CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

Education is one of the fundamental elements in human life that plays an important role in shaping civilization and culture. In this context, education is not only a process of transferring knowledge, but also includes the formation of character, ethics, and skills needed to adapt to changing times. Education can be likened to a research process that never stops, along with the continued development of human life [1].

Throughout history, education has been one of the main pillars in the development of society. Through education, individuals can explore the creative and innovative potential that exists within themselves. This potential is not only important for individual self-development, but also for the progress of society as a whole. The success of education can be seen from the ability of society to adapt to the increasingly rapid development of science and technology (IPTEK), as well as from the increasing quality of life. [2]

However, education is not a responsibility that only lies on the shoulders of teachers or formal educational institutions. As the smallest social unit, the family plays an important role in the education process. The family is the first environment where an individual gets the fundamental value attitudes, and mindsets he will carry throughout his life. Therefore, the family's role is crucial in forming a strong educational foundation.

Along with the rapid development of the era, the challenges faced in the field of education are also increasingly complex. Rapidly developing technology and information demand adjustments in the education system. Education must be able to adapt to these changes, not only in terms of

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[1] TTuti Nuriyati and Chanifudin Chanifudin, "Pendidik Millenial Di Era Globalisasi," ASATIZA: Jurnal Pendidikan 1, no. 3 (2020): 361–372.

[2] Syarifah Rahmah, Muhammad Anggung Manumanoso Prasetyo, and ..., "Urgensitas Nilai Pendidikan Agama Islam Dan Lingkungan Pendidikan Dalam Membentuk Budaya Religius," HIKMAH: Jurnal Pendidikan Islam 11, no. 1 (2022): 116–133.

curriculum, but also in teaching methods, facilities and infrastructure, and the development of educator competencies [3].

In this era of globalization, education must produce generation that is not only intellectually intelligent but also has strong social and emotional skills. This generation is expected to be able to develop the knowledge and experience gained during the education process and apply it in their society and environment. [4] Thus, education is not only a means to achieve individual success, but also to build a highly competitive can contribute positively to global development.

Good education will produce individuals who can think critically, innovate, collaborate, and have a high sense of social responsibility. Therefore, investment in education must be a top priority for every nation, because the future of society and the country is primarily determined by the quality of education provided to its young generation [5].

Education is a process systematically planned and evaluated by educators with the primary goal of developing students' potential to the maximum. In the context of education in Indonesia, this is regulated by Law No. 20 of 2003, which emphasizes that education must lead to the development of individuals who are not only intelligent and knowledgeable, but also have strong characters, such as faith, piety, independence, creativity, and responsibility as democratic citizens.[6]

This principle emphasizes that education is not only about transferring knowledge, but also about developing personality and morals. In other words, modern education must balance cognitive (knowledge) and affective (nurture or character building) aspects. The ultimate goal of

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[3] Abdul Basit and Kokom Komalasari, "Dampak Isu-Isu Global Dalam Perkembangan Pendidikan Kewarganegaraan Di Indonesia," Jurnal Ilmiah Mimbar Demokrasi Vol. 22 No, no. 2 (2023): 174–180.

[4] NuNuriyati and Chanifudin, "Pendidik Millenial Di Era Globalisasi."."

[5] Eva Iryani, Hapzi Ali, and Kemas Imron Rosyadi, "Berfikir Kesisteman Dalam Social Support: Ta'Awun Upaya Peningkatan Mutu Pendidikan Agama Islam Di Mas Al- Ihsaniyah Sarang Burung Muaro Jambi," Jurnal Manajemen Pendidikan Dan Ilmu Sosial 2, no. 1 (2021): 413–425.

[6] Soedibyo, "UNDANG-UNDANG REPUBLIK INDONESIA," *Teknik bendungan*, no. 1 (2003): 1–7.

education is to form individuals who are ready to face the challenges of life with good knowledge, skills, and character [7].

In practice, education in Indonesia before the COVID-19 pandemic used the 2013 Curriculum. This curriculum is designed to support holistic learning, where students learn subject matter and develop important competencies such as critical, creative, communicative, and collaborative thinking. The 2013 Curriculum also emphasizes integrative thematic learning, where various subjects are integrated into a particular theme, and a competency-based approach that emphasizes the achievement of specific learning outcomes.[8]

However, the COVID-19 pandemic has brought new challenges to the education system, especially in the implementing the 2013 Curriculum. Learning that was previously carried out face-to-face must switch to online learning. This sudden change has caused various difficulties for teachers, students, and parents. The main challenges in implementing this curriculum online are limited access to technology, inadequate infrastructure, and the digital divide in various regions of Indonesia [9].

The Ministry of Education and Research's policy required djustments in implementingof the 2013 curriculum during the pandemic and it also aced various obstacles. Many schools and teachers found it difficult to implement this curriculum effectively in the context of online learning. Another challenge is keeping learning meaningful and interactive, even though it is done virtually. The gap in technological skills among students

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[7] Kususma Dewi Nur Aini and A Q Lazuardy, "Kritik Dualisme Dalam Pendidikan Islam," Prosiding Konferensi Integrasi Interkoneksi Islam dan Sains 2 (2020): 307–312,

[8] Permendikbud, "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 36 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 59 Tahun 2014," *Permendikbud* (2018): 1–12.

[9] Mailin Sonia Gira Sihombing, "Analisis Kesulitan Belajar Siswa Kelas X Pada Materi Protista Menggunakan Tes Diagnostik Dua Tingkat," Seminar Nasional Biologi Dan Pembelajarannya Ke-Vi Jurusan Biologi, Fmipa, Unimed, no. November (2020)..

is also a significant problem, especially in areas that have not been reached by adequate internet [10].

Several initiatives have been undertaken to address this issue, including the development of more flexible learning modules, training teachers in the use of educational technology, and providing internet access to hard-to-reach areas. However, significant challenges remain in ensuring that educational goals, as mandated by Law No. 20 of 2003, can be achieved in the current limited situation.[11]

In this situation, the role of teachers and parents becomes increasingly important. They must work together to ensure that children receive quality education, even in less-than-ideal conditions. Teachers must be more creative in delivering materials and adapting to technology, while parents must be more involved in the process of educating their children at home [12].

The pandemic has also opened up opportunities for the education system to transform A blended learning approach, which combines face-to-face and online learning, may become the new norm. Education must continue to adapt to the times, both in terms of technology, teaching methods, and curriculum, to ensure that students continue to receive relevant and meaningful education.

The Independent Curriculum will be implemented in every study unit, to overhaul learning process that is limited by the pandemic. The government provides a choice of independent curriculum implementation processes in schools: (1) independent learning, (2) independent sharing, and (3) independent modification. The introduction of this curriculum will have a significant impact and change for school teachers and education personnel in the learning process, learning strategies and approaches, learning

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[10] Rizki Putra Pradana, "Analisis Nilai-Nilai Pendidikan Multikultural Pada Buku Siswa Mapel Pendidikan Agama Islam Dan Budi Pekerti Kurikulum 2013 Sd Kelas 6" (2017): 131,,

[11] Kemendikbud, "Implementasi Kurikulum 2013 Menuju Kompetensi Abad 21," *Risalah Kebijakan* (2020): 1–6.

[12] MMuhammad Abdurrahman, "Implementasi Kurikulum Merdeka Dalam Pembelajaran Pendidikan Agama Islam Di Sd Alam Bengawan Solo Klaten Tahun Ajaran 2022/2023" (2023)..

methods, and even the learning assessment process. (4) RPP: RPP is different from the previous syllabus and follows a general format. The independent curriculum allows teachers to choose, create, use and develop their learning plans Three core elements need to be considered when making a learning plan: learning objectives, learning activities, and assessments. The RPP of the independent curriculum is now called an education module [13].

According to Daryanto and Dwicahyo (2014), a module is a curriculum unit that enables students to learn independently because it contains learning materials that are clearly and comprehensively formulated to support self-directed learning. Similarly, Khoiruddin et al. (2016) describe a module as instructional material systematically designed based on a specific curriculum and packaged into the smallest learning unit, allowing students to study it independently within a certain period. Based on these perspectives, a module is characterized as a tool for self-directed learning, systematically designed to align with curriculum objectives, thereby helping students achieve the expected competencies effectively[14].

Considering the experts' opinions above the teaching module is a book written in a language that is easy to understand and adjusted to the age of the students. This allows students to participate more actively in Learning individually and in group discussions working on questions[15].

The function of the teaching module is almost the same as the RPP (Learning Implementation Plan), with some adjustments. The parts of this teaching module must be made sequentially or systematically and adjusted to the school environment and the nature of the students. In the independent curriculum itself, the teaching module is a teaching resource created by teachers to organize the learning process. This teaching module is designed

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[13] utfi Isni Badi ' ah Amelia Rizky Idhartono,"strategi praktek pembelajaran kurikulum merdeka" , Lutfi Isni Badi ' Ah," Kanigara II, no. 2 (2022): 437–4455,.

[14] Abdurrahman, "Implementation of the Independent Curriculum in Islamic Education Learning at Bengawan Solo Klaten Elementary School in the 2022/2023 Academic Year."

[15] Ibid.

to follow students' learning performance based on their phases or stages of development. This teaching module includes materials focused on long-term development and materials studied for learning[16].

Sungkono (2009) stated that teaching modules have several advantages, namely that students can learn anytime and anywhere without a teacher, they can learn at their own pace, they can learn at their own pace, and thay can help them become independent learners. Teaching modules play an important role in helping teachers design learning and preparing teacher teaching resources. In addition, teaching modules help teachers hone their thinking skills so that they can innovate in teaching modules [17]. Therefore, the creation of teaching modules is a teacher's pedagogical competence that must be developed so that teacher teaching techniques become more effective and efficient.

In addition, teaching Diagnostic assessment becomes increasingly important in the context of the Independent Curriculum implemented in Indonesia, especially because of the new focus on cross-subject project development. Although this method is not entirely new and has been used in previous curricula, its application in a curriculum that emphasize critical thinking skills, collaboration, and integration of materials across subjects poses new challenges for educators.

The Merdeka Curriculum emphasizes integrated learning through a flow involving several subjects Simultaneously. This encourages students to develop skills that can be applied in various real-life contexts. However, developing cognitive diagnostic assessments for this process is a big challenge. [18].

Teachers must adapt teaching materials and learning methods to fit the interdisciplinary approach demanded by the new curriculum. This process requires not only significant time and effort, but also a deep

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[16] Ibid., p. 26
[17] Ibid., p. 32
[18] Prodi Pendidikan et al., "Evaluasi Penerapan Kurikulum Merdeka Pada Mata Pelajaran Pendidikan Agama Islam Di Smk N 2 Bandar Lampung" (2024).

understanding of how to integrate multiple disciplines into one meaningful project. This challenge is carried out by the need to prepare learning designs that allow for accurate and relevant diagnostic assessments.

One of the biggest challenges is the development of diagnostic assessment tools that can effectively measure students' abilities in the context of cross-subject projects. These instruments must be able to assess various aspects, ranging from conceptual understanding, application of knowledge, and critical thinking skills to collaboration and creativity. This requires in-depth knowledge of assessment instrument development theory and best practices in their use [19].

The intial study showed that the development of diagnostic tests was the biggest problem for teachers. Many teachers still do not fully understand the basic concept of diagnostic assessment, especially in the context of the Independent Curriculum. Diagnostic assessments not only assess students' knowledge, but also their psychological and emotional conditions that can affect learning. Limited understanding of this can result in the development of inappropriate or ineffective assessment instruments.

Developing good assessment instruments requires knowledge of the fundamental heories and principles of educational measurement. Teachers need to understand how to design instruments that are valid, reliable, and capable of measuring what they are intended to measure. This lack of knowledge often leads to assessment tools that are poorly targeted and do not provide an accurate picture of student abilities [20].

In addition to development, using sessment instruments is also a challenge. Teachers need to understand how to apply the instruments in real learning situations, interpret the results, and use the information to direct

[19] Z. N. . Al-fatihah, M. . Isnaini, and P. J. Laksono, "Pengembangan Instrumen Tes Diagnostik Three-Tier Multiple Choice Untuk Mendeteksi Miskonsepsi Pada Materi Kesetimbangan Kimia," *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan* 9, no. 1 (2021): 21–30.

[20] Supriyadi Supriyadi et al., "Penyusunan Instrumen Asesmen Diagnostik Untuk Persiapan Kurikulum Merdeka," Journal of Community Empowerment 2, no. 2 (2022): 67–73.

further learning. Many teachers still find this difficult, mainly due to a lack of training or supporting resources [21].

Adapting diagnostic assessments for the Independent Curriculum requires significant changes in the approach to learning and assessment. Despite the challenges, with the right support, teachers can develop better and more effective assessment instruments to assess students' abilities holistically. This will ultimately create a learning environment that is more adaptive and responsive to students' needs, enabling them to reach their full potential in a broader and more integrated learning context.

Islamic education is an essential part of the curriculum that plays a significant role in shaping students' character and behavior in accordance with Islamic teachings. It encompasses key components such as monotheism, physical education, academic education, and moral education, which contribute to the holistic development of individuals. Diagnostic assessment is crucial for enhancing the effectiveness of Islamic education, as it helps teachers understand students' initial abilities, identify their strengths and weaknesses, and design appropriate interventions. This not only strengthens students' understanding of religion but also supports the development of good character, positively impacting their performance in other subjects. [22].

Based on the results of the researcher's observations with the Principal of SMP N 3 Cikarang Utara, namely Dedi Kusnadi, S.Pd, it is known that SMP Negeri 3 Cikarang Utara, a superior school in the Cikarang area , has implemented the independence curriculum in stage since the beginning of 2022 in all grades VI, VII, and IX.

B. Formulation of the problem

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[21] Supriyadi Supriyadi et al., "Penyusunan Instrumen Asesmen Diagnostik Untuk Persiapan Kurikulum Merdeka," *Journal of Community Empowerment* 2, no. 2 (2022): 67–73.

[22] Direktorat Sekolah Dasar, "Asessmen Diagnostik," Direktorat Sekolah Dasar, Kementerian Pendidikan Dan Kebudayaan, Riset, Dan Teknologi, 2020,.,.

1. How is the Cognitive Diagnostic Assessment in the Islamic Education subject of the Independent Curriculum?
2. How is the Non-Cognitive Diagnostic Assessment in Islamic Education subjects?

C. Research purposes

1. Describes the implementation of cognitive diagnostic assessment in Islamic Education subjects at SMP Negeri 3 Cikarang Utara which implements the Independent Curriculum.
2. Describe the implementation of non-cognitive diagnostic assessment in Islamic Education subjects at SMP Negeri 3 Cikarang Utara which implements the Independent Curriculum.

D. Benefits of research

1. Theoretical

a. This research is expected to be a reference material for students who will develop research related to implementing diagnostic tests in Islamic education subjects in independent curriculum schools.

b. Contributing ideas to increase insight regarding the implementation of diagnostic tests for the independent learning curriculum in Islamic education subjects.

2. Practical

a. This research is useful for teachers, Especially those in Islamic education who want to implement diagnostic tests for the independent learning curriculum in schools.

b. For students to be able to identify their strengths and weaknesses in understanding their capacity.

c. For related educational institutions, it is hoped that it can be used as a reference material in implementing diagnostic tests for the independent learning curriculum in Islamic Education subjects in schools.

d. It can increase the author's insight and obtain new information regarding the implementation of diagnostic tests in the independent

learning curriculum.

E. SYSTEMATIC DISCUSSION

To make it easier to write the thesis, the researcher divided the discussion structure into five chapters, namely as follows:

CHAPTER I This first chapter contains the background of the problem, problem formulation, research objectives, research benefits and discussion systematics.

CHAPTER II This second chapter contains an explanation related to the literature review which includes theoretical studies and revious research (analysis of previous research with the research to be conducted).

CHAPTER III This chapter explain the esearch methods that will be used, including the approach and type, the presence f the esearcher, location of the researcher, data and data sources, data collection techniques, data analysis techniques, checking the validity of the researcher's data.

CHAPTER IV This chapter contains a discussion that consists of the results of data analysis and its discussion which is the presentation of data (general and specific data), data analysis, and discussion.

CHAPTER V This chapter includes conclusions and suggestions from the research results.

CHAPTER II