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## Implementation of Evaluation of Learning in The Psychomotor Domain of Islamic Religious Education and Ethics at Smpit Ar-Risalah Sukoharjo

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### ABSTRACT

Evaluation of learning in the psychomotor domain is also important in the learning process in addition to the cognitive and affective domain. This study aims to find out how to implement the evaluation of learning in the psychomotor domain of Islamic Religious Education and Ethics at SMPIT Ar-Risalah Sukoharjo and to find out the obstacles experienced in the process of implementing the evaluation of learning in the psychomotor domain in the subject of Islamic Religious Education and Ethics at SMPIT Ar-Risalah Sukoharjo. This type of research uses qualitative research by directly going into the field. The data collection method used was through interviews, observations and documentation. This study uses the Miles and Huberman model data analysis technique which consists of data reduction, data presentation and conclusion drawn. Based on the conclusion of the results of this study, the implementation of the evaluation of Psychomotor Learning in the Field of Islamic Religious Education and Ethics at SMPIT Ar-Risalah Sukoharjo has carried out an evaluation by adjusting the existing material and the needs of students in daily life such as worship practices. However, in its implementation, maple teachers have obstacles such as time limitations and the preparation of appropriate assessment rubrics.

## 1. Introduction

Education is a planned process to build an environment and learning experience that helps students optimize their spiritual potential and psychomotor skills (Wardhany, 2024). Learning is evaluated systematically, periodically, and planned in education to assess student learning outcomes (Akbar, 2023). Law of the Republic of Indonesia Number 20 of 2003 concerning the education system article 58 paragraph 1 which states that: the evaluation of student learning outcomes is

carried out by educators to monitor the process of progress and improvement of student learning outcomes on an ongoing basis (Ulfah, 2022). The success of the program in achieving its goals can be assessed after a learning evaluation or assessment is carried out (Yusuf, 2023).

Learning evaluation is an important part of the teaching-learning process. This is important because evaluation can identify weaknesses and progress in the teaching and learning process and has many relationships with evaluation objectives (Darmanto, 2023). Evaluation is important in the learning process at all levels of education which aims to encourage students to be consistent in improving learning discipline (Damayani, 2022). Evaluation encourages teachers to continue to improve the quality of the learning process and motivate school managers to update facilities and improve the quality of student learning (Nurhasnah, 2023).

Bloom's taxonomy says that student learning outcomes should consist of three components: psychomotor, affective, and cognitive (Magdalena, 2020). One of the most important aspects of evaluation is the psychomotor realm, which is an evaluation that includes physical abilities and practical skills by concentrating on students' movements, skills, and abilities (Maulidya, 2022). Psychomotor evaluation is increasingly important in modern education because it increasingly emphasizes the development of practical and applicable skills to students. The evaluation of learning programs must be optimized because it measures inputs, processes, and outputs as well as learning outcomes (Utami, 2024).

Evaluation of learning in the psychomotor domain is essential to measure the extent to which students are utilizing the knowledge and skills they have learned. With proper evaluation, teachers not only help students understand theoretical concepts, but also encourage their application in daily life (Akbar, 2023). Through teacher evaluation, it can assess the development and decline in the quality of learning, making it easier for teachers to find solutions and make improvements in the future (Hamsaiyah, 2022). The majority of students face difficulties in achieving psychomotor skills assessment indicators. Only about 60% of students have succeeded in meeting the competency target, especially in terms of worship practices such as prayer and ablution. Many students experience obstacles when trying to practice the material if it is outside the environment which ultimately hinders the development of their psychomotor skills (Bahari, 2023).

Based on the results of interviews at SMPIT Ar-Risalah, the problem that is often found in the evaluation of learning in the psychomotor domain is the lack of percentage in using the evaluation of learning in the psychomotor domain so that the evaluation that is often used is the evaluation of learning in the cognitive and affective domains. The obstacles that are often experienced by maple teachers are time limitations, the selection of techniques to be used based on existing materials. In this study, focusing on grade VII, the elements that will be discussed in the evaluation of learning in the psychomotor domain of Islamic Religious Education and Ethics are related to the fiqh chapter, the qur'an hadith chapter and the sirah chapter. The evaluation of the psychomotor domain carried out includes

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the practice of sahwī prostration, the practice of reading pieces of Qur'an verses and their tajweed and the practice of presenting the material from the discussion in front of the class using power points or story maps.

SMPIT Ar-Risalah in using learning evaluation in the psychomotor domain aims to provide a forum for students who prefer expressive learning, hone creativity, and train to socialize with other students in front of the class. Teachers can assess students' psychomotor intelligence by grouping students into groups. Students are encouraged to interact and discuss the material they have learned and understood. Therefore, this study aims to find out the strategies for implementing learning evaluation in the psychomotor domain and the obstacles experienced in the process of implementing the evaluation of learning in the psychomotor domain in the subject of Islamic Religious Education and Ethics at SMPIT Ar-Risalah Sukoharjo.

## **2. Methodology**

This study applies a qualitative approach with field research methods, including direct visits to the site to observe the research object and collect data accurately (Niam, 2024). This research was conducted directly at SMPIT Ar-Risalah Sukoharjo. This research will be carried out to obtain data from the observation of phenomena that occur in the field. This study uses a phenomenological approach, which is a method where analyzing phenomena that occur using theory, then discussing the results by discussing the results of research that is a phenomenological theory (Yusanto, 2020). Data sources are divided into two types, namely primary data and secondary data. Credibility test using source and time triangulation (Niam, 2016). This study collects data through observation, interviews, and documentation. The data analysis process applies the Miles and Huberman method which includes three stages, namely data reduction, data presentation, and conclusion drawing (Winarni, 2021).

## **3. Results and Discussion**

### ***Implementation Strategy for Evaluation of Learning in the Psychomotor Domain***

Evaluation is an important component of the education system that must be done correctly and well-planned to assess the level of success and achievement of educational goals (Ismail, 2021). Learning evaluation is carried out to determine students' abilities and assess the achievement of learning objectives. There are three domains of learning evaluation: cognitive (knowledge), affective (values or attitudes), and psychomotor (Maulidya, 2022). Evaluation in the psychomotor domain has a crucial role in the modern education system to guarantee that students not only master the cognitive aspects, but also the practical skills that support the application of their knowledge. This evaluation aims to develop

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physical skills, improve coordination, and strengthen students' motor abilities (Amalia et al., 2023).

This evaluation supports the development of character as a whole in the context of Islamic religious education and ethics. Teachers can provide a broader and more meaningful learning experience to their students by incorporating each domain of the Bloom Taxonomy (Marta et al., 2025). Psychomotor outcomes can be assessed in three stages, namely through preparation, process, and product. During the learning process, this is done through direct experience (preparation), after that the process, and after that the result of a student's work when it is finished (product) (Munandar, 2019).

Evaluation in the psychomotor domain includes various levels, ranging from the lowest level to the highest, namely:

1. Imitating, such as students are asked to imitate the teacher's instructions on how to prostrate sahwi, such as including doing sahwi prostration twice.
2. Manipulative, such as students can remember their own prayer readings and movements without help from the teacher.
3. Natural actions, such as students can perform prayer movements, prostrate sahwi and read the Qur'an correctly.
4. Articulation, like students practicing prayer readings in front of the class, reading verses of the Qur'an with the right intonation and pronunciation. (Aly, 2019).

Standardized tests and tests prepared by teachers are two types of evaluations that can be used to measure the level of student understanding in the learning process (Purwanto, 2020). Practical forms of assessment such as performance tests can be used to measure the behavior expected of students. This assessment aims to assess the level of skill of students in completing tasks. This method is very useful for measuring how much students have mastered the skills to complete certain tasks (Qodat, 2020). The results of interviews with Islamic Religious Education and Ethics teachers at SMPIT Ar-Risalah Sukoharjo show that mapel teachers apply psychomotor domain evaluations in the form of practice or student work. Usually the form of evaluation carried out is adjusted to the existing material. As in class VII, there is material "Chapter 4 Glorifying Allah SWT by Obeying His Commands" and "Chapter 6 The Universe as a Sign of the Power of Allah SWT". The evaluation carried out is adjusted to the existing material such as the practice of prostration sahwi, the practice of reading pieces of verses of the Qur'an and their tajweed and the practice of presenting the material from the discussion in front of the class using power points or usually the teacher calls it a story map.

In planning, teachers prepare the tools and needs to carry out the psychomotor evaluation planning process in accordance with the existing material. The prepared planning is expected to facilitate the implementation of psychomotor evaluation in learning Islamic Religious Education and Ethics at SMPIT Ar Risalah Sukoharjo. In planning, teachers need to prepare related to teaching modules, assessment rubric. For example, in the implementation of the practice of prostration sahwi, the teacher prepares the necessary tools such as prayer mats for

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mats during practice, the practice of reading the Qur'an, it is important to prepare equipment such as the Qur'an mushaf and tajweed guidelines which serve as the main reference in evaluation. The practice of story maps of tools that need to be prepared are LCD and student works. In this planning, it is not only the provision of tools and materials for practice but also the determination of the right time so that all students can follow the evaluation practice well, can see in Figure 1 .



Figure 1. The Implementation of Psychomotor Evaluation

The implementation of psychomotor evaluation at SMPIT Ar Risalah Sukoharjo was carried out, including practice. In the implementation of the evaluation, it begins by reviewing the material together between students and teachers without looking at their modules or notebooks, then the teacher gives 5-10 minutes to recall their memorization and then prepare for students to practice directly. The implementation of this evaluation is carried out after each chapter of the material is completed, sometimes the implementation of this evaluation is combined between the previous chapter and the next chapter. However, not all material per chapter can evaluate the psychomotor realm, so it is adjusted to the existing material.

Rubik's serves as an assessment guide that describes the standards that teachers want to use to assess student learning outcomes. The Rubik's includes a list of desirable characteristics in the student's work as well as instructions on how to assess each characteristic (Febriana, 2019). After the completion of the assessment, the teacher assesses in accordance with the assessment rubric that has been made and processed with assessments in other domains.

The success of evaluation in the psychomotor realm is highly dependent on the high enthusiasm of students and teachers. This ambition is essential to make the learning environment dynamic, interactive, and effective. When students show great enthusiasm and desire to learn and improve their practical skills, this has a positive impact on the results of the evaluation that will be carried out.

Likewise with the role of teachers, their enthusiasm in the process of designing, implementing, and evaluating psychomotor learning activities. Passionate teachers are not only able to encourage students to actively participate, but can also provide constructive feedback, provide guidance to improve student skills, and design relevant and useful evaluation methods. With the enthusiasm of students and teachers, this is a synergy that greatly determines the success of the evaluation and improves the quality of the evaluation of the psychomotor realm as a whole.

### ***Obstacles experienced in the Evaluation of the Psychomotor Domain***

As a result of interviews conducted with Islamic Religious Education and Ethics teachers at SMPIT Ar-Risalah Sukoharjo, they found that they had difficulty assessing psychomotor aspects because they did not have enough time to do so. For example, the school only provides two hours per week for Islamic Religious Education and Ethics subjects. However, in practice, the time provided is often insufficient to carry out the psychomotor domain evaluation process to the maximum, so sometimes this psychomotor domain evaluation process is carried out in two meetings considering the time constraints provided.

The psychomotor evaluation process usually involves various stages, such as direct observation of student skills, giving clear instructions, giving examples before the practice begins, and giving feedback after the student carries out the practice. All of these stages require sufficient time to be carried out thoroughly and in-depth. Therefore, the lack of time limitation is an obstacle for teachers in carrying out psychomotor domain evaluations.

Another obstacle felt by mapel teachers is that in compiling assessment rubrics, teachers still find difficulties in compiling them. Mapel teachers also share with mapel teachers in other schools to be used as a reference in designing effective psychomotor domain evaluation methods. The instruments used in the psychomotor domain evaluation process include rubrics of assessment, documentation and peer assessment.

Based on the constraints and challenges identified in the psychomotor evaluation, it is recommended that schools plan additional time in the learning schedule for skill practice, so that students can practice more intensively and in-depth. Schools should organize training programs for teachers so that they can master optimal psychomotor evaluation techniques. This training aims to help teachers understand how to use appropriate evaluation techniques to support student skill development and maximize the learning process.

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#### 4. Conclusion

The assessment of psychomotor aspects has a crucial role in learning Islamic Religious Education and Ethics at SMPIT Ar-Risalah Sukoharjo. This step aims to ensure that students not only master the theory, but are also able to apply it in practice and can apply their skills in real life. Psychomotor evaluation has stages in Bloom's Taxonomy, which begins with natural action, articulation, imitation and manipulation. During this stage, students gradually master the skills taught better. The practice of evaluating the psychomotor domain was carried out such as prostrating sahwī, reading the Qur'an along with tajweed and group presentations with PPT.

The motivation of teachers and students also supports the success of this evaluation. Students' enthusiasm for learning and practicing skills can affect the results of evaluations. Teachers' enthusiasm in implementing and evaluating learning also plays a big role in increasing the effectiveness of the evaluation process. However, there are obstacles faced such as limited learning time and the preparation of assessment rubric. Schools should give students more practice time to address this issue. For more efficient evaluation, teachers must also be trained in psychomotor assessment methods. In order for the evaluation results to be more objective and comprehensive, the preparation of a more systematic assessment rubric is also an important component. Students can improve their religious skills and broader life skills through more systematic and effective psychomotor evaluations. This is in line with the holistic learning principles found in Bloom's Taxonomy, which emphasizes how important it is to balance cognitive, affective, and psychomotor elements in contemporary education.

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