying the learning process. The challenge in question is the adjustment of teachers who are still new to implementing online education. Teachers are still not accustomed to the online learning process which must use media to assist the learning process. Meanwhile, students who are usually accustomed to the development of technology have so far faced a concentration crisis in understanding the subject matter provided online (Sun'iyah, 2020).

The use of learning media is currently considered to have developed with many platforms that can be used in the learning process both offline and online. It needs a wise decision in utilizing the learning media that you want to use. Such is the use of learning media carried out at SDIT Fitrah Insani Bandar Lampung. In this school, during the pandemic, they slowly began to get used to the online learning process by using several learning media as alternatives in carrying out the process of transferring knowledge to their students.

The learning media commonly used by teachers in teaching PAI materials, especially tahfidz and tahsin here, is to develop quiz game media, which is then supported by a learning model system in the form of drills and practice. It aims to attract the interest and enthusiasm of students when learning, so that, although it is usually done in face-to-face conditions, the model and media can still be applied very well when online learning takes place. As explained that learning media itself is everything that can be used to convey learning materials in order to attract the attention, interest, thoughts, and feelings of students in carrying out learning activities in order to achieve an existing learning goal (Jannah, 2009).

Based on the description above, it is known that there is a change in the process of implementing learning which is usually carried out face-to-face, but now it is necessary to apply an online learning system. So that it creates its own challenges in using media and learning models. Therefore, in relation to this, researchers are interested in knowing the online learning process carried out by teachers in teaching their students. So that later it will also be known whether it will have an impact on the results obtained by students after the assessment of the learning process carried out. Among these assessments are not only related to learning outcomes, but the learning process can also be assessed. The process assessment itself will be related to the three aspects that are used as goals, including cognitive, affective, and psychomotor aspects. These three aspects have their respective assessment techniques adjusted to the objectives to be achieved.

### ***Theoretical Review***

#### **Assessment**

Assessment in the learning process is a process that aims to measure students' understanding, progress, and achievement in understanding learning materials which are then made in designing a learning system (Baharun, 2016). Assessments are the various ways and processes to obtain a set of research data. The assessment process that is carried out refers to the collection of evidence that shows the learning achievement of students. Assessment in this case is not limited to time, but includes all aspects starting from the learning process, to the learning outcomes.

Assessment activities here are also not only limited to the development of the characteristics of students, but also see how the characteristics of an educator in using teaching methods, curriculum, facilities, and school administration (Kemendikbud, 2018).

#### ***Learning Process Assessment***

Process assessment or formative assessment can be understood that the assessment can be carried out during the learning process. Formative assessment is intended to monitor learning progress for students during the learning process, as well as to provide response or feedback on improving the learning program and to find out the weaknesses that need to be corrected so that later the learning outcomes of students and the teacher's learning process can be better. Formative assessment has the main purpose of improving the learning process, not just determining the level of ability for students (Umami, 2018).

Process assessment looks at the target level of effectiveness of learning activities to achieve the learning objectives themselves. authentic assessment can be said to be part of the process assessment, this is because the authentic assessment itself can combine the readiness of students with the process to learning outcomes. The process assessment itself can include two types, namely the assessment of students and teachers (educators) (Arif, 2014). Assessment or process assessment is a learning activity that occurs in the classroom equipped with teacher and student participation, interaction between teachers and students, as well as the teaching atmosphere in the classroom, teaching quality, and so on. Based on the identification of the components in the assessment of the learning process, the assessment can be carried out by covering all three aspects, namely cognitive, affective, and psychomotor (Ratnawulan & Rusdiana, 2014).

#### ***Aspects of Cognitive, Affective, and Psychomotor Assessment***

The cognitive assessment aspect itself, consists of: 1) Knowledge, which is the ability to remember; 2) Understanding, the ability to understand; 3) Application, the ability to apply; 4) Analysis, the ability to analyze a large amount of information into small parts; and 5) Synthesis, the ability to combine several information into a conclusion. The affective assessment aspect itself, consists of: 1) Receiving includes awareness, desire to receive stimulus, response, control, and selection of symptoms or stimuli from outside; 2) Responding to the response given with the accuracy of the reaction, feelings of satisfaction, etc.; 3) Judging with awareness of accepting norms, value systems, etc.; 4) Organizing through the development of norms and values formed in the value system organization; and 5) Forming a character

through a value system that is formed to influence personality and behavior patterns. As for the psychomotor assessment aspects themselves, they consist of: Imitate, compose, perform according to procedures, perform well and precisely, and perform actions naturally.

Analyzing classroom interactions during the learning process can be done in several ways, as follows (Majid, 2015);

### 1. Process assessment using the BIAS method

Interaction analysis can be done by following Brown's Interaction Analysis System (BIAS). According to Brown, during the teaching and learning process activities, there can only be one of the events that fall into the following categories: 1) The teacher lectures or conveys information, such as explaining, describing, elaborating, and telling stories; 2) The teacher asks questions about the lesson material or other matters; 3) The teacher answers or responds to questions posed by learners; 4) Learners respond to questions posed by the teacher, such as in terms of solving problems, by giving explanations, or just commenting on the teacher's questions. 5) Learners voluntarily answer, comment on both the teacher and other learners, or ask questions; 6) Silent, the class is in a state of silence, nothing happens; and 7) Unobservable, which is a situation that does not fit into the previous categories. At any given moment, only one of these conditions will occur with a duration of 5 seconds, according to Brown.

### 2. Process assessment the Flanders way

The categories presented by Flanders include: 1) The teacher responds with sympathy; 2) The teacher praises and encourages; 3) The teacher accepts and uses the learners' opinions; 4) The teacher asks a question; 5) The teacher conveys information; 6) The teacher directs learners The teacher criticizes, quotes experts' views, or demonstrates power; 7) Learners answer; 8) Learners take the initiative, and 9) The situation is challenging or confusing.

### 3. Assessment with VICS

Interaction in the opinion of the VICS (The Verbal Interaction Category System) model is mentioned as follows: 1) The teacher gives an opinion or information about the material, his/her own opinion, or explains it in a lecture; 2) The teacher gives directions, including giving orders and making requests; 3) The teacher asks closed questions; 4) The teacher asks with open-ended questions; 5) The teacher accepts learners' opinions, such as encouraging, giving encouragement, and praising through comments without rejection; 6) The teacher accepts learners' behavior, such as giving heart; 7) The teacher rejects learners' behavior, such as criticizing, ignoring, and blocking learners' opinions; 8) Teacher

rejects learners' behaviors, by not giving heart; 9) Teacher does not sympathize with learners; 10) Learners have the initiative to talk to teachers his/her peers; 11) Learners respond to the teacher with regard to closed questions; 12) Learners respond to the teacher with regard to open questions; 13) Learners respond to their peers in conversations that occur with their peers; 14) Learners are silent and quiet; and 15) The situation is confusing for both teacher and learners.

### *Assessment Technique*

Assessment technique is a way that can be used by educators to carry out the assessment process with various forms of assessment instruments. While the assessment instrument itself is a tool that is compiled and used to collect and analyze information to measure the achievement of learning outcomes of students (Kemendikbud, 2018). There are various assessment techniques, starting from test and non-test techniques. For the test technique itself, the assessment is carried out to determine the ability of students in the cognitive aspect, while for the non-test technique itself is an assessment carried out to determine the ability of students in the affective and psychomotor aspects (Afandi et al., 2013).

#### 1. Cognitive Aspect

In the cognitive aspect or realm of knowledge, the assessment process can be carried out using written test techniques which are described by selecting answers to multiple choice, two true-false choices, yes or no, matching questions, cause and effect, providing answers with content or completing answers. In addition to written tests, assessment techniques can also be carried out using oral tests, namely by giving questions to students then students are required to answer questions directly or orally. Finally, it can also be done through assignments, either individually or in groups.

In PAI learning, these assessment techniques can be applied according to the subject matter presented at the time of the lesson. learning process. As with the written test, the questions given will adjust to the PAI material. So that students can answer questions according to their respective levels of knowledge. Likewise, with oral tests, questions related to PAI subjects can be answered directly or orally by students according to the level of understanding and knowledge of the students.

#### 2. Affective Aspect

Through this realm of attitude, assessment techniques that can be done are through observation, self-assessment, and peer assessment by students. In PAI subjects, it can be related to the existence of tasks

through self-reports on activities carried out daily. Activities associated with the PAI learning process itself such as performing mandatory prayers, sunnah prayers, Friday prayers, fasting, reading the Qur'an and so on. The learning process, such as maintaining ethics towards teachers and friends in class, carrying out good and correct eating and drinking manners during recess, listening and paying attention to the teacher while explaining the material and in doing assignments to maintain focus and concentration.

### 3. Psychomotor Aspect

In the psychomotor domain or focus on skills, the assessment technique that can be done is by using student performance assessment through demonstration of more specific competencies and portfolio assessment. In terms of its application, the demonstration carried out can be related to the PAI learning process such as carrying out practical exams in ablution, calling to prayer, and reading the Qur'an.

#### *Islamic Religious Education (PAI)*

Islamic Religious Education (PAI) is one of the subjects contained in the national curriculum standards. PAI itself is a study or educational science that discusses related to the teachings of Islam. Not only discussing matters of belief, but the science of Islamic education is also used to reveal various problems and procedures in everyday life (Hidayat, 2016). Islamic Religious Education as a conscious effort where guidance, teaching, and or training activities are carried out in a planned manner and on the basis of the objectives to be achieved, namely the Islamic Religious Education activities are directed to increase belief, understanding, appreciation, and practice of Islamic religious teachings for students in order to form piety or personal quality, as well as to form social piety (Zaenul & Maunah, 2013)

#### **METHOD**

This research is included in qualitative research. The type of research is case study research. Where the case study here is one of the research that is carried out intensively, in detail, and in depth about an activity or event that occurs to gain knowledge about the existence of the event (Rahardjo, 2017). Researchers also conducted a literature review of research which contains information, ideas, data, and methods for obtaining information, of course related to the research theme, namely learning process assessment techniques, especially in PAI (Mustari & Rahman, 2012).

The data collection techniques used in the study were tests, assessment sheets, observation, interviews, and documentation. Researchers give tests to students to get data on learning outcomes that have been carried out, then

educators provide assessments that correspond to the results and abilities of students. Furthermore, educators conduct interviews with educators who are directly involved in the learning assessment process. The results of tests, assessments, and interviews are then analyzed to get the right conclusions about learning assessment. This research was conducted at SDIT Fitrah Insani Kedamaian Bandar Lampung, by referring to one of the resource persons, namely tahsin and tahfidz teachers at the school. this research was conducted on April 27, 2021. The data analysis method used is data reduction, data presentation, then conclusion or verification as the final stage in the data analysis process by drawing conclusions based on the data obtained.

#### **RESULTS AND DISCUSSION**

##### *Implementation of Process Assessment Techniques in PAI Learning at SDIT Fitrah Insani Bandar Lampung*

Based on the brief description of process assessment techniques in PAI learning, the author also conducted mini research at SDIT Fitrah Insani Bandar Lampung to see the extent of the implementation of PAI learning process assessment techniques specifically with tahsin learning materials and also tahfidz as part of the PAI subject. The results of the interview conducted by the author with one of the educators to obtain the mini research data are that the learning process is carried out as usual by providing material and also memorization targets to each student individually. For tahfidz subjects, it focuses more on the application process, while tahsin subjects cover cognitive aspects as part of knowledge, and also the psychomotor aspects.

The assessment techniques used for tahsin and tahfidz subjects have their own points. In tahfidz subjects, the assessment technique used is in the psychomotor realm, namely by asking students to demonstrate or practice the memorization that will be deposited with the teacher. Then the teacher can provide an assessment through the extent of the students' fluency in memorizing certain surahs. As for tahsin subjects, the assessment technique used is to cover two ways, namely from the cognitive and psychomotor aspects. In the cognitive aspect itself, the teacher gives written and oral tests, by linking to the material delivered by the teacher first, the assessment process can also be carried out by assigning techniques to students. For the psychomotor aspect itself, the assessment technique used is the same as tahfidz subjects, but the practical process carried out by students will be assessed by the teacher based on the appropriate makhrāj or reading law, accompanied by fluency in reading the Qur'an.

For the affective assessment itself, teachers still do basic things in providing assessments through brief and indirect observations of students. This is because attitude

assessment itself is still a big homework for teachers in providing affective assessments. Likewise, research conducted elsewhere states that during this online learning, attitude assessment is still lacking attention because it is considered difficult by all teachers. The implementation process itself is carried out with observation techniques by the teacher during the process of teaching and learning activities, if there is an appearance of a negative or less favorable attitude, the teacher will immediately record it (Ramdhayani et al., 2020)

The assessment in the tahfidz subject is in accordance with the prevailing theory regarding assessment of the cognitive or knowledge aspect, where the assessment process can not only use written tests but also use oral tests using one of the cognitive aspects, namely knowledge in the form of the process of remembering and application as an application.

Meanwhile, strategies that can be carried out in the implementation of attitude assessment during this online learning process can be done by looking at the response to tasks given to teachers online, honest attitude and motivation in learning. According to Arif Rahman himself, motivation functions as a driver, driver, and influence of student activities in learning. Because motivation is the basic drive that moves a person to behave (Rigianti, 2020).

In terms of assessment using written tests in tahsin subjects, this is in accordance with assessment techniques in the cognitive aspect where students can provide answers according to their respective knowledge. This is also part of the cognitive assessment aspect which combines aspects of knowledge, understanding and synthesis, namely making a conclusion from the understanding obtained.

Other research also mentions that the implementation of this assessment is one of the new problems that arise in the learning process. According to Anderson, there are three principles in learning assessment, namely meaning, transparency, and fairness. While all three cannot be maximally fulfilled by teachers today, especially in the aspect of fairness. In fact, all students get the maximum score when given teacher questions. But back to the question that whether all students have really understood the material or the value is the result of the help of people who are around them. So that the teacher feels deprived of the opportunity to be able to objectively assess students (Rigianti, 2020). While in a book that explains the principles of learning, data from the results of this assessment are also very useful for teachers to be used as material for improving learning programs, correcting learning weaknesses, and tutoring activities for students who need it (Chotimah & Fathurrohman, 2018).

As with previous research conducted by Said Ali Al Musayyieb, et al. discusses the planning of the Tahsin and tahfidz learning process in elementary schools, where

analyzing the characteristics of students in the form of attitudes towards learning, learning methods and actual abilities for students also needs to analyze the learning context in the form of tasks and skills applied. Because this can also be related to selecting teaching materials and developing learning strategies in class.

In a research, it is mentioned that the instruments used in learning can be improved and also developed, namely by following several steps developed from a theory. Especially in an online situation like this, the development process is needed so that it can better adapt to the situations and conditions that occur in real life learning. In addition, it also makes it easier to make learning instruments that are tailored to learning principles that are oriented towards the goals to be achieved in the learning (Imania & Bariah, 2021).

This can be applied easily if the learning system is carried out face to face or directly because it will make the assessment process easier. Meanwhile, learning processes carried out online will experience difficulties during the assessment process because they cannot actually assess the work results of students in the classroom.

These obstacles will also affect the characteristics, especially students' motivation in terms of honesty because they feel they are not being assessed directly and there is support from the immediate environment which also helps in each task without providing space for independence and developing the creativity and understanding of each student.

It is explained that the teacher who teaches in the subject emphasizes more on the stage of practicing directly to students. The learning model used such as drill and practice can be used as an innovation that can be developed in online learning like today. And it can increase the interest and interest of students in participating in learning. Because in a book it has been explained that choosing a method cannot be done arbitrarily, but there are several considerations that need to be considered such as looking at the objectives to be achieved, adjusting to the conditions and characteristics of students, the nature of the learning material itself, the existence of supporting facilities and media, and the most important thing is how the level of participation of the students themselves (Helmiati, 2012).

Even though the reality is talking about carrying out improvements and development, it will be felt that it is not optimal because it experiences several obstacles as previously explained. Meanwhile, having learning instruments is very important for improving and developing learning evaluation materials for both students and teachers when teaching.

Choosing the right learning media greatly affects the results obtained by students. Not only that, there is even a

special satisfaction for a teacher if he succeeds in using the right learning method and is supported by supporting learning media. As well as one of the benefits of the existence of learning media, namely to provide feedback on the improvement of learning both that has taken place or that will be planned in the future (Ramli, 2012) In this regard, there are differences with research at MAN 1 Surakarta school related to the application of the implementation process between listening to tahsin tilawah material with the application of the drill and talaqqi learning model for tahsin and tilawah activities. Where the school also holds live streaming for students to listen to tahsin and tilawah material which will later be practiced with the drill and talaqqi learning model through the zoom application. And for the application of written and practical tests, it is still quite the same and relevant to the research conducted here (Royyani & Ali, 2020).

However, in certain situations and conditions, such as what happened at SD Fitrah Insani Kecepatan, looking at the characteristics of the students, the nature of the learning material presented, the facilities and media that support learning activities as well as the participation or response of the students themselves cannot be carried out in a learning activity. in full.

It can also later make the learning outcomes obtained by students can survive as expected by the teacher. And that is in accordance with the research which conveys that one of the student learning outcomes when using interactive multimedia will remain above the KKM value set by the school. So this can be one of the solutions for teachers in teaching students during a pandemic like this time (Sukmawati et al., 2021).

In delivering learning materials, a method is also needed to be used as an interlude as entertainment for students so that they do not feel bored when participating in online learning. And this is applied by the teacher where giving quizzes to students to be able to restore the concentration of students by giving prizes. Giving the quiz can also be by inserting the subject matter given to make it seem more useful and linking it to material that is also important to remember. That way students can benefit a lot. As stated in Erlis Nurhayati's research, which says that quiz educational game media in online learning can increase student activeness during a pandemic like today (Nurhayati, 2020).

Through the quiz itself, there is a study that says that some students like quiz media to be applied in their midterm and semester exams. The use of quizzes is felt to make them more happy if used regularly. This is because the quiz itself can produce a creative, innovative, and fun learning model. And in terms of assessment, it can also trigger their interest and motivation (Setiawati, 2021). There is something slightly different about evaluating the implementation of

the tahsin learning process in this school with research that has been conducted in other schools, namely at SDIT Fitrah Insani Bandar Lampung at the time of the midterm and end-of-semester evaluations, students are asked to take the exam directly through video call services so that the teacher can directly assess and pay attention directly even though sometimes there are obstacles such as a network that is not good enough so that it is disconnected. However, the value or essence of the exam itself can still be felt by both teachers and students.

In contrast to the research conducted at SDIT Al-Kahfi Ciracas, where the research explained that the midterm and end-of-semester evaluations were carried out by asking students to send videos of them reading the readings determined by the tahsin teaching team. This shows that there are differences in the implementation process of the tahsin exam system during the online learning period as it is today, apart from the many positive and negative factors that can arise, which can then be evaluated together (Rahmawan, 2021).

Although in implementing the assessment technique used, it must be readjusted to existing aspects and continues to adapt to the form of implementation. Faced with situations and conditions that are different or outside the usual, teachers and students must be able to adapt as well as possible and be equally motivated to apply related aspects such as being honest, involving parents to help supervise the learning process at home and during exams. , and so on, it is hoped that this can produce real assessments in accordance with the process and understanding of the students themselves.

Therefore, overall SDIT Fitrah Insani Bandar Lampung still conducts process assessments in learning by using certain assessment techniques in accordance with the learning theory previously described. That way educators can find out the extent of the process and the development of students during the learning process. However, other research shows that there are some impacts caused by and related to the assessment itself. For the school, it could be that the assessment is considered insufficient, while for the family, especially the parents of students, they think that the assessment is very meaningful for their future preparation. For example, the targets of certain skills and expertise that should have increased every year but instead have been hampered because of the current situation (Sari & Tusyantari, 2021).

However, it cannot be denied, as research conducted by Silvi Ananda and Heru Purnomo regarding solving the problem of assessing the affective domain in distance learning explains that with increasingly advanced technology and developments in science, a teacher must also make adaptations related to this, especially in

application of technology in the field of education. And later it will also be related to assessment in the affective domain of student development.

This is supported by a study which states that the use of several media as an introduction in the learning process must be adjusted to the type of subject itself. Where the online learning process can be said to be effective only for subjects that contain a lot of theory, while for the type of subject that is associated with the direct practice process is still considered insufficient if it is still carried out online (Hermawan, 2020). That is why some studies mention that the assessment carried out can hinder in terms of the application process of skills that they can get or practice directly. Another solution offered in a study said that there are some schools that make policies to ask teachers or homeroom teachers to directly visit and see the learning process at home by adjusting the situation and conditions during the pandemic as well as today. This is based on several surveys in a seminar which also stated that the lack of maximum assessment if only done based on online learning activities. And of course not all schools have the courage to make such decisions because it is important that we take care of ourselves and the environment around us to stay good and avoid a pandemic by meeting or gathering with the environment (Maryani, 2020).

In addition, Irwan also mentioned in a study that the importance of building teaching materials that are more interactive and fun. And this can be achieved by using mobile learning with the use of templates and interactive in the development of LBV (Virtual Learning Environment). The LBV is considered very easy to access by teachers and tutors including students who are still at the elementary school level (Robban, 2020). From the many studies that specifically connect online learning with students, on the other hand, online learning itself has a considerable impact on the competencies possessed by a teacher. For example, in pedagogical competence teachers can learn to provide character education activities tailored to the character of students, develop a learning system and character learning plan, and conduct evaluation, monitoring and reflection in the implementation of character education during online learning. Likewise with the professional competence of teachers, the personality competence of teachers who can encourage self-confidence and courtesy can provide a monitoring and decisive action in seeing the development of student character. And finally also from the social competence of teachers can bring up a sense of empathy, optimize communication, and establish cooperation with various parties involved during the learning process.

## CONCLUSION

The assessment techniques used for tahsin and tahfidz subjects have their own points. In tahfidz subjects, the assessment technique used is in the psychomotor realm, namely by asking students to demonstrate or practice the memorization that will be deposited with the teacher. Then the teacher can provide an assessment through the extent of the students' fluency in memorizing certain surahs. As for tahsin subjects, the assessment technique used is to cover two ways, namely from the cognitive and psychomotor aspects. In the cognitive aspect itself, the teacher gives written and oral tests, by linking to the material delivered by the teacher first, the assessment process can also be carried out by assigning techniques to students. For the psychomotor aspect itself, the assessment technique used is the same as tahfidz subjects, but the practical process carried out by students will be assessed by the teacher based on the appropriate makhrāj or reading law, accompanied by fluency in reading the Qur'an.

For the affective assessment itself, teachers still do basic things in providing assessments through brief and indirect observations of students.

From this research, it is known that there are many advantages and disadvantages in online learning, supported by other research that questions the media and learning methods that will have an impact on the assessment process and the need for the previously mentioned solutions to be reviewed and seen to what extent.

## REFERENCE

- Afandi, M., Chamalah, E., & Wardani, O. P. (2013). *Model Dan Metode Pembelajaran*. Unissula Press.
- Arif, S. (2014). Penerapan Penilaian Autentik Pada Mata Pelajaran Pai Di Smpn 1 Pamekasan. *Nuansa*, 11(2).
- Baharun, H. (2016). *Penilaian Berbasis Kelas Pada Pembelajaran Pendidikan Agama Islam Di Madrasah*. 3(September).
- Chotimah, C., & Fathurrohman, M. (2018). *Paradigma Baru Sistem Pembelajaran*. Ar-Ruzz Media.
- Helmiati. (2012). *Model Pembelajaran*. Aswaja Pressindo.
- Hermawan, E. (2020). *Efektivitas Pembelajaran Daring Selama Masa Pandemi Covid-19: Sebuah Survey Online*. 1–7.
- Hidayat, R. (2016). *Ilmu Pendidikan Islam "Menuntun Arah Pendidikan Islam Indonesia"*. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Imania, K. A., & Bariah, S. H. (2021). *Rancangan Pengembangan Instrumen Penilaian Pembelajaran Berbasis Daring*. April 2019.

<https://doi.org/10.31980/jpetik.v5i1.445>

- Jannah, R. (2009). *Media Pembelajaran*. Antasari Press.
- Kemendikbud, P. P. (2018). *Panduan Pelatihan Kegiatan Belajar Mengajar Bagi Pamong Belajar Angkatan I Tahun 2018*. Kementerian Pendidikan Dan Kebudayaan.
- Majid, A. (2015). *Penilaian Autentik Proses Dan Hasil Belajar*. Remaja Rosdakarya.
- Maryani, K. (2020). Penilaian Dan Pelaporan Perkembangan Anak Saat Pembelajaran Di. *MURHUM: Jurnal Pendidikan Anak Usia Dini*, 1(2), 41–52.
- Mustari, M., & Rahman, M. T. (2012). *Pengantar Metode Penelitian*. Pressindo Laksbang.
- Nurhayati, E. (2020). Meningkatkan Keaktifan Siswa Dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz Pada Masa Pencegahan Penyebaran Covid-19. *Jurnal Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(3), 145–150.
- Rahardjo, M. (2017). *Studi Kasus Dalam Penelitian Kualitatif: Konsep Dan Prosedurnya*. UIN Maulana Malik Ibrahim Malang.
- Rahmawan, M. A. (2021). Implementasi Metode Tahsin Al Husna Dalam Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 Di SDIT Al Kahfi. *Jurnal Studi Al-Qur'an Membangun Tradisi Berfikir Qur'ani*, 17(1), 111–130.
- Ramdhayani, E., Noviati1, W., Syafruddin, Deniati, L., & Kurniati, E. (2020). Analisis Penilaian Sikap Siswa Biologi Selama Pembelajaran Daring Pada Era Tatanan Baru. *Jurnal Pendidikan MIPA*, 10(2).
- Ramli, M. (2012). Media Dan Teknologi Pembelajaran. In *IAIN Antasari Press* (1 Ed.). <http://idr.uin-antasari.ac.id/id/eprint/10306>
- Ratnawulan, E., & Rusdiana, A. (2014). *Evaluasi Pembelajaran Dengan Pendekatan Kurikulum 2013*. Pustaka Setia Bandung.
- Rigianti, H. A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar Di Kabupaten Banjarnegara. *Elementary School*, 7, 297–302.
- Robban, H. (2020). Formative Assessment Strategies Using Elearning. *Nucleaus*, 4(3), 45–49.
- Royyani, M., & Ali, M. (2020). Sistem Boarding School Di Masa Pandemi Di Man 1 Surakarta. *Iseedu*, 4(May), 123–135.
- Sari, R. P., & Tusyantari, N. B. (2021). Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(1), 9–15. <https://doi.org/https://doi.org/10.37478/jpm.v2i1.732>
- Setiawati, S. (2021). *Penggunaan Quizizz Sebagai Media Penilaian Pada Perkuliahan Daring. 1*, 626–629.
- Siyoto, S., & Sodik, M. A. (2015). *Dasar Metodologi Penelitian*. Literasi Media Publishing.
- Sukmawati, R. A., Ridhani, M., Adini, M. H., Pramita, M., & Sari, P. (2021). *Metode Drill And Practice Dalam Pembelajaran Bentuk Aljabar Siswa Kelas Vii Berkonteks Lahan Basah Menggunakan Multimedia Interaktif*. 6(April).
- Sun'iyah, S. L. (2020). Media Pembelajaran Daring Berorientasi Evaluasi Pembelajaran Pada Mata Pelajaran PAI Di Tingkat Pendidikan Dasar. *DAR EL-ILMI: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 7(1), 1–18.
- Umami, M. (2018). Penilaian Autentik Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Dalam Kurikulum 2013. *Jurnal Kependidikan*, 6(2), 222–232. <https://doi.org/https://doi.org/10.24090/jk.v6i2.2259>
- Zaenul, A., & Maunah, B. (2013). *Model Authentic Assesment*. Tulungagung: STAIN Tulungagung Press.