CHAPTER I
INTRODUCTION

A. Background of The Study

In the learning process, assessment is a step that must be taken because it has an important role. Accurate assessment can determine how effective the learning process is and how far the learning objectives are achieved. Assessment is a systematic process, used to collect information to make decisions with good or bad measurements.[1] Information is data obtained from measurement and non-measurement processes, both of which are called assessment instruments.[2] Information in the form of decisions that are expected to be good, must use good assessment instruments as well.

Assessment instruments in the form of measurement can be done with tests, while non-measurement without using test or said to be non-test. Included in the test instruments are learning achievement tests, aptitude tests, interest tests, creativity tests, and academic ability tests, while those that are part of non-tests are attitude scales, observation guidelines, interview guidelines, questionnaires, documents, and others.[3]

Broadly speaking, the variety of tests is divided into two forms, namely objective tests and subjective tests. Objective tests are tests whose answers get value points based on predetermined guidelines. Objective tests are presented in the forms of multiple choice, matching statements with other statements, and short essays. Tests in subjective form include essay questions which require students to answer each question in the form of a description or narrative. This test will obtain answers whose value is uncertain because there will be a variety of answers from students.[4] Objective tests and subjective tests are the responsibility of the teacher to formulate.

A teacher is not only tasked with simply compiling tests during the process of assessing student learning outcomes, but it is important to know the preparation mechanism

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[1] Ihwan Mahmudi, *Evaluasi Pendidikan* (Sleman: Lintang Hayuning Buwana, 2020, p. 10.

[2] Sawaluddin Sawaluddin, "Konsep Evaluasi Dalam Pembelajaran Pendidikan Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 3, no. 1, 2018, p. 39, https://doi.org/10.25299/althariqah.2018.vol3(1). p. 1775.

[3] Mahmudi, *Evaluasi Pendidikan*, p. 40.

[4] Yossita Wisman, Effrata Effrata, and Tutesa Tutesa, "Penerapan Konsep Instrumen Evaluasi Hasil Belajar," *Jurnal Ilmiah Kanderang Tingang* 12, no. 1 (2021): 1–9, https://doi.org/10.37304/jikt.v12i1.105.

for teachers. This should not be considered a trivial matter, because the goal is to know the extent to which the level of understanding of students during the learning process, whether it is in line with the learning objectives or not.[5] Test preparation has provisions that have been regulated according to educational assessment standards.

Educational assessment standards are stipulated in the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Permendikbudristek RI) Number 21 of 2022 concerning Educational Assessment Standards in Early Childhood Education, Primary Education and Secondary Education. Assessment of student learning outcomes must be carried out in line with the objectives of the assessment in an equitable, objective and educational manner.[6] This goal can be achieved with systematic stages in the preparation of questions. An important stage is to analyze the quality of each item tested.

Item quality analysis is intended to identify the quality of questions that are good, less good, and bad or inappropriate questions. The results of this identification are a guideline for improvement in the preparation of questions.[7] If the teacher uses a test in poor quality, then the results obtained by students will be poor as well. This can be detrimental to students, because the results obtained by students will be poor, not objective and unfair.[8] The quality of good or bad questions cannot be known without going through the item analysis process.

Item analysis aims to improve questions to make them more effective.[9] This analysis is related to the level of difficulty. Questions that are characterized as not too easy and not too difficult are good questions. Questions that are too easy do not provide a challenge or reference for students to think harder. Vice versa, questions that are made too difficult will make students feel hopeless because the question is beyond their

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[5] Anggi Prisma Oktavia, "Analisis Kualitas Butir Soal Matematika pada Ujian Akhir Semester Gasal Berdasarkan Taksonomi Bloom Kelas VIII SMP Negeri 1 Patikraja Kabupaten Banyumas" (IAIN Purwokerto, 2021), p. vi.

[6] "Salinan Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia (Permendikbudristek RI) Tentang Standar Penilaian Pendidikan Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah" (2022).

[7] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ed. Restu Damayanti, 2nd ed. (Jakarta: Bumi Aksara, 2016), p. 26.

[8] Zainal Arifin, *Evaluasi Pembelajaran*, ed. Pipih Latifah (Bandung: Remaja Rosdakarya, 2017).

[9] Ihwan Mahmudi et al., "Item Analysis Of Arabic Language Examination," *Journal of Arabic Learning* 6, no. 3 (2023), p.565.

ability.[10] It is necessary to have good quality questions, which can measure the overall understanding of learning, and be able to provide diagnostic information to students whether they understand the material that has been taught or not.[11] It is not expected that the questions will be difficult or make students overestimate.

The application of Bloom's cognitive theory can help teachers in making good questions. This theory encourages teachers to be objective in the preparation of questions. The preparation of questions that include various levels of difficulty can enable teachers to avoid bias and provide a fair opportunity for all students to demonstrate their understanding. In Bloom's Taxonomy theory, there are three domains, namely the cognitive (knowledge), affective (attitude), and psychomotor(skill) domains.[12] Among the three domains, this research will focus on the cognitive or knowledge domain.

The cognitive domain includes activities that have to do with brain function.[13] Bloom's cognitive theory was developed by Benjamin Bloom in 1956, which classified learning objectives into six levels, namely knowledge, understanding, application, analysis, synthesis, and evaluation.[14] The taxonomy was developed by Bloom's student named Lorin Anderson Krathwohl in 1994 and began to be published in 2001 with the term Bloom's Taxonomy Revision. In the Revised Bloom's Taxonomy the mention of nouns was replaced with verbs and the levels were revised to; remember, understand, apply, analyze, evaluate, and create.[15]

The application of Bloom's theory in education is very important, including in private schools such as MI Manbaul Islam, which is located on Jl. Kencana No.17, RT.11/RW.8, Kencana, Kec. Tanah Sereal, Bogor City, West Java. MI Manbaul Islam was established in 1981 and obtained A accreditation in 2021. However, based on the results of an unstructured interview with one of the teachers at MI Manbaul Islam Bogor,

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[10] Arikunto, *Dasar-Dasar Evaluasi Pendidikan,* p.7.

[11] Ihwan Mahmudi and Raden Rizky Fahrial Ahmad, "Item Analysis of Islamic Education For Class VIII at Junior High School 1 Jetis Ponorogo," *Educan : Jurnal Pendidikan Islam* 4, no. 1, 2020, p. 120, https://doi.org/10.21111/educan.v4i1.4565.

[12] Ulfah and Opan Arifudin, "Analisis Teori Taksonomi Bloom Pada Pendidikan Di Indonesia," *Jurnal Al-Amar (JAA)* 4, no. 1, 2023, p. 17.

[13] Nurhasnah, Remiswal, and Ahmad Sabri, "Ranah Kognitif, Afektif, Dan Psikomotorik Sebagai Objek Evaluasi Hasil Belajar, Jenis Dan Model Evaluasi Pendidikan, Serta Implikasinya Dalam Pendidikan Islam," *Jurnal Pendidikan Tambusai* 7, 2023, p.28207.

[14] Ulfah and Arifudin, "Analisis Teori Taksonomi Bloom Pada Pendidikan Di Indonesia," 17.

[15] Ihwan Mahmudi et al., "Taksonomi Hasil Belajar Menurut Benyamin S. Bloom," *Jurnal Multidisiplin Madani* 2, no. 9, 2022, p. 3512.

it was found that the flow of making Madrasah Examination questions in the madrasah had never reached the item analysis stage. Madrasah Examination questions are made independently by the teacher, then collected to the Madrasah Examination organizing committee to be duplicated and tested on students without the item analysis process.[16]

This indicates deficiencies in the process of evaluating and validating questions, which can have an impact on the accuracy of assessing students' abilities. Without item analysis, it is difficult to ascertain whether the items tested are appropriate for the expected cognitive level and whether they are fair and able to measure students' competencies thoroughly. Therefore, it is important to conduct this research to identify the weaknesses in the process of making questions and providing recommendations for improvement, in order to improve the quality of assessment and learning at MI Manbaul Islam.

Seeing the urgency of item analysis, especially the level of difficulty of questions based on Bloom's cognitive domain and to ensure that the questions tested are good, the researcher aims to conduct research with the title:

" Level of Difficulty of Fiqh Items Based on Bloom's Taxonomy Cognitive Domain in Grade 6 MI Manbaul Islam Bogor"

B. Problems Formulation

1. What is the level of difficulty of grade 6 fiqh question items at MI Manbaul Islam Bogor?
2. What is the level of difficulty of grade 6 fiqh items at MI Manbaul Islam Bogor based on Bloom's Taxonomy Cognitive Domain?

C. Purposes of The Study

1. To determine the level of difficulty of grade 6 fiqh items at MI Manbaul Islam Bogor
2. To determine the level of difficulty of grade 6 fiqh items at MI Manbaul Islam Bogor based on Bloom's Taxonomy Cognitive Domain

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[16] 01/W/19/V/2024

D. Benefits of The Study

   1. Theoretically

        The results of this study are expected to provide an overview of the analysis of fiqh items at MI Manbaul Islam Bogor, which contributes to academic literature, especially in the field of Islamic education and learning evaluation.

   2. Practically

     a. For Researcher

        This research provides benefits to researchers as a forum for developing skills, and field experience, which overall will contribute to the development of the researcher and understanding of item analysis.

     b. For Teachers

        For teachers, especially those appointed as question compilers, the results of this study can be used as a consideration in making future questions so that they can refine or improve the quality of questions that are not good and good questions can be used as question banks.

     c. For The Head of Madrasah

        The results of this study can be the basis for revising or improving the curriculum for Fiqh subjects at MI Manbaul Islam Bogor. By knowing the level of difficulty of the items, the school can adjust the curriculum to be better suit the abilities and needs of students. This can help in improving the quality of learning evaluation conducted at MI Manbaul Islam Bogor.

E. Writing Systematics

        This research is expected to be organized systematically and directed,therefore the author will explain the systematics of the discussion. In this study, there are 5 chapters, in which there are several sub-chapters. The explanation is as follows:

1. Chapter 1   : Introduction which includes; background of the study, problems formulation, purposes of the study, benefits of the study, and writing systematics
2. Chapter 2 : Theoretical framewok which includes; theoretical frameworks and previous relevant research

3. Chapter 3   : Method, which includes; time and location, reasearch method, sample and population, data collection method, and data analysis method

4. Chapter 4   : Data Presentation which includes; general and specific data, data analysis, and discussion

5. Chapter 5   : Closing which includes; conclusion and suggestion