

ABSTRAK

Heldayatunah, NIM. 240211020028. Efektivitas Pelaksanaan Asesmen Sumatif Berbasis CBT Pada Mata Pelajaran Fikih di Madrasah Aliyah Kabupaten Tapin. Penelitian Ilmiah Jurusan Pendidikan Agama Islam, Pasacasajana, Universitas Islam Antasari Banjarmasin. Pembimbing I: Prof. Dr. Hj. Nuril Huda, M.Pd. dan Pembimbing II: Dr. H. Mujiansyah, M.Pd.

Kata Kunci: Efektivitas, Asesmen Sumatif, *Computer Based Test* (CBT), Hasil Belajar, Fikih.

Perkembangan teknologi informasi telah mendorong transformasi sistem asesmen menuju *Computer Based Test* (CBT) yang diharapkan mampu meningkatkan efektivitas evaluasi pembelajaran. Namun, meskipun asesmen sumatif berbasis CBT telah diterapkan di beberapa Madrasah Aliyah Kabupaten Tapin, belum terdapat data empiris mengenai efektivitas pelaksanaannya ditinjau dari hasil belajar peserta didik, kesiapan teknologi, efektivitas pelaksanaan, dan kepuasan peserta didik. Oleh karena itu, penelitian ini bertujuan menganalisis efektivitas pelaksanaan asesmen sumatif berbasis CBT pada mata pelajaran Fikih di Madrasah Aliyah Kabupaten Tapin berdasarkan hasil belajar, persepsi peserta didik, serta hubungan antara persepsi peserta didik dengan nilai asesmen sumatif CBT.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif evaluatif. Populasi penelitian berjumlah 368 peserta didik kelas XII dari MAN 1 Tapin, MAN 2 Tapin, dan MAS Assunniyyah Kabupaten Tapin. Data dikumpulkan melalui angket dan dokumentasi nilai asesmen sumatif CBT. Analisis data meliputi uji validitas, uji reliabilitas, uji normalitas, analisis deskriptif, dan uji korelasi Spearman's Rho untuk mengetahui hubungan antara persepsi peserta didik terhadap pelaksanaan CBT dengan nilai asesmen sumatif CBT.

Hasil penelitian menunjukkan bahwa instrumen penelitian terdiri atas 25 butir pernyataan yang valid dengan reliabilitas sangat tinggi (Cronbach's Alpha = 0,904). Ditinjau dari hasil belajar, nilai rata-rata asesmen sumatif CBT sebesar 64,96 dengan tingkat ketuntasan belajar 48,37% sehingga termasuk kategori kurang efektif. Sementara itu, berdasarkan persepsi peserta didik diperoleh rata-rata efektivitas sebesar 81,3% yang termasuk kategori efektif. Hasil uji Spearman's Rho menunjukkan adanya hubungan positif dan signifikan antara persepsi peserta didik terhadap pelaksanaan CBT dengan nilai asesmen sumatif CBT ($\rho = 0,109$; $p = 0,037$), meskipun kekuatan hubungannya lemah. Dengan demikian, pelaksanaan asesmen sumatif berbasis CBT pada mata pelajaran Fikih di Madrasah Aliyah Kabupaten Tapin efektif ditinjau dari aspek kesiapan teknologi, efektivitas pelaksanaan, dan kepuasan peserta didik, tetapi masih kurang efektif apabila ditinjau dari hasil belajar peserta didik.

ABSTRACT

Heldayatunah, Student ID 240211020028. *The Effectiveness of Computer-Based Test (CBT)-Based Summative Assessment in the Fiqh Subject at Islamic Senior High Schools in Tapin Regency*. Master's Thesis, Islamic Education Study Program, Graduate School, Antasari State Islamic University Banjarmasin. Supervisor I: Prof. Dr. Hj. Nuril Huda, M.Pd. and Supervisor II: Dr. H. Mujiansyah, M.Pd.

Keywords: Effectiveness, Summative Assessment, Computer-Based Test (CBT), Learning Outcomes, Fiqh.

The advancement of information technology has encouraged the transformation of assessment systems toward Computer-Based Testing (CBT), which is expected to improve the effectiveness of educational evaluation. However, although CBT-based summative assessment has been implemented in several Islamic Senior High Schools in Tapin Regency, there is still a lack of empirical evidence regarding its effectiveness in terms of students' learning outcomes, technological readiness, implementation effectiveness, and student satisfaction. Therefore, this study aimed to analyze the effectiveness of CBT-based summative assessment in the Fiqh subject at Islamic Senior High Schools in Tapin Regency based on students' learning outcomes, students' perceptions, and the relationship between students' perceptions and their CBT summative assessment scores.

This study employed a quantitative approach using a descriptive-evaluative method. The population consisted of 368 twelfth-grade students from MAN 1 Tapin, MAN 2 Tapin, and MAS Assunniyyah Tapin Regency. Data were collected through questionnaires and documentation of CBT summative assessment scores. The data were analyzed using validity, reliability, and normality tests, descriptive statistical analysis, and Spearman's Rho correlation analysis to determine the relationship between students' perceptions of CBT implementation and their CBT summative assessment scores.

The findings showed that the instrument consisted of 25 valid items with very high reliability (Cronbach's Alpha = 0.904). The average CBT score was 64.96, with a learning mastery rate of 48.37%, indicating low effectiveness. Students' perceptions reached an average of 81.3%, indicating effective implementation. Spearman's Rho revealed a positive and significant correlation between students' perceptions and CBT scores ($\rho = 0.109$; $p = 0.037$), although the relationship was weak. Overall, CBT-based summative assessment was effective in terms of technological readiness, implementation, and student satisfaction but less effective based on students' learning outcomes.