Implementation of Cognitive, Affective, Psychomotor Aspect Assessment
Case Study at SDN Ngembung Cerme Gresik

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Abstract

Research on the performance assessment of prayer practice which includes three aspects, namely cognitive, affective and psychomotor in SDN Ngembung Cerme Gresik, because with this assessment can see students 'thinking ability in gaining knowledge (cognitive ability), assessing students' attitudes during prayer practice (affective ability), and assess students' skills in using equipment (psychomotor skills). The material to be used is Practicing Fardhu Prayer, because according to the researcher (as a PAI teacher), that this material has never been carried out in a thorough assessment (cognitive, affective and psychomotor) for the practice of prayer, other than that this material is material that is considered difficult by the student. In general, students are not fully able to understand the procedures of the Fardhu Prayer if only explained to the extent of theory without any direct practice. In this study using a qualitative descriptive approach. Research whose data in the form of words, derived from interviews, report notes, documents, etc.) or research in which prioritizes the analysis of an event or process as it exists in the natural environment to obtain a deep meaning of the nature of the process . Data analysis includes student score data and student response data. Based on the results of research and discussion of performance appraisal on the subject matter Prayer Practices Practicing Fardhu Prayers in class VI SDN Ngembung Cerme Gresik it can be concluded that: (1) The results of the performance evaluation of students in class VI are generally well implemented. The results of performance appraisal on the cognitive aspect are 34.1% received the highly successful category and 65.9% got the successful category. The results of the performance evaluation on the psychomotor aspect are 18.2% got the very successful category 70.4% got the successful category and 11.4% got the less successful category. The results of the performance appraisal on the affective aspect are 20.5% got the very successful category, 68.2% got the successful category and 11.3% got the less successful category, (2) From the results of the student response questionnaire it is known that students can be motivated to have competence in PAI lessons with learning using performance appraisal. Besides that students feel happy and feel the many benefits that can be obtained from learning using performance assessment.

Keywords: *Assessment, Cognitive, Affective, Psychomotor.*

BACKGROUND

It began to be realized that attitudes, views of life, behavior, morals and morality of children can be influenced by the family environment as well as the community. Where children grow and grow up and most likely by their own factors the child can experience changes, as Ki Hajar Dewantara said, that: Regarding the relationship between basis and circumstance, according to the science of education there is a "convergence" which means that the two influence each other up to the line the basis of the condition is always attraction and eventually become one, regarding the necessity of whether or not the demands in human growth are the same as the question of the need for maintenance in the growth of plants.[1] It is also based on the hadith of the Prophet Muhammad: *That every child is born in a state of holiness (fitrah) only his parents make Jews, Christians or Magi*. (Hadith narrated by Bukhari and Muslim).[2]

Educators are expected to develop learning methods in accordance with competency standards and basic competencies. Achievement of all the basic competencies of commendable behavior can be done irregularly. The role of all elements of the school, parents and community is very important in supporting the successful achievement of the objectives of Islamic Education.[3]

Class-based assessment can be done in several ways such as collecting student work (portfolios), work (products), assignments (projects), performance and written tests (paper and pen). One way in classroom-based assessment that can see student learning progress continuously is a performance assessment (performance assessment). Fitzpatrick and Morrison and Wiggins stated that in performance assessments it allows students to show what they can do in the real situation. Therefore, the use of performance appraisal to assess understanding of concepts is very necessary.[4]

In Islamic Religious Education (PAI) subjects, especially on material that is religious practice, students are not only required to master theories and concepts, but also require students to be able to practice concepts properly and correctly.

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[1] Bimo Walgito, *Pengantar Psikologi Umum* (Jakarta: Andi Offset, 2004), 46.
[2] Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam* (Bandung: Ramaja Rosdakarya, 2013), 34.
[3] Aziz, *Sistem Pendidikan Agama Islam,* (Jakarta: Sumber Ilmu, 1994), 128
[4] Nur Muhammad, *Performance Assesment Dalam Pendidikan,* (Surabaya: Unesa, 2001), 35

With the right learning method, all students are expected to be easier to understand a subject matter. One method that can be used is direct practice activities. Students can gain knowledge by doing practical activities, other than that students can learn and practice actively using all five senses and their brains to find answers to various existing problems. The results of the practice in class are then used to gain knowledge.

Learning outcomes that appear from the ability of students obtained by students according to Gagne, can be seen from five categories, namely intellectual skills, verbal information, cognitive strategies, motor skills and attitudes.[5] Meanwhile Bloom in his taxonomy categorizes learning outcomes in three shutter or region, namely (1) cognitive domain, (2) affective domain, (3) psychomotor domain. The cognitive area refers to intellectual responses, such as knowledge, understanding, application of analysis, synthesis and evaluation. The affective domain refers to attitude responses. Whereas the psychomotor shutter is related to physical actions.[6]

A PAI elementary school teacher is required to provide knowledge and skills (performance) used in carrying out practical activities. The knowledge in question is the knowledge of the equipment and materials used in the practice of fard prayer, as well as how special prayers are 'and thuma'ninah. To find out the success of students in conducting Prayer Practices activities requires an assessment that does not only assess what students know but also what students can do. This assessment includes three aspects, namely aspects of knowledge (cognitive), attitude (affective), and skills (psychomotor). Cognitive aspects include a series of facts, concepts, theories, laws, principles and procedures. Affective aspects include manners, ethics and add devotion to God Almighty, while psychomotor aspects include movement skills, social skills, and life skills.[7]

Constraints that occur in the field are not yet implemented an assessment that is able to assess the learning activities of Islamic Religious Education (PAI) optimally. Based on the experience of researchers while teaching PAI subjects at

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[5] Robert M Gagne, *The Condition of Learning,* (New York: Holt Rinehart and Winston, Inc, 1977), 27

[6] Benjamin S. Bloom, *Taxonomi of Education,* (New York: logman Inc, 1977), 7

7 Cahyaningrum, Sari Edi dan Nuniek Herdyastuti, *Penuntun Praktik Sholat Dasar II,* (Surabaya: Unesa Press, 2003), 17

SD Ngembung Cerme Gresik, that at SDN Ngembung Cerme Gresik has repeatedly applied the practice of prayer, but prayer practice activities have never been held which contain information about student grades in mastering aspects that should be assessed in the activities prayer practice, namely cognitive, affective and psychomotor aspects. This is because the assessment of prayer practice activities is only for cognitive and psychomotor aspects, while for the affective aspects have not been held assessments covering cognitive, affective and psychomotor aspects must be carried out simultaneously in Prayer Practices so that students can master the material that has been taught. Based on the above background, in writing this article, I am interested in conducting a performance research entitled Assessment of Cognitive, Affective, Psychomotor Aspects Case Study in SDN Ngembung Cerme Gresik

RESEARCH METHODS

This research uses a descriptive qualitative paradigm approach. Bogdan and Taylor define "Qualitative Methodology" as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed towards the background and the individual holistically (whole). So, deep this should not isolate individuals or organizations into variables or hypothetical, but need to see it as part of a wholeness.[8] Descriptive qualitative is research in which data is in the form of words or research in which prioritizes analytical descriptions of events or processes as they exist in the natural environment for get a deep meaning from the essence of the process. [9]

The practice of prayer is done in groups in two waves, each group consisting of 4 students. The number of grade VI students is 44 people, so there are 11 groups. The selection of each group member is based on an agreement with the collaborator teacher so that each group is heterogeneous in terms of their abilities and gender. In each wave, Prayer Practices are carried out by students, while researchers only guide, supervise and assist students in the implementation of Prayer Practices. Provision of theory on the subject of Practicing Fardhu Prayers is also taught by researchers (PAI teachers). To help assess student

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[8] Lexy Moeloeng, *Metode Penelitian Kualitatf,* (Bandung: PT Remaja Rosdakarya, 2000), 70
[9] Nana Sudjana, *Metode Statistik,* (Bandung: Tarsito, 1990), 203

learning outcomes, researchers conducted observations with the help of two collaborator teachers who would assess student performance in conducting performance and observation. Evaluation of student performance results is carried out using the Prayer Practices assessment format sheet. Researchers are the main data collection tools or instruments because they become everything from the entire research process starting from planning, implementing, collecting data, analyzing data interpretation and finally to reporting research results.[10]

Performance tasks are a number of tasks that contain the procedure of experimental activities that must be done by students and a number of questions that must be answered by students. This performance task covers three domains, namely cognitive, affective and psychomotor. The performance assignment is given to students one week before the Prayer Practices are held so that students can learn them first. To find out the results of student performance in Prayer Practices

Practicing Fardhu Prayers, an assessment of student performance is carried out when carrying out the Prayer Practices. Assessment includes cognitive aspects (obtained from the results of students 'Prayer Practices and answers to students' questions on performance assignments), psychomotor aspects (obtained from students 'skills during Prayer Practices) and affective (obtained from students' attitudes during Prayer Practices). Rating format used is a tiered scale (Rating Scale).

Data analysis includes student score data and student response data. Quantitative data obtained in the form of student scores and then look for student performance scores using the formula:

Highest score = number of items x highest score

Lowest value = number of items x lowest score

The score obtained comes from aspects: [11]

Cognitive aspects

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[10] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1997), 131
[11] Departemen Pendidikan, *Kurikulum Tingkat Satuan Pendidikan (KTSP) Pola Induk Pengembangan Sistem Penilaian* (Jakarta: Depdiknas, 2006), 55-57

The statement that has been made is 9 items. The range of values used is 0 to 3, then the lowest score of 0 is obtained from 9 x 0 and the highest score of 27 is obtained from 9 x 3. If divided into 4 categories, then:

Score 0 - 6 = failed

Score of 7-13 = less successful

Score 14 - 20 = successful

Score 21 - 27 = very successful.

Affective aspects

The statement made is 4 items. The range of values used is 0 to 3, then the lowest score of 0 is obtained from 4 x 0 and the highest score of 12 is obtained from 4 x 3. If divided into 4 categories, then:

Score 0 - 3 = failed

Score 4 - 6 = less successful

Score 7 - 9 = successful

Score of 10 - 12 = very successful

Psychomotor aspects

9 statements have been made, the range of values used is 0 to 3, then the lowest score of 0 is obtained from 9 x 0 and the highest score of 27 is obtained from 9 x 3. If divided into 4 categories, then:

Score 0 - 6 = failed

Score of 7-13 = less successful

Score 14 - 20 = successful

Score 21 - 27 = very successful

Percentage of assessment results $= \dfrac{Total\ student\ grades}{Maximum\ value} \times 100\%$

Student response

Data in the form of student responses to the performance appraisal can be

Percentage $\dfrac{students\ who\ respond\ to\ funding}{whole\ student} \times 100\%$

RESEARCH RESULTS AND DISCUSSION

Performance Evaluation of Prayer Practices on Cognitive Aspects

After the Prayer Practices activity is carried out, the researcher asks students to make written about the theories and concepts of Prayer. The cognitive tasks are collected after the implementation of the Prayer Practices. The function of the report is to determine the results of student performance on cognitive aspects. After obtaining data in the form of values, researchers then convert them into categories of very successful, successful, less successful, and failed in accordance with data analysis and assessment techniques.

Table 1 Data Assessment Results on Cognitive aspects

No	Cognitive Aspects	Maximum value	Total value	Percentage (%)
1.	Definition of praying fardhu	132	107	81,1
2.	Purpose of praying fardhu	132	111	84,1
3.	Pillars of prayer	132	116	87,9
4.	Sunnah prayer	132	132	100
5.	Iftitah reading	132	102	79,4
6.	I'tidal reading	132	125	94,7
7.	Takhiyat reading	132	98	74,3
8.	Legal requirements for fard prayer	132	81	65,9
9	Matters canceling fard prayer	132	78	59,1

From table 1.1 it can be seen that students who received the very successful category (ranging from 21-27) were 15 students or 34.1% of the total number of students. Students who get this category on average are better at understanding fard prayer, fard prayer objectives, reading fard prayer intentions, reading iftitah, reading i'tidal, reading recitations, legal requirements for fard prayers, things that cancel fard prayers. For the cognitive aspects above, the average student gets a good grade, this is reflected from each student getting the legal requirements for fard prayer correctly, being able to explain the legal requirements for fard prayer correctly and being able to draw conclusions correctly. Students who get the category of success (ranging from 14-20) are 29 students or 65.9% of the total number of students. This is because students in explaining the legal requirements for fard prayer and understanding things that cancel fard prayer are still not correct.

From table 1.1 it can be seen that the percentage of assessment results on cognitive aspects in the form of theoretical basis gets a very good category (100%). To make observations, and conclude getting bad results. This is because in explaining the legal requirements for fard prayer and understanding things that cancel fard prayer is still not correct.

Performance Evaluation of Prayer Practices on Psychomotor Aspects

Researchers prepare in class before the Prayer Practices are carried out so that the Prayer Practices are running well. In addition, before the prayer practice activity begins the researcher explains in advance about the psychomotor aspects to be assessed. This is done so that students understand what psychomotor aspects will be assessed in the Prayer Practices activities so that students can do the Prayer Practices correctly.

Table 1.2 Assessment Results Data on Psychomotor Aspects

No	Psychomotor Aspects	Maximum value	Total value	Percentage (%)
1	The position of the hand at the time of the takbirotul ihrom	132	114	86,4
	Fluency Readings iftitah	132	126	95,5
	Fluency of Al-Fatihah Reading	132	124	93,9
	Position your back perpendicular to 90 degrees with your palm on your knee when bowing '	132	83	62,9
	Ruku fluency '	132	50	37,9
2	The proper procedure for prostration	132	127	96,2
	Fluency in prostration	132	91	68,9
	Takhiyat position beginning and end	132	82	62,1
	Fluency of beginning and end takhiyat reading	132	50	37,9

From table 1.2 it can be seen that students who get the very successful category (with a range of 21-27) are 8 students or 18.2% of the total number of students. Students who get this category on average are better at the psychomotor aspects in the form of hand positions at the time of the takbirotul ihrom movement as demonstrated by the teacher. Students who get the category of success (range 14-20) as many as 31 students or 70.4% of the total number of students. Students

who received the less successful category (ranging from 7-13) were 5 students or 11.4% of the total number of students. This is because, among other things, students cannot do their backs at 90 degrees with their palms on their knees at bowing '.

From the data in table 1.2 it can be seen that the percentage of assessment results on psychomotor aspects in the form of proper prostration proceeds very well (96.2%). In addition, the initial and final reading proficiency is also poor (37.9%) because it is often not done by students.

Performance Evaluation of Prayer Practices on Affective Aspects

Before the prayer practice activity begins the researcher also explains in advance about the affective aspects to be assessed. This is done so students understand what affective aspects will be assessed in the Prayer Practices activity.

Table 1.3 Assessment Results Data on Affective Aspects

No	Affective Aspects	Maximum value	Total value	Percentage (%)
1	Fun	132	116	87,9
2	Thuma'ninah	132	90	68,2
3	Clothing neatness at prayer	132	70	53,1
4	Completeness of the prayer equipment	132	112	84,9

From table 1.3 it can be seen that students who received the very successful category (ranging from 10 - 12) were 9 students or 20.5% of the total number of students. Students who get this category on average are very good on the affective aspects of the neatness of clothing at the time of prayer and the completeness of using prayer equipment. Students who get the category of success (range 7 - 9) are 30 students or 68.2% of the total number of students. Students who get the category of less successful (with a range of 4 - 6) are 5 students or 11.3% of the total number of students. This is because students are not careful during the Prayer Practices. The percentage of assessment results on the affective aspects can be seen in the table below.

From these data it can be seen that the percentage of assessment results on affective aspects in the form of neatness of clothes at the time of prayer and the

completeness of using prayer equipment obtain good results. This was proven indeed at the time of the Prayer Practice students really dress neatly before and after practice. As for the aspects of Thuma'ninah getting bad results because students often make movements that are not in accordance with thuma'ninah criteria. This was also seen when students after not still moving their hands. Based on the number of students' performance scores on cognitive, psychomotor and affective aspects, students who get the more success category. This shows that the cognitive aspects of students are good, so are the psychomotor and affective aspects. The relationship between the three aspects with the results student responses to the learning process using performance appraisal are students able to know the strengths and weaknesses of real student learning conditions, can show their skills and encourage students to be more active in following the lessons.

Student Response Results To Learning Processes Using Performance Assessment

As explained in the research method that after the implementation of the research ended, students were given a questionnaire response to determine student responses to the learning process using performance appraisals in the Prayer Practices Practicing Fardhu Prayers. Based on the student response data in table 4.5, it can be seen that as many as 27.3% of students disagree with the statement "Performance appraisal is new to me". This shows that performance appraisal is already known by students. PAI teachers have explained about performance appraisal, but it has never been carried out in the Prayer Practices activity in PAI lessons. While as many as 68.2% of students answered agree and 4.5% of students answered strongly agree. Nevertheless all students (100%) think that performance appraisal can encourage students to be more active in following the lessons, can show their skills and creativity, and can eliminate the fear of students to learn. This can be seen from the percentage of students' opinions on statements number 2, 4 and 9. Learning by using performance appraisals has many benefits for students. As many as 79.5% of students answered agree, 13.6% answered strongly agree and only 6.8% answered disagree.

The existence of performance appraisals, students can find out the strengths and weaknesses of student learning conditions that actually. As many as 84.1% of

students answered agree, 9.1% answered strongly agree and only 6.8% answered disagree.

Table 1.4 Student Response Data to the Learning Process Using Performance Assessment

No	Item	SS		S		TS		STS	
		□	%	□	%	□	%	□	%
1.	Learning by using performance appraisal is new to students.	2	4,5	30	68,2	12	27,3	0	0
2.	Performance assessments encourage students to be more active in following the lessons.	11	25	33	75	0	0	0	0
3.	Learning by using performance appraisal has many benefits for students.	8	18,2	36	81,8	0	0	0	0
4.	The existence of performance appraisals can show the skills and creativity of students.	6	13,6	35	79,5	3	6,8	0	0
5.	The existence of performance appraisals, students can find out my true learning conditions (strengths and shortcomings).	4	9,1	37	84,1	3	6,8	0	0
6.	The existence of performance assessments, adding to the burden of student learning.	0	0	8	18,2	32	72,7	4	9,1
7.	Students are happy if performance appraisal is applied to PAI lessons.	6	13,6	30	68,2	8	18,2	0	0
8.	The existence of performance appraisals encourages students to be more competent in class.	2	4,5	39	88,6	3	6,8	0	0
9.	The existence of performance appraisals removes students' fear of learning.	11	25	33	75	0	0	0	0
10.	Clues about aspects assessed in performance appraisal can be understood by students clearly.	0	0	14	31,8	30	68,2	0	0

Note: Σ students = 44 people

The learning process using performance appraisals can add to the burden of student learning, as much as 72.7% of students answer disagree. This can seen from the results of the percentage of students' opinions on statement number 6. As many as 68.2% of students agreed with the statement "I am happy if the performance evaluation is applied to the PAI lesson". This shows that the performance appraisal will further develop students' interest in learning PAI. While 13.6% of students answered agree and 18.2% of students answered disagree. The existence of performance appraisals encourages students to be more competent in class. This is evidenced by 88.6% of students answering agree, 4.5% strongly agree and only 6.8% disagree with this statement. Clues about aspects assessed in performance appraisals can be clearly understood. As many as 31.8% answered agreed and 68.2% answered disagreed.

From the results of student response questionnaires it can be seen that the benefits of performance appraisal can include: encouraging students to be more active in following the lessons, showing students 'skills and creativity, knowing the strengths and weaknesses of actual student learning conditions, spurring students' enthusiasm to be more competent in class, eliminate the fear of students to learn.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion of performance appraisal on the Prayer Practices of the subject matter Practicing Fardhu Prayers in class VI SDN Ngembung Cerme Gresik it can be concluded that:

The results of the performance evaluation of students in class VI are generally carried out well. The results of performance appraisal on the cognitive aspect are 34.1% received the highly successful category and 65.9% got the successful category. The results of the performance evaluation on the psychomotor aspect are 18.2% got the very successful category 70.4% got the successful category and 11.4% got the less successful category. The results of the performance appraisal on the affective aspect are 20.5% got the very successful

category, 68.2% got the successful category and 11.3% got the less successful category.

From the results of student response questionnaire, it is known that students can be motivated to have competence in PAI lessons through learning using performance appraisals. Besides that students feel happy and feel the many benefits that can be obtained from learning using performance assessment.

In learning to use performance appraisal, it is necessary to prepare well the suitability of the material with aspects that will be assessed. Assessment criteria on aspects of performance appraisal must be clearer so as not to cause misunderstanding in assessing. Further research should be conducted on evaluating performance on other subject matter.

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