

DIAGNOSTIC ASSESSMENT ON THE INDEPENDENT LEARNING CURRICULUM IN PAI LEARNING

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ABSTRACT

This study aims to evaluate the effectiveness of diagnostic assessment in identifying students' initial needs, as well as its influence on the planning and implementation of learning which is more responsive and by student characteristics. The research method used is field research with a descriptive approach. Primary data was obtained through observation results while field data was obtained through learning assessments. Secondary data were collected from relevant literature studies and journal articles supporting this study. The study's findings showed that diagnostic assessment at SDN Pamaroh 1 was proven to identify students' learning needs more specifically. Thus, teachers were more easily adjust their teaching methods. It not only increases students' understanding of PAI material but also increases their motivation and involvement during the learning process. Based on these findings, it is recommended that more intensive and continuous training should be provided for teachers regarding diagnostic assessment techniques and their use in the independent curriculum. In addition, further research is necessitated to explore effective ways to overcome the obstacles faced and to measure the long-term impact of diagnostic assessment on student learning outcomes.

Keywords: Diagnostic Assessment, Independent Learning Curriculum, Islamic Education

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INTRODUCTION

Every activity in this life is generally related to human civilization and development which has been regulated by knowledge and technological development. When taking into account the advanced educational system, it is considered a developed nation. According to K.H. Ahmad Dahlan, the focus of education should be concerned with efforts to form Muslims as individuals who have noble ethics, broad

insight and understanding of religion, sciences and can fight for the progress of the nation (Ahmad, 2015). In education, there are several supporting and inhibiting factors along with the curriculum. Curriculum is all activities that occur and are formed in the educational process. Assessment, evaluation, and measurement are some of the terms familiar in education and are concurrent in the curriculum. The terms assessment and evaluation are more comprehensive and both are often understood with measurement, while assessment is part of the measuring tool. A quantitative description of student learning progress is broader than the form of measurement, while evaluation and assessment can be identified by qualitative. Evaluation and assessment are also interpreted as the policy-making process related to student values. Assessment is not enough with measurement results, but also based on observations and interviews (Magdalena & Kumarani, 2023).

As time passes, technology develops more and more sophisticated, and the educational curriculum changes from year to year. Meanwhile, an independent learning curriculum was implemented starting from the early age level to higher education this year. Each educational unit has a distinctive curriculum, but the main foundation is inseparable from the curriculum that has been set in state norms and regulations. The independent curriculum is a diverse intracurricular learning process that is used as a learning curriculum, where the content of the curriculum itself is more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the flexibility to determine a set of teaching materials and media. Consequently, the learning process can be adjusted to the interests of students and their learning needs (Barlian et al., 2022).

The presence of the independent curriculum is an effort to improve the 2013 curriculum because the curriculum is the center of education. The indicators in the independent learning curriculum referred as one-sheet lesson plans for teachers, the zoning system on student admissions, UN replaced with minimum competency assessments, and USBN replaced with continuous assessments (Hidayat & Maemonah, 2022). The teaching and learning process is an effort to achieve the most basic competencies summarized in the curriculum, this cannot be separated from the role of the curriculum as a norm in the learning process. In addition, the role of the curriculum is also to see the extent to which learning objectives are achieved, so an assessment is carried out to see the level of achievement of basic competencies.

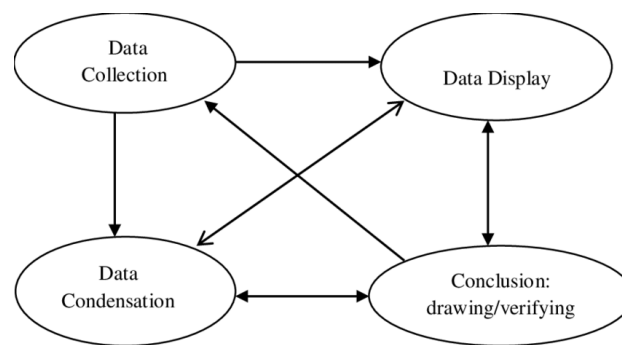
Regarding the literature review, it was found that research conducted by Gusti Ayu Putu Trisna et al. proved that diagnostic assessment in differentiated learning in Indonesian Lessons at SMA Negeri 1 Kuta Utara was proven to be very effective. After implementing diagnostic assessments, teachers could create learning activity that suits the characteristics, interests, and abilities of students, covering aspects of the learning process, content, products, and environment. The use of this diagnostic assessment has succeeded in increasing students' interest in learning Indonesian. This is due to the ease of understanding the material and adjusting learning to the readiness, interests, and abilities of each student (Trisna et al., 2023).

This study is different from the previous researcher that has been discussed above who revealed the effectiveness of PAI learning evaluation through diagnostic assessment at SDN Pamaroh 1. In education, it is necessary to assess a step to correct, minimize, and improve the gradual aspects of student development. By observing the

students in classroom, the results obtained can be used as something to determine the achievement of each student through their developmental tasks. (Sitti & Wiwik, 2018) thus, the results of the diagnostic assessment carried out will assist teachers in determining the level of competence possessed by each student.

METHODS

The author employed a qualitative approach. The usage of this method is to examine the natural condition of objects where the author plays an important role, data collection technique is carried out in triangulation, data analysis is inductive, and the results of this qualitative research emphasize the meaning rather than generalization or general meaning (Abdussamad, 2021). In data analysis, the researcher conducted several stages, namely: collecting data, displaying data, condensing data, and then concluding the data briefly and clearly.



Picture 1. Data Analysis

This study applied a field qualitative research method with a descriptive type of research which is comparing the findings with various strong arguments from several experts and the data collected being the key source of what is being researched. This field qualitative research method model has 2 data sources, namely, primary data and secondary data. In this study, the author collected primary data sources based on observation results and from field data in the form of the implementation of learning while the secondary data sources were obtained through assessments, the results of studies on several books and journal articles related to the problem of this research.

This study focused on the Independent Curriculum in PAI learning at SDN Pamaroh I. Regarding the research's novelty, this research is the first research evaluating the effectiveness of the Independent Curriculum in PAI learning at the elementary school level by employing diagnostic assessment to measure students' understanding of PAI material. The use of this diagnostic assessment allows researchers to identify individual students' weaknesses and strengths so that they can provide targeted interventions. Meanwhile, the research was conducted at SDN Pamaroh I, which is an elementary school in the countryside with unique characteristics. This allows researchers to obtain findings that are more contextual and relevant to rural school situations.

RESULTS AND DISCUSSION

Diagnostic Assessments

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Diagnostic Assessment on the Independent Learning Curriculum in PAI Learning

Assessment is part of the learning process, facilitating learning, and providing comprehensive information as feedback to teachers, students and parents to be effective in determining further learning strategies (Sufyadi et al., 2021). As stated the opinion of Edward and Knight, Assessment in the context of learning is a teaching controller where teachers record what students can do and what they should not do so that it can be planned according to the ability and conditions of students. In the assessment process, 4 elements must be fulfilled, namely: planning in the assessment process and follow-up plans from the assessment, quantitative and qualitative data collection, assessment results in the form of useful information, and assessments in an objective and professional assessment.

Diagnostic assessment is an assessment carried out by teachers to determine the readiness of students in the learning process (Shihab, 2022). Referring to Ma'rifah's statement in Diki Firmanzah and Elok Sudibyo stated that teachers will design learning according to the understanding and condition of students, and can be used to find out the problems faced by students such as material difficulties owned by each individual (Firmanzah & Sudibyo, 2021). In general, diagnostic assessments have the goal of diagnosing basic abilities and knowing the initial situation of students (Nasution, 2021). Diagnostic assessments are divided into two parts, namely cognitive diagnostic assessments and non-cognitive assessments. Cognitive diagnostic assessments focus on measuring structure and refer to a series of cognitive-based diagnostic measures designed to identify learners' strengths and weaknesses in knowledge and skill structures. Therefore, the purpose of diagnostic assessment is to diagnose students' basic abilities in subjects.

Meanwhile, the purpose of non-cognitive assessment is to determine the emotional and psychological readiness of students to receive learning (Supriyadi et al., 2022). In other words, teachers know the particular circumstances of the students such as the psychology, and social-emotional aspects of students, activities during home learning, the students' family condition, students' social backgrounds, and the learning styles, personalities and interests of students (Rakhmi et al., 2023). Regarding the explanation previously, it can be concluded that diagnostic assessment is a preliminary assessment carried out specifically by teachers to know and identify students' competencies, strengths, and weaknesses related to cognitive, affective, and psychomotor aspects so that they can design learning according to the student's situation.

Independent Learning Curriculum

There are several definitions of curriculum in terms of etymology, namely from the Latin "*curricular*" (distance traveled), Greek "*cure*" (racecourse), French "*courier*" (running) and English "*curriculum*" which means curriculum. Meanwhile, the meaning of the terminology is a set of educational and learning activities, several subjects and activities of teachers and students both in the classroom and outdoors (Inayati et al., 2023). Curriculum is an educational activity provided by each educational unit for students. Based on these educational activities, students carry out a series of learning programs, so that they can be encouraged to develop and grow by the educational goals that have been formulated. The curriculum is not limited to several subjects but includes anything that can affect the development of students, both written and

unwritten, to have a positive impact and make students have balance and development, both in cognitive, psychomotor and affective aspects (Silvia et al., 2023).

The origin of curriculum development in every Indonesian educational institution used the 1947 curriculum as a starting point. The concept of the 1947 curriculum supports the formation of awareness for the state and society. This curriculum was also influenced by Indonesia's socio-political order during the Indonesian-Dutch colonial period. Over time, the 1947 curriculum has shifted to the 1952 curriculum, namely the 1952 Rentjana Lessons. This curriculum is not much different, but it has undergone a slight change in the implementation process.

Changes or shifts in the curriculum are still ongoing (Hollis et al., 2024) such as the emergence of the 1964 curriculum (Rentjana Pendidikan 1964), the 1968 curriculum, the 1975 curriculum, the 1984 curriculum (the 1975 curriculum that was improved), the 1994 curriculum and the 1999 curriculum supplements, the 2004 curriculum (competency-based curriculum), the 2006 curriculum (the curriculum at the education unit level) and the 2013 curriculum which have also undergone revisions. Each curriculum changes, in an educational unit has a powerful reference. Curriculum changes are inseparable from the development of the all-digital era. Just like today, the society will face the 5.0 era, the digital era is one of the benchmarks for the emergence of the independent learning curriculum (Manalu et al., 2022).

A few years ago, the Indonesian Ministry of Education and Culture (Kemendikbud RI) emphasized that there is a new policy in the educational field, the policy is "Freedom of Learning". Freedom of learning is the latest decision proposed by the minister who is a member of the advanced Indonesia cabinet, Nadiem Anwar Makarim. The formation of Freedom of Learning is due to several problems that occur in the world of education, especially those that focus on individuals or human empowerment.

After the implementation of the Independent Learning curriculum policy, the next changes in curriculum will follow (Atik Silvia & Inayati, 2023). Where the current learning system is predominantly implemented in the classroom, the Independent Learning curriculum will change and be made as attractive as possible to facilitate interaction between students and teachers. One of them is learning by *outing class* which *outing class* is one of the learning programs that aims to foster students' creativity to have certain skills. *Outing class* is also a fun learning method, teaching students to get closer to nature and the surrounding environment (Baro'ah, 2020).

The concept of Freedom of Learning presented by Nadiem Makarim was initiated from own desire to create a fun and enjoyable learning atmosphere without any burden with certain values and achievement targets. The policy points of the Ministry of Education and Culture of the Republic of Indonesia are related to the concept of Freedom of Learning, namely: USBN (National Standard School Examination), UN (National Examination), RPP and expanding the zoning system in the admission of new students. In this Independent curriculum, primary and secondary education are divided into 2 main activities, namely: intracurricular learning and strengthening the Pancasila student profile. Intracurricular learning activities for each subject refer to the achievement in learning. The Pancasila student profile strengthening activity is aimed at strengthening efforts to achieve the Pancasila student profile which refers to the Graduate Competency Standards (SKL).

The government regulates the learning load for each content or subject in the Lesson Hours (JP) per year. Each educational unit regulates the allocation of time each week flexibly in 1 school a year. The education unit adds local content determined by the local government on the characteristics of the region. Educational units can add additional content according to the characteristics of educational units flexibly, through 3 options as follows (1) Integrate into other subjects; (2) Integrate into the theme of strengthening the Pancasila student profile; and (3) develop independent subjects. The Curriculum Structure in SD or MI is divided into 3 phases as follows (1) Phase A for class I and class II; (2) Phase B for class III and class IV; and (3) Phase C is for class V and class VI.

Elementary School (SD) or Islamic Elementary School (MI) can organize learning content using a subject or thematic approach. The proportion of the learning load in SD or MI is divided into 2, namely: intra-curricular learning and strengthening the Pancasila student profile, which is allocated around 20% of the learning load every year. The implementation of the Pancasila student profile strengthening program is carried out flexibly, both in content and time management implementation. In terms of content, this program must refer to the achievement of the Pancasila student profile in line with the phase of the student and does not have to be related to the learning achievement in the subject. In terms of implementation of time management, the program can be implemented by adding up the allocation of lesson hours to strengthen the Pancasila student profile from all subjects and the total amount of implementation time for each program does not have to be the same (Education et al., 2022).

In the Pancasila student profile, essential competencies and characters that can be learned through scientific disciplines are contained in 6 dimensions. Each dimension has elements that more clearly describe the competencies and characters in question. In line with the stage of student development, as well as a reference for the learning process and assessment, performance indicators in each element are mapped in each phase. In general, the 6 dimensions of the Pancasila student profile and the elements in it are as follows: faith, devotion to God Almighty and noble character, global diversity, cooperation, independence, critical reasoning and creativity (Research & Education, 2021).

Thus, the author could assume that the outline related to the Merdeka Learning curriculum is a set of educational and learning activities both written and unwritten, both in the classroom and outside the classroom which are deliberately designed to be as attractive as possible so that they can provide a fun learning atmosphere and are not boring or monotonous, to increase students' interest in learning even higher and add to the enthusiasm for the achievement of the goals of education and learning.

Application of Diagnostic Assessment in PAI Learning at SDN Pamaroh 1

The implementation of diagnostic assessment at SDN Pamaroh I has been stated by PAI teacher Mrs. Nur Hayati, which consists of cognitive diagnostic assessment and non-cognitive diagnostic assessment. In a cognitive diagnostic assessment, teachers perform the following steps:

1. Preparation
 - a. Make a schedule to carry out the assessment.

- b. Identify assessment materials according to learning outcomes by preparing simple questions and answer choices that have been determined in the form of 1 question according to the material, 1 question with a topic one class below, and 1 question with a topic two classes below.

2. Implementation

The teacher gave assessment questions to all students in the class.



Picture 2. Implementation of Cognitive Diagnostic Assessment

3. Follow up

- a. Diagnose and assess the results of the assessment
- b. Based on the results of the diagnosis, it is divided into 3 groups:
 - 1) Students with average grades will continue to attend classes by PAI teachers.
 - 2) Students with a grade of 1 class below average will receive additional lessons from PAI teachers.
 - 3) Students with a score of 2 classes below average will get additional lessons and create a study group accompanied by a parent or private teacher.

Currently, PAI teachers at SDN Pamaroh I implemented diagnostic assessments before learning takes place in grade 4 with a total of 20 students. The indicators of questions related to the cognitive aspect are as follows.

Table 1. Table Results of Cognitive Diagnostic Assessment

Questions and Answer Options	Sum	%
What are the qualities of the Apostles?		
Honest, Responsible, Deliverable, Intelligent.	18	90 %
Kindness	2	10 %
What are some examples of commendable behavior?		
Be loyal to friends, work hard, love others, and love animals and the environment	19	95 %
Lying, hurting friends, and taking friends' things by force	1	5 %
Our attitude towards parents is...		
Loving both	20	100 %
Saying disrespectfully to both	0	0 %

During the learning process, it is highly necessary for each student to understand the material that will be discussed. Thus, students must be ready to follow the learning process in order for the assessment could be carried out at the beginning/ Thus, teachers can find out the level of students' abilities and prepare a learning plan according to the

student's condition. After the questions and answer options were given, it was found that 18 students or 90% achieved an average score according to the learning outcomes at that time and were ready to continue participating in Islamic religious education classes.

This has certainly shown the development of students in the goal of comprehending knowledge and achieving learning outcomes. However, it was also found that 2 students or 10% of them had a grade that below average. This means that teachers must have time outside of class hours to give additional lessons. Even 1 student from both or 5% of the total required special guidance accompanied by a parent or a private teacher because the score of 2 classes is below average. Meanwhile, in the application of non-cognitive diagnostic assessments, teachers also did to the following steps:

1. Preparation

Preparing questions and answer options in non-cognitive aspects, namely affective and psychomotor.

2. Implementation

a. It is done at the beginning of learning.

b. Give questions to students and pay attention to their answers and attitudes.



Picture 3. Implementation of Non-Cognitive Diagnostic Assessment

3. Follow-up

a. Identify students' answers and attitudes.

b. Determine the next step after analyzing the students' answers and attitudes.

Table 2. Table Non-Cognitive Diagnostic Assessment Results

Questions and Answer Options	Sum	%
Do you feel comfortable (focused) studying in class?		
Yes	14	70 %
No	6	30 %
Do you study at home before going to school?		
Yes	16	80 %
No, unless there is an assignment	4	20 %
Teachers deliver PAI material		
Respond	17	85 %
Just listen and be silent	3	15 %
Do you feel excited today (happy to take PAI lessons)?		
Yes	16	80 %

No	4	20 %
Body position during learning		
Sit neatly	15	75 %
Running / can't be still	5	25 %

In non-cognitive diagnostic assessments, there are two important terms related to learning that teachers must comprehend, namely affective aspects and psychomotor aspects. The involvement of students and their responses to the material delivered by the teacher is an affective aspect. During the learning process, it was found that as many as 14 students or 80% felt comfortable and focused when receiving learning materials from teachers. They focused and listened properly to what the teacher taught. However, there were 6 students or 30% who ignored the learning material and were busy playing alone or talking to their friends or classmates.

Then it was found that 16 students or 80% had preparation to study. This was proven by those who studied before going to school at home and read the material that would be delivered by the teacher. Consequently, they have the knowledge before experiencing the learning process with the teacher. Meanwhile, 4 other students or 20% only studied and read at home when they have assignments since it is their responsibility. In the diagnosis, it was also found that as many as 17 students or 85% responded to the learning material. They actively delivered opinion when asked by the teacher and did not hesitate to ask when having difficulty to understand the lesson. Moreover, they also concentrated during the learning process and responded quickly and responsively so that it indicated that they have understood the material presented by the teacher. In contradiction, there were also 3 students or 15% who kept silent and listened as they are. As a result, it was difficult for teachers to know the level of understanding of these students.

Furthermore, the psychomotor aspects of students can be examined with non-verbal communication. The results of the assessment revealed that 16 students or 80% gave a good response to the teacher when teaching. It showed that teachers have succeeded in creating an interesting both fun learning process and learning atmosphere. It is different with the other 4 students. They did not have full concentration during the learning process since they were less enthusiastic or feel pressured in learning. In addition, psychomotor behavior can also be seen from the body movements of students. It was found that as many as 15 students or 75% followed the teacher's instructions to sit according to their place. While the rest of the students run around because they did not follow the instructions from the teacher.

CONCLUSION

The employment of diagnostic assessment in PAI learning at SDN Pamaroh 1 was conducted by employing two steps namely Cognitive diagnostic assessment and non-cognitive diagnostic assessment. Cognitive diagnostic assessment involves material preparation, implementation of classroom assessments, and follow-up based on the results of the assessment to identify and group students according to their learning needs. The results of this research showed that students significantly succeed in achieving the expected learning outcomes, but there were some students who need additional lessons or specific guidance. Furthermore, non-cognitive diagnostic

assessments were carried out by focusing to the affective and psychomotor aspects of students. The results showed that most students felt comfortable, excited, and focused during learning, and performed a good attitude and response to the material taught. However, there were some students who were less engaged and did not show full concentration during the learning process. Overall, this diagnostic assessment is effective in identifying students' learning needs, allowing teachers to adjust effectively the teaching methods, improving students' understanding of PAI materials, and increasing students' motivation and involvement in the learning process. It is recommended that teachers continue to receive intensive training on diagnostic assessment techniques and its usage in the independent curriculum, as well as conduct further research to overcome the obstacles faced and measure the long-term impact of diagnostic assessment on student learning outcomes.

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