ABSTRAK

Rika. 230211020026. Pelaksanaan Asesmen Diagnostik, Formatif dan Sumatif pada Mata Pelajaran PAI dalam Kurikulum Merdeka di SMP Negeri Kota Banjarmasin. Pembimbing I: Dr. M. Ramli, M.Pd dan Pembimbing II: Dr. H. Yahya Mof, M.Pd pada Program Studi Pendidikan Agama Islam Pascasarjana UIN Antasari Banjarmasin. 2025.

Kata Kunci: Asesmen, Diagnostik, Formatif, Sumatif, PAI, Kurikulum Merdeka

Penelitian ini berlatar belakang dari melihat banyaknya problem saat ini yang dirasakan oleh guru dalam pelaksanaan asesmen pada mata pelajaran PAI dalam kurikulum merdeka di SMP Negeri Kota Banjarmasin. Tujuan penelitian ini untuk menguraikan pelaksanaan asesmen diagnostik, formatif, dan sumatif serta faktor penghambat dan penunjang terhadap pelaksanaan asesmen pada mata pelajaran PAI dalam kurikulum merdeka di SMP Negeri Kota Banjarmasin.

Penelitian ini menggunakan jenis penelitian lapangan, pendekatan penelitian kualitatif, dan metode penelitian deskriptif. Subjek penelitian ini adalah tiga orang wakil kepala sekolah bidang kurikulum, enam orang guru PAI kelas VII, VIII dan enam orang peserta didik kelas VII, VIII di SMP Negeri 7, 11, dan 34 Banjarmasin. Objek penelitian ini adalah pelaksanaan asesmen diagnostik, formatif dan sumatif pada mata pelajaran PAI dalam kurikulum merdeka di SMP Negeri Kota Banjarmasin serta faktor penghambat dan penunjang. Teknik pengumpulan data yaitu wawancara, observasi, dan dokumentasi. Teknik pengolahan data yaitu koleksi data, editing, pengklasifikasian data, dan interpretasi data. Analisis data menggunakan Model Miles dan Huberman yang memiliki tiga langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi.

Hasil penelitian menunjukkan bahwa asesmen diagnostik dilaksanakan secara lisan. Pada asesmen diagnostik non kognitif dengan cara pendekatan melalui wawancara di awal semester atau diawal tahun ajaran baru dan kognitifnya dengan cara tanya jawab berupa pertanyaan pemantik di awal pembelajaran. Asesmen formatif yaitu ranah kognitif dilaksanakan secara tertulis dan tidak tertulis. Ranah afektif dengan cara melihat sikap atau akhlak dari peserta didik. Ranah psikomotorik dengan cara melihat keterampilan peserta didik melalui tugas praktik. Asesmen sumatif yaitu ranah kognitif dilaksanakan secara tertulis dan tidak tertulis saat selesai akhir lingkup materi, tengah semester dan akhir semester. Ranah afektif dengan cara melihat sikap atau akhlak dari peserta didik selama satu semester. Ranah psikomotorik dengan cara memberikan tugas praktik untuk melihat keterampilan peserta didik. Faktor penghambatnya yaitu dari guru, peserta didik, orangtua, ekonomi, dan fasilitas sekolah. Sedangkan faktor penunjangnya yaitu dukungan dari sekolah, komunitas belajar, MGMP PAI SMP, workshop atau IHT, platform merdeka mengajar (PMM), pemanfaatan teknologi, dan peran orangtua.

ABSTRACT

Rika. 230211020026. Implementation of Diagnostic, Formative and Summative Assessments in PAI Subjects in the Merdeka Curriculum in Banjarmasin City Public Junior High Schools. Pembimbing I: Dr. M. Ramli, M.Pd dan Pembimbing II: Dr. H. Yahya Mof, M.Pd in the Postgraduate Islamic Religious Education Study Program at Antasari Islamic State University, 2025

Keywords: Assessment, Diagnostic, Formative, Summative, PAI, Independent Curriculum

This research is based on the many current problems felt by teachers in the implementation of assessments in PAI subjects in the independent curriculum in public junior high schools in Banjarmasin City. The purpose of this study is to describe the implementation of diagnostic, formative, and summative assessments as well as the inhibiting and supporting factors for the implementation of assessments in PAI subjects in the independent curriculum in public junior high schools in Banjarmasin City.

This study used a type of field research, qualitative approach, and descriptive method. The subjects of this study were three vice principals in the field of curriculum, six PAI teachers in grades VII, VIII and six students in grades VII, VIII in State Junior High Schools 7, 11, and 34 Banjarmasin. The object of this research is the implementation of diagnostic, formative and summative assessments in PAI subjects in the independent curriculum in Banjarmasin City Public Junior High Schools as well as inhibiting and supporting factors. Data collection techniques are interviews, observation, and documentation. Data processing techniques are data collection, editing, data classification, and data interpretation. Data analysis uses the Miles and Huberman Model which has three steps, namely data reduction, data presentation, and conclusion drawing/verification.

The results showed that the diagnostic assessment was carried out orally. In non-cognitive diagnostic assessment by means of an approach through interviews at the beginning of the semester or at the beginning of the new school year and cognitive by means of questions and answers in the form of trigger questions at the beginning of learning. Formative assessment, namely the cognitive domain, is carried out in writing and not in writing. Affective domain by looking at the attitude or morals of students. The psychomotor domain by looking at the skills of students through practical tasks. Summative assessment, namely the cognitive domain, is carried out in writing and unwritten at the end of the scope of material, midterm and end of semester. Affective domain by looking at the attitude or morals of students during one semester. The psychomotor domain by giving practical assignments to see the skills of students. The inhibiting factors are teachers, students, parents, economy, and school facilities. While the supporting factors are support from schools, learning communities, MGMP PAI SMP, workshops or IHT, teaching independence platforms (PMM), technology utilization, and the role of parents.