

ABSTRACT

Thesis titled "Implementation Learning Islamic Education by Using Authentic Assessment (Multi-site studies at the Junior High School 1 Tulungagung and Islamic Junior High School Al Azhaar Tulungagung)" was written by Anis Sukmawati guided by Dr. H. Abd. Aziz, M.Pd.I and Dr. Muhammad Jazeri, M.Pd.

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One of the critical success factors in learning is Assessment of learning outcomes that achieved by learners. During the implementation Assessment is still prioritizing knowledge Assessment only and less attention to the attitudes and skill competency. Therefore we need an authentic Assessment which seeks to balance the competency Assessment on attitudes, skills and knowledge. With that Assessment, learning is expected to increase, especially on the subjects of Islamic Education.

The focus and research questions in this thesis are: (1) How implementation of Learning Islamic Education by Using Authentic Assessment on the competence of attitudes in Junior High School 1 Tulungagung and Islamic Junior High School Al Azhaar Tulungagung?; (2) How is the implementation of Learning Islamic Education by Using Authentic Assessment on the competence of knowledge in Junior High School 1 Tulungagung and Islamic Junior High School Al Azhaar Tulungagung?; (3) How is the implementation of Learning Islamic Education by Using Authentic Assessment on the competence of skills in Junior High School 1 Tulungagung and Islamic Junior High School Al Azhaar Tulungagung?

This research uses qualitative-descriptive approaches. This type of research is the study of multi sites. The data collection method used is the method of observation, in-depth interviews, and documentation.

From these results, the authors concluded that: (1) Implementation of Learning Islamic Education by Using Authentic Assessment on the competence of attitudes, will run with the maximum if done in total both in terms of administration and education stakeholder cooperation in supervision and coaching learners attitude with various religious activities are then assessed with some techniques of assessment namely observation, assessment, peer-assessment, and journaling is done alternately due to time limitations. Thus the implementation of Authentic Assessment on attitude competency will run with maximum if done in total both in terms of the Administration as well as the cooperation of stakeholders in education supervision and coaching attitude of learners. (2) Implementation of Learning Islamic Education by Using Authentic Assessment on the competence of knowledge, performed with some of the techniques of assessment i.e. test, oral tests, and assignments. Generally this assessment using the reference benchmark assessment with Minimum Completeness Criteria. For learners who have not complete it will be held remedial. Both remedial teaching and remedial learning that suitable with student ability. Thus the implementation

of Authentic Assessment on knowledge competency start with authentic learning process, following with authentic task, so the assessment can also be done authentically. (3) Implementation of Learning Islamic Education by Using Authentic Assessment on the competence of skills, will produce good results when the activities in the learning process involves the participation of students, so that they gain experience learned directly, hone skills that are useful for real life.