

## ABSTRAK

**Azizatun Nafisah.** 20211020038. Penilaian Kompetensi Psikomotorik Mata Pelajaran Fikih Pada Madrasah Aliyah di Kabupaten Tapin. Pembimbing I: Dr. H. Yahya Mof, M.Pd. dan Pembimbing II: Dr. Dina Hermina, M.Pd. pada Program Studi Pendidikan Agama Islam Pascasarjana UIN Antasari Banjarmasin. 2022.

**Kata kunci:** Penilaian, Kompetensi Psikomotorik, Fikih.

Penilaian pembelajaran sangat penting untuk dilakukan guna meningkatkan mutu pendidikan. Guru sebagai implementator pembelajaran di madrasah harus mampu menilai hasil belajar yang mencakup tiga kompetensi di antaranya kompetensi kognitif, afektif, dan psikomotorik. Realitas menunjukkan, bahwa tampaknya pelaksanaan Penilaian Kompetensi Psikomotorik oleh guru belum terlaksana dengan baik, seperti dalam hal penilaian yang menggunakan instrumen yang tidak tertulis sehingga tergiring ke arah penilaian yang subjektif, beberapa hal lain karena terdapat banyaknya kendala bagi guru dalam menyiapkan perencanaan, pelaksanaan, dan pengolahan penilaian. Berdasarkan latar belakang masalah tersebut, penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan pengolahan penilaian kompetensi psikomotorik pada mata pelajaran Fikih di Madrasah Aliyah di Kabupaten Tapin.

Penelitian ini termasuk jenis penelitian lapangan (*field research*). Penelitian ini menggunakan metode penelitian deskriptif dengan pendekatan kualitatif. Subjek penelitian yaitu guru mata pelajaran Fikih, siswa, dan kepala madrasah di MAN 1 Tapin, MAN 2 Tapin, MAN 3 Tapin, MA Assunniyyah, MA Manba'ul Tahfizhul Qur'an, dan MA Muthi'ul Huda. Teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Analisis data dengan reduksi data, penyajian data, dan verifikasi (penarikan kesimpulan).

Hasil penelitian menunjukkan bahwa perencanaan penilaian kompetensi psikomotorik pada mata pelajaran Fikih di Madrasah Aliyah di Kabupaten Tapin berupa: (a) Guru membuat rancangan penilaian keterampilan. (b) Merumuskan indikator pencapaian keterampilan. (c) Membuat teknik dan instrumen penilaian keterampilan. (d) Membuat pedoman prosedur pengolahan hasil penilaian keterampilan. Poin a, b, c, dan d sebagian dibuat dalam bentuk tertulis berupa dokumen seperti silabus, RPP, dan instrumen penilaian keterampilan, serta dalam bentuk tidak tertulis. Pelaksanaan penilaian keterampilan berupa: (a) Guru memberikan informasi kepada siswa tentang sistem penilaian keterampilan, disampaikan pada pertemuan pembelajaran sebelumnya dan atau diulang ketika akan melaksanakan penilaian. (b) Melaksanakan penilaian keterampilan pada materi Pengurusan Jenazah yang terdapat pada Bab 2 Semester Ganjil Kelas X dengan teknik penilaian praktek dan jenis instrumen skala penilaian (dibuat oleh sebagian guru). Pengolahan penilaian keterampilan berupa: (a) Guru mengolah hasil penilaian keterampilan sesuai prosedur dan pedoman yang dibuat (dilakukan oleh sebagian guru). (b) Membuat pelaporan hasil penilaian keterampilan, hasil nilai yang diperoleh siswa dimasukkan ke dalam buku nilai. (c) Melakukan tindak lanjut setelah diketahui hasil penilaian keterampilan, dilaksanakan dengan pengayaan dan atau remedial jika nilai siswa di bawah kriteria ketuntasan minimal (KKM).

## **ABSTRACT**

**Azizatun Nafisah.** 200211020038. *Assessment of Psychomotor Competence in Fiqh Subjects at Madrasah Aliyah in Tapin District.* Advisor I: Dr. H. Yahya Mof, M.Pd. and Advisor II: Dr. Dina Hermina, M.Pd. at the Postgraduate Islamic Education Study Program at UIN Antasari Banjarmasin. 2022.

**Keywords:** *Assessment, Psychomotor Competence, Fiqh.*

*Learning assessment is very important to do in order to improve the quality of education. Teachers as implementers of learning in madrasas must be able to assess learning outcomes which cover three competencies including cognitive, affective, and psychomotor competencies. Reality shows that it seems that the implementation of the Psychomotor Competency Assessment by teachers has not been carried out properly, as in the case of assessments that use unwritten instruments so that they lead to subjective assessments, several other things because there are many obstacles for teachers in preparing planning, implementing and appraisal processing. Based on the background of these problems, this study aims to describe the planning, implementation, and processing of the assessment of psychomotor aspects in Fiqh subjects at Islamic Senior High School in Tapin District.*

*This research is a type of field research. This study uses a descriptive research method with a qualitative approach. The research subjects were Fiqh teachers, students, and head master at MAN 1 Tapin, MAN 2 Tapin, MAN 3 Tapin, MA Assunniyyah, MA Manba'ul Tahfizhul Qur'an, and MA Muthi'ul Huda. Data collection techniques are observation, interviews, and documentation. Data analysis by data reduction, data presentation, and verification (conclusion).*

*The results of the study showed that planning for the assessment of psychomotor competence in the Fiqh at Islamic Senior High School in Tapin District took the form of: (a) The teacher made a skills assessment plan. (b) Formulate skills achievement indicators. (c) Creating skills assessment techniques and instruments. (d) Create guidelines for the processing of skills assessment results. Points a, b, c, and d are partly made in written form in the form of documents such as syllabus, lesson plans, and skills assessment instruments, as well as in unwritten form. Implementation of skills assessment in the form of: (a) The teacher provides information to students about the skills assessment system, delivered at the previous learning meeting and or repeated when carrying out the assessment. (b) Carry out a skills assessment on the Body Management material contained in Chapter 2 Odd Semester Class X with practical assessment techniques and types of rating scale instruments (made by some teachers). The processing of skills assessment is in the form of: (a) The teacher processes the results of the skills assessment according to the procedures and guidelines made (performed by some teachers). (b) Make a report on the results of the skills assessment, the results of the scores obtained by students are entered into the grade book. (c) Follow up after knowing the results of the skills assessment, carried out with enrichment and/or remedial if the student's score is below the minimum completeness criteria.*