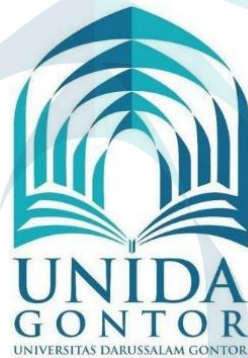


**IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT IN ISLAMIC
EDUCATION SUBJECTS IN INDEPENDENT CURRICULUM
SCHOOLS AT SMP NEGERI 3 CIKARANG UTARA**



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DEPARTMENT OF ISLAMIC EDUCATION

FACULTY OF TARBIYAH

UNIVERSITY OF DARUSSALAM GONTOR

2025 M/1446 H

**IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT IN ISLAMIC
EDUCATION SUBJECTS IN INDEPENDENT CURRICULUM
SCHOOLS AT SMP NEGERI 3 CIKARANG UTARA**

A THESIS

Presented

In Partial Fulfilment of Requirements to Complete the Licentiate
Program Department of Islamic Education
Faculty of Tarbiyah

By

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SUPERVISOR

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ABSTRAK**IMPLEMENTASI ASESMEN DIAGNOSTIK PADA MATA PELAJARAN
PENDIDIKAN AGAMA ISLAM SEKOLAH KURIKULUM MERDEKA DI
SMP NEGERI 3 CIKARANG UTARA**

Fieky Mawddah
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Pendidikan Agama Islam (PAI) memiliki peran strategis dalam membentuk karakter siswa melalui pembelajaran nilai-nilai tauhid, akhlak, dan keterampilan hidup sesuai ajaran Islam. Asesmen diagnostik menjadi langkah penting untuk memastikan siswa tidak hanya memahami materi secara kognitif tetapi juga mampu menginternalisasi nilai-nilai tersebut dalam kehidupan sehari-hari.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan asesmen diagnostik kognitif dalam mata pelajaran PAI di SMP Negeri 3 Cikarang Utara yang telah menerapkan Kurikulum Merdeka sejak tahun 2022, dan mendeskripsikan pelaksanaan asesmen diagnostik non-kognitif dalam mata pelajaran yang sama. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara mendalam, observasi, dan analisis dokumen. Subjek penelitian melibatkan kepala sekolah, guru PAI, dan siswa sebagai sumber data utama untuk memperoleh gambaran menyeluruh terkait pelaksanaan asesmen diagnostik.

Hasil penelitian menunjukkan bahwa asesmen diagnostik kognitif dilakukan melalui tes tertulis, diskusi kelompok, dan tugas berbasis analisis untuk mengukur tingkat pemahaman siswa terhadap konsep keislaman. Sementara itu, asesmen diagnostik non-kognitif dilakukan melalui observasi perilaku, angket, dan wawancara untuk mengidentifikasi karakter, motivasi belajar, serta tantangan sosial-emosional siswa. Implementasi asesmen diagnostik ini dinilai membantu guru dalam merancang pembelajaran yang lebih relevan, personal, dan sesuai dengan kebutuhan siswa.

Penelitian ini merekomendasikan pelatihan intensif bagi guru PAI untuk meningkatkan kemampuan dalam mengembangkan instrumen asesmen yang valid dan efektif. Selain itu, dukungan teknis dan pengelolaan waktu yang lebih baik juga diperlukan untuk memaksimalkan pelaksanaan asesmen diagnostik, sehingga tujuan pembelajaran yang holistik dapat tercapai dengan optimal.

Kata Kunci : *Asesmen Diagnostik, Kurikulum Merdeka, Pendidikan Agama Islam, Sekolah Menengah Pertama*

ABSTRACT

IMPLEMENTATION OF DIAGNOSTIC ASSESSMENT IN ISLAMIC EDUCATION SUBJECTS IN INDEPENDENT CURRICULUM SCHOOLS AT SMP NEGERI 3 CIKARANG UTARA

Fieky Mawddah

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Islamic Education (PAI) plays a strategic role in shaping students' character through teaching the values of tauhid, morality, and life skills in accordance with Islamic teachings. Diagnostic assessment is a crucial step to ensure that students not only understand the material cognitively but are also able to internalize these values in their daily lives.

This study aims to describe the implementation of cognitive diagnostic assessment in the PAI subject at SMP Negeri 3 Cikarang Utara, which has implemented the Merdeka Curriculum since 2022, and to describe the implementation of non-cognitive diagnostic assessment in the same subject. The research employs a qualitative descriptive method with data collection techniques including in-depth interviews, observations, and document analysis. The research subjects consist of the school principal, PAI teachers, and students as the primary data sources to obtain a comprehensive overview of the implementation of diagnostic assessments.

The findings reveal that cognitive diagnostic assessments are conducted through written tests, group discussions, and analysis-based assignments to measure students' understanding of Islamic concepts. Meanwhile, non-cognitive diagnostic assessments are carried out through behavioral observations, questionnaires, and interviews to identify students' character, learning motivation, and socio-emotional challenges. The implementation of these diagnostic assessments is considered helpful for teachers in designing more relevant, personalized, and student-centered learning experiences.

This study recommends intensive training for PAI teachers to enhance their ability to develop valid and effective assessment instruments. Additionally, better technical support and time management are needed to optimize the implementation of diagnostic assessments, ensuring that holistic learning objectives can be achieved effectively.

Keywords: *Diagnostic assessment, Independent curriculum, Islamic education, SMP*

APPROVAL OF SUPERVISOR



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LATTER FROM THE SUPERVISOR TO THE DEAN

Honorable,

Dean of Faculty of Tarbiyah University of Darussalam Gontor Ponorogo

Bismillahirrahmanirrahim,

Assalamu'alaikum Wr. Wb.

It is my honor to present the thesis written by:

Nama : Fieky Mawaddah

Student Number : 422021118054

Title : Implementation of diagnostic assessment in Islamic education subjects in independent curriculum schools at SMP Negeri 3 Cikarang Utara.

I declare that this thesis has been processed and corrected to fulfil the requirement for the degree of Licentiate in the Faculty of Tarbiyah.

Therefore, I request that the thesis could be examined soon.

Wassalamu'alaikum Wr. Wb

Gontor, 04 Jumadal Akhir 1446 H

07 Desember 2024 M

Supervisor

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STATEMENT OF ACCEPTANCE OF THESIS

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Student Number : 422021118054
The Title : Implementation Of Diagnostic Assessment In Islamic
Education Subjects In Independent Curriculum Schools At
Smp Negeri 3 Cikarang Utara

In partial fulfillment of the requirement for the degree of Licentiate in
Islamic Education in The Faculty of Tarbiyah, academic year 1445-1446/2024-2025

Wasalamualaikum wr. wb

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DECISION OF THE TEAM

The committee of the thesis examination in partial fulfillment of the requirements for the degree of Licentiate in Islamic Education in The Faculty of Tarbiyah, University of Darussalam Gontor, Indonesia, declared that the thesis written by:

Nama : Fieky Mawaddah
 Student Number : 422021118054
 The Title : Implementation Of Diagnostic Assessment In Islamic Education Subjects In Independent Curriculum Schools At Smp Negeri 3 Cikarang Utara

Had been examined on January 25, 2025

The board of examiners has decided to grant her passed in the thesis examination. Hence, she is eligible to be awarded the degree of Licentiate in Islamic Education in The Faculty of Tarbiyah.

Gontor, 27 Rajab 1445 H

27 January 2025 M

Chairman,


 Dr. Ihwan Mahmudi, M.Pd

1. Dr. Azmi Zarkasyi, M.A


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2. Ahmad Danis M. Pd


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Name : Fieky Mawaddah
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 Faculty : Tarbiyah
 Program of Study : Department of Islamic Education
 The Title : Implementation Of Diagnostic Assessment In Islamic Education Subjects In Independent Curriculum Schools At Smp Negeri 3 Cikarang Utara

I declare sincerely that this thesis originally belongs to my own work and does not belong to other researchers for different degree. Furthermore, the thesis is not work published before, except some parts with their original references.

Otherwise, if it found that this thesis obtains plagiarism, I'm ready to be ceased academically.

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MO TTOES

God bless you



“لَقَدْ جَاءَكُمْ رَسُولٌ مِّنْ أَنفُسِكُمْ عَزِيزٌ عَلَيْهِ مَا عَنِتُّمْ حَرِيصٌ عَلَيْكُم بِالْمُؤْمِنِينَ رَءُوفٌ رَّحِيمٌ”

"Indeed, there has come to you a Messenger from among yourselves. Your suffering weighs heavily on him; he is deeply concerned for your well-being and is kind and merciful toward the believers." -

(Surah at-Taubah Verse 128-129)

"The best people who are most beneficial to others are people who like to help others, are friendly, and give happiness to other humans.

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DEDICATION

1. I dedicate this work to all my efforts to my perents (Fathoni Mahfudz and Siti Hajar) and to my brother, siter and my family who have been willing to sacrifice, take pains to raise me and never stop praying for me.
2. My beloved parents, whose endless support, prayers, and encouragement have been the foundation of my journey. Your love inspires me every day.
3. My teachers and mentors, who have guided me with wisdom and patience, shaping my understanding and character throughout this process.
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Allah SWT said:

ومن يشكر فإنما يشكر لنفسه (لقمن:12)

Meaning: "And whoever gives thanks, he gives thanks for (the good of) himself" (QS: Luqman: 12)

And Rasulullah SAW decreed:

من لم يشكر الناس لم يشكر الله (رواه الترمذي)

Meaning: "Whoever is not grateful to the people, then he is not grateful to Allah" (HR. Tirmidhi)

Alhamdulillah praise be to the Lord of all worlds for his blessings and abundances, researchers can accomplish the study and overcome various challenges and obstacles during conducting the research. Gratitude keeps pouring due to His entire grace toward comprehensiveness of completing research.

Prayers and peace be upon our Prophet, Muhammad SAW, and His family and companions. Hopefully, will also be categorized among those who deserve to gain intercession later on the Day of Resurrection. Amen

Although this research is far from perfect, the researcher expects the pleasure of Allah SWT on how everything has been conducted here. Moreover, the results of theses studies contribute self-use and benefit for others. Within this opportunity, the researcher would like to acknowledge the profound gratitude to:

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7. My Perents (Fathoni Mahfudz and Siti Hajar), My beloved brother and sister, and the Library Family, Partners, and Friends who morally and materially Contributed and supported researchers in conquering this study.

May their dedicated deeds be piously rewarded in the sight of Allah SWT, all their sins be forgiven, all their dedications be lightnened, and they are be bestowed with happiness both in this world and hereafter. Allahumma Amin.

Gontor, 04 Jumadil Akhir 1446 H

07 December 2024 M

Yours sincerely,

Fieky Mawaddah