

ABSTRAK
IMPLEMENTASI AUTENTIK ASESMEN PAI PADA KURIKULUM
MERDEKA DI SDIT CENDEKIA CIANJUR

Helma Nurul Inayah
422021118062

Dalam konteks implementasi Kurikulum Merdeka, terdapat sejumlah tantangan yang dihadapi oleh para pendidik, salah satunya adalah dalam hal penilaian. Khususnya pada mata pelajaran PAI penerapan penilaian autentik seringkali menjadi kendala. Salah satu permasalahan utama yang diidentifikasi adalah kurangnya pemahaman guru mengenai konsep dan implementasi penilaian autentik.

Tujuan penelitian ini adalah untuk: (1) Mengetahui implementasi penilaian autentik pada mata pelajaran PAI pada ranah kognitif dalam Kurikulum Merdeka di SD Islam Cendekia Cianjur. (2) Mengetahui implementasi penilaian autentik pada mata pelajaran PAI pada ranah afektif dalam Kurikulum Merdeka di SD Islam Cendekia Cianjur. (3) Mengetahui implementasi penilaian autentik pada mata pelajaran PAI pada ranah psikomotorik dalam Kurikulum Merdeka di SD Islam Cendekia Cianjur.

Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif, yang berfokus pada Implementasi penilaian autentik pada mata pelajaran PAI pada Kurikulum Merdeka. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Sedangkan teknik analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi.

Dari penelitian di SD Islam Cendekia Cianjur ini diperoleh kesimpulan bahwa: (1) Implementasi penilaian autentik PAI pada aspek kognitif telah menerapkan instrumen penilaian seperti tes tertulis, lisan, dan penugasan. (2) Implementasi penilaian autentik PAI pada aspek afektif masih dalam tahap pengembangan. Metode yang sudah diterapkan adalah observasi langsung, sedangkan penilaian jurnal, penilaian diri, dan penilaian teman sebaya belum dilakukan secara khusus untuk mata pelajaran PAI. (3) Implementasi penilaian autentik PAI pada aspek psikomotorik telah menerapkan instrumen penilaian seperti praktik, portofolio, proyek, dan produk untuk menampilkan hasil karya siswa.

Berdasarkan kesimpulan, peneliti mengusulkan beberapa saran, yaitu: (1) disarankan agar guru PAI melaksanakan secara khusus dalam menerapkan penilaian jurnal pada siswa dalam mata pelajarannya. (2) penting bagi siswa untuk melakukan penilaian diri dan teman sebaya dalam mata pelajaran PAI yang bertujuan sebagai meningkatkan kesadaran diri, sosial, dan ketaqwaan pada Allah SWT.

Kata Kunci: *Penilaian autentik aspek kognitif, penilaian autentik aspek afektif, penilaian autentik aspek psikomotorik, Kurikulum Merdeka.*

G O N T O R
UNIVERSITAS DARUSSALAM GONTOR

ABSTRACT
**IMPLEMENTATION OF AUTHENTIC PAI ASSESSMENT IN THE
MERDEKA CURRICULUM AT SDIT CENDEKIA CIANJUR**

Helma Nurul Inayah
422021118062

In the context of implementing the Merdeka Curriculum, there are a number of challenges faced by educators, one of which is in terms of assessment. Especially in PAI subjects, the application of authentic assessment is often an obstacle. One of the main problems identified is the lack of teacher understanding of the concept and implementation of authentic assessment.

The objectives of this study are to (1) Find Out The Implementation of Authentic Assessment in Islamic Education Subjects in The Cognitive Aspect of The Merdeka Curriculum at Islamic Elementary School Cendekia Cianjur. (2) To Find Out The Implementation of Authentic Assessment in Islamic Education Subjects in The Affective Aspect of The Merdeka Curriculum at Islamic Elementary School Cendekia Cianjur. (3) To Find Out The Implementation of Authentic Assessment in Islamic Education Subjects in The Cognitive Aspect of The Merdeka Curriculum at Islamic Elementary School Cendekia Cianjur.

This research was conducted using a qualitative approach, which focuses on implementing authentic assessment in PAI subjects in the Merdeka Curriculum. Data were collected through observation, interviews, and documentation. The data analysis technique uses the data reduction, data display, and drawing conclusions, and ferivication.

From the research at SD Islam Cendekia Cianjur, it was concluded that: (1) The implementation of authentic assessment of Islamic Education on cognitive aspects has implemented assessment instruments such as written, oral, and assignment tests. (2) The implementation of authentic assessment of Islamic Education in the affective aspect is still in the development stage. The method that has been applied is direct observation, while journal assessment, self-assessment, and peer assessment have not been carried out specifically for Islamic Education subjects. (3) The implementation of authentic assessment of Islamic Education in the psychomotor aspect has implemented assessment instruments such as practices, portfolios, projects, and products to display student work.

Based on the conclusion, the researcher proposes several suggestions, namely: (1) It is recommended that PAI teachers carry out specifically applying journal assessment to students in their subjects. (2) it is important for students to conduct self- and peer-assessments in PAI subjects which aims to increase self-awareness, social, and devotion to Allah SWT.

Keywords: *Authentic assessment of cognitive aspects, authentic assessment of affective aspects, authentic assessment of psychomotor aspects, Merdeka Curriculum*

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