Cognitive Assessment Techniques on Student Learning Outcomes in SKI Subjects at MA Darul Ukhuwwah Putri 2 Singosari Malang

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Abstract

Evaluation has a very significant role in the educational context, and effective and efficient evaluation is carried out continuously and comprehensively. Through the evaluation process, teachers can obtain an overview of the progress and achievements that have been achieved by students. One aspect of assessment in education, especially in Islamic cultural history subjects, is the cognitive domain. So, the purpose of conducting this research is to find out how the assessment techniques used by teachers affect student learning outcomes in SKI subjects at MA Darul Ukhuwwah Putri 2 Singosari Malang. The research method used in this research is descriptive qualitative research. The results of this research state that cognitive domain assessment is an activity carried out by teachers to measure students' understanding of learning. The cognitive domain assessment techniques used in SKI subjects at MA Darul Ukhuwwah are divided into 3 types, namely: written tests (multiple choice, short description and essay), group discussions, and oral tests. The written test can be carried out by giving several written questions to students via LKS/or a package book printed by MA Darul Ukhuwah Putri 2 Singosari Malang which contains questions and statements related to the material they have studied. The teacher carries out an oral test at the end of the lesson by conducting questions and answers between students and the teacher regarding the material they have studied, which is usually done during final exams.

Keywords: *Cognitive assessment, Learning Outcomes, SKI*

INTRODUCTION

education is an ongoing effort to improve the value and quality of individual behavior in society. Sasomo defines education as a process that takes individuals from certain conditions to better conditions.[1]In the current era, the world's appearance is filled with the extensive use and exploitation of information technology. This phenomenon brings significant transformation in various areas of life, including the education sector. In facing these challenges, education must be able to adapt and have a flexible nature.

The role of a teacher as the main pillar in providing education has great significance in the educational context. The demands placed on them to be more creative and innovative in delivering material to students are increasing, especially in the current era of technological progress. As a professional, teachers are required to carry out several duties and functions as described in Law no. 14 concerning teachers and lecturers in 2005 which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. From this statement it is known that one of the main tasks of teachers is to assess or evaluate.

Assessing or evaluating is a basic and important mandatory thing that must be done in learning. Popham and Mardapi explain that assessment plays an important role in determining overall educational success. It serves as a means of evaluating students' learning outcomes and measuring their progress in achieving educational goals. By assessing students' knowledge, understanding, and skills, educators can measure the effectiveness of their teaching methods and identify areas that require further attention.[2]

In conducting an evaluation, a teacher can choose from a variety of tools or instruments that support the process. It is important for educators to prepare well for all of these things in assessing student learning outcomes, so that learning objectives can be achieved. The selection of evaluation techniques and instruments will provide teachers with an overview of the progress and achievements that have been achieved by students. Teachers must be able to carefully consider the type of evaluation technique used, which is divided into test and non-test techniques.

Assessment of student learning achievements in educational units, including from elementary to high school and MI to MA, aims to measure the achievement of Graduate Competency Standards (SKL) in all subject areas by considering the results of assessments carried out by educators. Assessment of learning outcomes in the current Curriculum is carried out by teachers and educational units through a process that includes steps such as reviewing the syllabus as a basis for planning assessments, developing an evaluation instrument framework and setting assessment standards, carrying out evaluations during the learning process, analyzing evaluation results, and providing follow-up responses based on evaluations carried out by teachers, and compiling evaluation results reports in narrative format regarding competency and attitude achievements.[3]

Assessment of learning outcomes is divided into three domains, namely the cognitive domain, psychomotor domain, and affective, which are clearly separated from one another. Each subject always covers these three dimensions but with a different focus. The cognitive dimension focuses on concepts and theories, the psychomotor dimension focuses on practice, while the affective dimension emphasizes attitudes. Apart from that, Blomm also explained in more detail that these three dimensions are the focus of learning outcomes, as follows:

1. The cognitive domain refers to intellectual achievements which are divided into six dimensions, including knowledge or retention, understanding, application, analysis, and assessment/evaluation.
2. The psychomotor domain refers to the skills and abilities of action that come from applying the knowledge gained in learning.
3. The affective domain is related to attitudes, including five dimensions such as acceptance, response, evaluation, organization, and internalization.[4]

Of the three, the cognitive domain is often the main focus of assessment by teachers in schools because it relates to students' ability to understand lesson material. Students' cognitive abilities in the learning process are generally one of the key elements in the dynamics of learning and are also the main goal of teaching. Apart from that, from an educational psychology perspective, it is argued that the cognitive domain has greater significance, because it functions as a source and controller for other domains, such as the affective and psychomotor domains. Without cognitive abilities, it is difficult to imagine how students can carry out actions without first understanding or thinking about them.[5]

According to Benjamin S. Bloom and his colleagues, all activities that involve all brain activity are included in the cognitive domain. The cognitive domain relates to thinking abilities, including the capacity to remember, understand, apply, analyze, synthesize, and evaluate. Another view states that cognitive abilities are the observable results of the process of acquiring knowledge through direct experience. According to Chung, the cognitive domain is one of the basic frameworks for categorizing educational goals, compiling tests, and developing curricula in various countries..[3]

In the context of learning Islamic Religious Education in Madrasas, be it Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), or Madrasah Aliyah (MA), there are several subjects taught, one of which is the History of Islamic Culture (SKI). SKI is a study of the life journey of Muslims from time to time in various aspects of life, such as worship, morals, muamalah, as well as the process of spreading the Islamic religion which is based on aqidah. The history of Islamic culture is a field of knowledge that examines the works, feelings and creations of Muslim society in the past, covering aspects of culture, social, politics, economics and Muslim life..[6]

The importance of teaching Islamic Cultural History lies in students' ability to gain valuable lessons from stories of the Muslim past. By understanding this history, it is hoped that students can absorb the values contained in it. This is done through various methods, such as guidance, teaching, training, utilizing experience, and habituation, thereby forming their way of life.[7]

Based on the previous description, it is clear that assessment is a crucial element in the learning process. There are several studies that

both explain cognitive assessment techniques on student learning outcomes. First, research conducted by Alam and Prastowo which explains the use of cognitive assessment techniques used during the Covid-19 pandemic. The results of this research explain that the cognitive assessment techniques used during the pandemic were written tests.and oral tests with the help of supporting applications such as Google Meet, Zoom, WhatsApp and so on.[8]

Next, research conducted by Mustika et al, which describes the process of evaluating student learning outcomes in the 2013 curriculum at elementary school level. The results of this research explain that the evaluation of learning outcomes at elementary school level using the 2013 curriculum refers to 3 domains, namely cognitive, affective and psychomotor.[9]In line with this, there is also research conducted by Rosyidi, which explains the techniques and instruments used in cognitive domain assessments. The results of this research explain that the evaluation of the cognitive domain is carried out in 5 stages, namely planning, developing assessment tools/instruments. Carrying out evaluation activities, utilizing the assessment results, and finally compiling the results of the assessment in the form of a report containing scores in the form of numbers from 0-100.[10]

However, in this research there are differences and novelties from previous research. Where in previous research the research only focused on understanding, instruments and types of cognitive assessment and did not focus on one subject object. Meanwhile, the novelty in this research is that apart from discussing the meaning of cognitive assessment, it also discusses techniques that have been used in cognitive assessment of student learning outcomes which are focused on the subject of History of Islamic Culture.Therefore, this research aims to see how cognitive assessment techniques are applied by teachers in evaluating student learning outcomes in the History of Islamic Culture subject at MA Daarul Ukhuwwah Putri 2 Singosari Malang.

METHOD

In this article, researchers apply a qualitative approach with descriptive methods. Based on Bogdan and Taylor in their book Andi Prastowo, qualitative research methods are defined as research procedures that produce data in the form of written descriptions of the individuals or subjects being studied.[11]This research uses descriptive research. Researchers chose this method because qualitative descriptive research aims to produce descriptive data in the form of written or spoken words from the people and actors being observed.

The technique used to determine subjects or informants for this research is purposive sampling. There are two data sources used, namely primary data and secondary data. Primary data was obtained through observation, interviews and documentation. Meanwhile, secondary data was obtained from literature relevant to the research topic, such as articles, books, journals and other scientific literature. In the data collection process, researchers used 3 techniques, such as observation, interviews, and documentation.

After the data was collected, the researcher applied qualitative analysis techniques. In this research, researchers used the Miles and Huberman qualitative analysis model. This model involves four main stages, namely data collection, data reduction, data presentation, and drawing conclusions.[12]Data collection involves gathering information that is relevant and related to the research objectives. Data reduction involves organizing, sorting, and selecting the most important and relevant data. Presenting data involves extracting meaning from data that has been collected and arranged in a systematic way. Finally, conclusions are drawn by formulating research findings and providing an interpretation of the analysis results. By using these techniques, it is hoped that this research can produce an in-depth understanding of the topic being researched and make a contribution to the relevant field of knowledge.

RESULTS AND DISCUSSION

Understanding Cognitive Domain Assessment

Assessment of learning outcomes often involves assessment of the cognitive domain. This cognitive domain is related to students'

individual level of knowledge (understanding), which can be measured through students' achievement of learning outcomes. This form of assessment must present learning achievement goals both explicitly and implicitly. A test that educators can carry out to determine students' understanding and mastery of the material is by carrying out several stages of the test. Cognitive assessment is an assessment used to measure students' abilities towards conceptual, factual, procedural and cognitive knowledge using thinking skills from the lower level to the higher level. Cognitive domain assessment is an important factor in every learning which is used as a measure of success. The results of this cognitive assessment become a reference for implementing actions so that learning can proceed as expected.[13]

In the educational context, the cognitive domain refers to the domain or level of knowledge and thinking skills related to understanding, analysis, synthesis, evaluation and application of studied concepts. The cognitive domain involves students' ability to process information, understand relationships between concepts, and use that knowledge to solve problems or make decisions. For example, at the lowest level in the cognitive domain, namely remembering, students are required to remember basic information or facts that have been studied, such as the names of historical figures or dates of important events. Then, at the level of understanding, students must be able to understand the meaning of these concepts and explain them in their own words. The next level is application, where students can apply the knowledge, they have in different contexts or use it to solve concrete problems.

Next, at the analytical level, students must be able to break down information into smaller parts, identify cause-and-effect relationships, or recognize existing patterns. Synthesis involves students' ability to combine different elements into a new whole, such as constructing an argument or designing a solution to a complex problem. The top level in the cognitive domain is evaluation, where students evaluate information, opinions, or other people's work based on certain criteria.

The aim of the cognitive domain in learning is to develop students' critical, analytical and creative thinking abilities. By mastering the cognitive domain, students can take the information they have learned and apply it in new situations, develop deeper understanding, and produce more complex and structured thinking. The use of diverse teaching techniques, such as group discussions, project assignments, case studies, or simulations, can help students develop their cognitive skills. In addition, assessments that focus on the cognitive domain also provide valuable feedback for students and teachers in understanding learning progress and identifying areas that need improvement..[13]

According to Law no. 23 of 2016, "Cognitive domain assessment is an activity carried out to measure students' mastery of knowledge." In line with that, according to Benjamin S Bloom, all efforts related to brain activity are included in the cognitive domain. According to Bloom, there are six levels or levels in the cognitive aspect, including:

1. Knowledge (C-1)
   In Bloom's taxonomy, what is meant by knowledge is the translation of the word knowledge. This term also includes knowledge in the learning context, including understanding facts and the ability to remember information such as definitions, formulas, the Koran, Hadith, names of figures, and others. From the learning process, there are terms that need to be memorized and remembered so that they can become a reference for broader understanding and knowledge of concepts.
2. Comprehension (C-2)
   This stage is one level higher than the previous one, understanding is defined as the level of students' ability to understand the meaning of the concepts, situations and facts they know. At this stage, it is not enough for students to just remember and memorize verbally, but students must also understand the concept of a fact or problem being asked. Students can be declared to have comprehension abilities if they can explain the lessons or material they have learned using their own sentence structure. To reach this stage of understanding, students must

first go through the knowing or knowing stage.

3. Application or application (C-3)
   The third stage is application, here students must be able to apply or use the knowledge they already know in situations that are new to them. So, application is the use of abstractions in special situations or concrete situations. The abstractions referred to here can be in the form of theories, ideas and technical instructions. Categories in indicating application capabilities include: determining, sorting, adapting, calculating, computing, classifying, modifying, operationalizing, processing, compiling and using.
4. Analysis (C-4)
   Analysis involves efforts to separate a unity into parts or elements so as to reveal its structure or hierarchy. Analytical ability is a very complex skill, which utilizes skills from the three previous stages. By carrying out analysis, educators hope that students will have comprehensive knowledge and be able to separate units into integrated parts. When students are able to reach the analysis stage, they will be able to apply it creatively in new situations. Teachers can use a description test to evaluate students' abilities in analyzing learning outcomes.
5. Synthesis (C-5)
   Synthesis involves the ability to combine elements or parts into a comprehensive whole. The ability to think synthetically is the opposite of analytical thinking. Students who are capable and able to use understanding, knowledge, memory, application and analysis in thinking are usually referred to as convergent thinking, where convergent thinking is one level below divergent thinking. In convergent thinking, the answer or solution is already known based on existing knowledge. Synthetic thinking is one way to increase one's creativity.
6. Evaluation (C-6)
   Evaluation involves the process of making decisions regarding the value of something based on various aspects such as goals, ideas, work modules, solutions, methods, materials, and so on. At the evaluation level, it is important for the test items used to explicitly state the criteria used. In evaluation, there are steps such as comparing, weighing, assessing, detailing, interpreting, making decisions, criticizing, validating, testing, supporting, and choosing.[10]

These six levels are interconnected, the highest stage includes all the stages below it. Anderson and Krathwohl revised this aspect in Bloom's taxonomy, in their revision Anderson and Krathwohl divided the cognitive aspect into two, namely the knowledge dimension (factual, conceptual and procedural knowledge) and the cognitive process dimension (the ability to remember, understand, apply, analyze, create and evaluate).[14]

Cognitive Assessment Techniques on Student Learning Outcomes in SKI Subjects at MA Darul Ukhuwwah Putri 2 Singosari

During the learning process, assessment must be carried out, because it allows educators to assess the level of success in learning, especially SKI learning. This learning assessment has an important role as proof of an educator's responsibility towards the parents of students. As the main and first educators for their children, parents have a central role in the educational process, and teachers only act as partners who help in transferring knowledge to students.

MA Daarul Ukhuwwah Putri 2 Singosari Malang is a school with a boarding system. Learning at this school starts at 06.15 to 12.30 WIB. After that, it continued with Islamic boarding school activities. This institution integrates 3 learning curricula, namely: Ministry of Education and Culture, KMI (Kuliyatu-l-Mualimat Al-Islamiyyah), and the Azhari Curriculum from Al-Azhar University which is at the same level as junior and senior secondary education.

Based on the results of observations, interviews and documentation that researchers have conducted on the implementation of learning and cognitive assessment in SKI subjects at MA Daarul Ukhuwwah Singosari Malang. Researchers found that before the teacher carried out the learning process. The

teacher has made various preparations in preparing the lessons that will be delivered to students in the classroom. At this preparation stage the educator/teacher writes down the steps in the learning process.

In this case, SKI teachers at MA Darul Ukhuwwah Singosari Malang have broad freedom to create learning methods, approaches and strategies that suit the needs of students and the material being studied. They can use various approaches, strategies and approaches that have been tested before, or they can create their own approaches, methods and approaches that are new and fresh, according to the needs of their students. However, don't forget, teachers must also comply with school policies in the use of technology, Arabic language and learning resources.

From the results of interviews with teachers and students, it was stated that SKI was one of the least interesting subjects. This is caused by a number of factors, including the use of learning methods that are not relevant to the students' character, the inadequate use of supportive learning media such as only using textbooks as a learning resource, and teachers' lack of attention to the environment. This is in line with research conducted by Aisa which explains that a learning process that is not interesting for students shows that students do not have the motivation to follow lessons in class. As a result, they lack or do not understand the SKI subject matter taught by the teacher.[15]

FollowingThis explains the preparatory steps carried out by the SKI subject teacher at MA Daarul Ukhuwwah, Singosari Malang before carrying out the lesson:

1. Write down the learning steps in the teaching preparation book by writing:
    a. Date, Subject, Room and Class
    b. Goals in general and goals in particular
    c. Opening and Introduction
    d. Questions about lessons before starting learning, which have been studied at previous meetings
    e. Explanation of new core material
    f. Closing and Evaluation of learning
2. Report preparation results
3. Teaching preparation writing examination
4. Process of teaching and learning activities (KBM)

In the process of teaching and learning activities on the Islamic Cultural History (SKI) subject at MA Darul Ukhuwwah Putri 2 Singosari Malang, educators more often use the lecture and question and answer method which takes place 2 times a week for 40 minutes.

Furthermore, in implementing the assessment of students' SKI learning outcomes at MA Darul Ukhuwwah, teachers more often carry out assessments of cognitive abilities in order to find out how much students understand what has been conveyed by the teacher. This is what is used as a reference for teachers in carrying out tests in the cognitive domain at MA Darul Ukhuwwah. There are several stages carried out by teachers in implementing cognitive assessments for class 11.A students in SKI subjects at MA Daarul Ukhuwwah Putri 2:

1. Initial: Preparing the learning steps that have been determined in accordance with existing learning and the students' abilities. At the beginning of the lesson the teacher provides reflection in the form of questions regarding learning from the SKI lesson materials that have been taught previously. This is done to assess students' thinking abilities in their readiness to take part in SKI learning and stimulate students' memory of previous SKI learning.
2. Learning Process: Learning objectives that have been written by the teacher and used as a reference in implementing the learning program. In the teaching and learning process teachers tend to use story, discussion and question and answer methods.
3. Final Evaluation: After the initial stage and transferring knowledge to students, the teacher begins to develop cognitive assessment strategies in the final stage of learning. Evaluations are usually carried out by teachers to measure their understanding of the material. This is deliberately done to assess the extent of students' understanding of what has been taught for approximately 40 minutes in each class hour as well as to improve teaching strategies and methods in the teaching and learning process of SKI subjects so that students are able to better

understand the material that has been taught in Next meeting.

In the cognitive assessment process, SKI subject teachers at MA Darul Ukhuwwah are also guided by Bloom's taxonomy in the cognitive domain. The following are the cognitive domain achievements that the SKI teacher will carry out for students in class 11.A:

1. Knowledge Aspect (C1): The teacher asks questions about the SKI material that has been explained previously. The questions are of course about the material that has been taught in accordance with the components that have been covered in the previous material. The scoring guidelines are determined by how much the students have understood the answers
2. Understanding Aspect (C2): Students' ability to understand SKI subject matter by providing more detailed and detailed descriptions in their own words or language in the form of translating, interpreting, estimating, determining and interpreting what they get from their teacher.
3. Application Aspect (C3): Involves the ability to use knowledge from SKI subjects in different contexts.
4. Analysis Aspect (C4): used to determine the level of students' thinking skills in analyzing and synthesizing information. This cognitive domain analysis includes students' abilities to solve problems, analyze data, and combine data to achieve new goals.[16]
5. Creating Aspect (C5): At this level, students must be able to integrate knowledge, understanding and skills to achieve the expected goals. The questions included in the cognitive creation component ask students to create works, such as essays, sketches and designs that use the knowledge and thinking skills they have learned.[17]In SKI lessons, students are asked to explain the results of their understanding through questions that will be asked to students.
6. Evaluation Aspects (C6):The skills required by students are the ability to assess situations, conditions, statements, ideas based on specified standards. An important component of the evaluation process for students is creating an environment that facilitates students in developing guidelines or standards for evaluating/assessing something...[18]

The cognitive assessment techniques for learning outcomes used by teachers in SKI subjects at MA Darul Ukhuwwah are as follows:

1. Writing test
   The written test used in the cognitive assessment at MA Darul Ukhuwwah is multiple choice, and subjective questions such as essays and short essays which aim to test the understanding of class 11.A students regarding the concepts of Islamic cultural history. The written test is carried out using questions in the Class 11 History of Islamic Culture book, published by MA Daarul Ukhuwwah created by Dr. Muhammad Ajir Abdu Munib, Lc. The MA is in the form of multiple choice, short description and essay, considering that the learning carried out at MA Daarul Ukhuwwah Putri 2 uses Arabic.
2. Group discussion
   This assessment technique involves students in group discussions on topics in the history of Islamic culture. Group discussions allow students to share their knowledge, ideas and perspectives about the aspects of Islamic culture being studied. The assessment of cognitive abilities carried out by teachers here is through observation of active participation, argumentation skills, or the use of historical evidence in discussions.
3. Oral examination
   The oral exam involves students in a direct question and answer session with the teacher or panel of assessors regarding topics in the history of Islamic culture. In MA Darul Ukhuwwah, teachers usually conduct oral exams at the end of the semester or at UAS time. Students here are tested on their understanding of concepts, historical facts, or critical thinking related to Islamic culture.

CONCLUSION

Cognition involves various brain activities which are divided into six important aspects in the thinking process, starting from the most basic level to a more complex level. These six aspects include knowledge, understanding,

application, analysis, synthesis, and evaluation. The focus of the cognitive aspect is to develop thinking abilities which include problem solving skills, which require students to connect and combine various ideas, notions and methods they have learned to overcome the challenges they face.

Assessment techniques in the cognitive domain on learning outcomes at MA Darul Ukhuwwah Putri 2 Singosari Malang are divided into 3 things, including: Written tests such as multiple-choice items, short answers, matching tests, group discussions and oral tests. By carrying out various tests, teachers can measure the level of students' abilities in the cognitive domain. In this case, SKI MA teacher Daarul Ukhuwwah Putri 2 Singosari uses cognitive assessment to measure students' understanding and knowledge of the material they have studied.

SUGGESTION

From the explanation above, it can be seen how important assessment is in this cognitive domain, for that reason the authorgiveSuggestions for further research are to be able to develop this cognitive domain assessment by integrating technology into the assessment process so that it is in line with developments in this increasingly sophisticated era.

ACKNOWLEDGEMENT

We would like to express our gratitude to Mr. Dr. H. Abdul Basith M.Sc., lecturer in the PAI Learning Evaluation Development course, for his valuable guidance and input which has helped us complete this article well. We would also like to express our appreciation to the MA Darul Ukhuwwah Putri 2 Singosari Malang Institute for the permission given to us to carry out this research. Not to forget, we also want to thank our parents and friends who always provided support in the process of writing this article.

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