

Research Article

Performance Assessment in Islamic Religious Education Learning

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Abstract: In the context of modern education, performance assessment is a crucial instrument for measuring the effectiveness of the learning process. Unlike test-based assessments that generally focus on cognitive aspects, performance assessment highlights students' abilities in applying the knowledge, skills, and attitudes they have learned in various real situations. This is very relevant to the multidimensional characteristics of Islamic Religious Education (PAI) learning, including cognitive (knowledge), affective (attitudes and values), and psychomotor (practice of worship and skills) aspects. This study aims to: 1) To determine the concept and implementation of performance assessment in the context of Islamic Religious Education (PAI) learning. 2) To identify the types of performance assessments that are relevant and can be applied effectively in Islamic Religious Education (PAI) learning. 3) To examine the effectiveness of implementing performance assessments in improving understanding, practice, and character building. This study uses a qualitative approach with the model used being library research. The results of the study indicate that performance assessment in Islamic Religious Education (PAI) learning is a form of authentic evaluation that is very important to be applied in the learning process. Unlike traditional assessments, which emphasize cognitive aspects, performance assessments provide balanced attention to cognitive, affective, and psychomotor aspects. These assessments assess not only what students know, but also who they become. Therefore, it is crucial for teachers and educational institutions to optimally integrate performance assessments to shape a generation that is not only intellectually intelligent but also spiritually and socially mature.

Keywords: Authentic Evaluation; Character Development; Holistic Competencies; PAI Learning; Performance Appraisal

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1. Background

Islamic Religious Education (PAI) plays a central role in shaping the character and morality of students. More than simply transferring knowledge, PAI learning aims to instill religious values, develop spirituality, and guide students in practicing Islamic teachings in their daily lives. Therefore, the success of PAI learning is measured not only by cognitive mastery of the material, but also by changes in students' behavior, attitudes, and improvements in the quality of their religious practices. Successful education can produce individuals who are not only intellectually intelligent but also possess the morality and skills necessary for social life (Umami, 2018).

In the context of modern education, performance assessment is a crucial instrument for measuring the effectiveness of the learning process. Unlike test-based assessments, which generally focus on cognitive aspects, performance assessments highlight students' ability to apply the knowledge, skills, and attitudes they have learned in various real-life situations. This is highly relevant to the multidimensional nature of Islamic Religious

Education (PAI) learning, encompassing cognitive (knowledge), affective (attitudes and values), and psychomotor (practice and skills).

The implementation of performance assessment in Islamic Religious Education (PAI) learning faces its own challenges. Islamic Religious Education teachers often still predominantly use traditional assessment methods that are less able to capture the essence of holistic learning outcomes. However, to measure in-depth understanding and practice of religion, a more comprehensive assessment approach is needed, such as observation of worship practices, projects, portfolios, or self-assessment. Performance assessment allows teachers to see the extent to which students not only know but also are able to practice and internalize religious teachings. Seeing this urgency, this study is important to examine in depth how performance assessment is implemented in Islamic Religious Education (PAI) learning, as well as its effectiveness in improving the quality and relevance of religious education. By understanding optimal performance assessment practices, it is hoped that recommendations can be formulated that contribute to improving the quality of Islamic Religious Education (PAI) learning in schools.

2. Theoretical Study

The learning process is an effort to achieve the core competencies formulated in the curriculum. In addition, assessment activities are conducted to measure and assess the level of achievement of these core competencies. Assessment is also used to identify strengths and weaknesses in the learning process, thus providing a basis for decisions and improvements to the learning process. Therefore, a good learning process needs to be supported by a sound, planned, and continuous assessment system (Majid, 2015).

According to Arifin (2023), assessment in religious education should function not only to measure learning outcomes but also to foster and direct students' religious behavior. Therefore, an authentic assessment system, or one based on real-life contexts, is highly relevant. Authentic assessment assesses how students apply Islamic values in their actions, attitudes, and social interactions within the school and community.

Performance assessment in Islamic Religious Education (PAI) is a process used to measure students' ability to apply religious knowledge, skills, and attitudes through observable, concrete actions or activities. This assessment focuses not only on students' theoretical understanding of the material but also on how they practice Islamic values in their daily lives, both in the context of worship and social interactions. The tendency that shows that assessment of learning outcomes places more emphasis on cognitive aspects is proven by the tests conducted in schools, both oral and written, which are more directed at revealing cognitive aspect abilities (Haryono, 2009).

In practice, performance assessments require students to demonstrate specific behaviors or skills, such as correctly performing ablution and prayer, reciting the Quran according to Tajweed rules, demonstrating politeness and courtesy toward teachers and peers, or actively participating in religious activities at school. Each of these actions is observed and assessed based on specific criteria predetermined by the teacher, usually through the use of instruments such as observation sheets or assessment rubrics. Based on these problems, there is an assessment that provides a great opportunity for students to show what they have learned during learning (Idris & Asyafah, 2020).

3. Research Methods

This research uses a qualitative approach that aims to understand phenomena that do not require quantitative measurement. According to Sugiyono (2018), qualitative research methods are methods based on philosophy and used to conduct research under scientific conditions (experiments), where the researcher acts as an instrument, and data collection and analysis techniques are qualitative with an emphasis on meaning. This

research uses secondary data sources to collect data for documentation. The theory of education and training management (diklat) is the focus of this research, and the model used is library research.

4. Results And Discussion

The concept and implementation of performance assessment in the context of Islamic Religious Education learning

Performance assessment is crucial in Islamic Religious Education (PAI) learning because this subject not only teaches knowledge but also aims to shape students' character and noble morals. Through performance assessment, teachers can determine whether students have truly internalized Islamic values and are able to demonstrate them in appropriate behavior. Furthermore, this approach encourages students to go beyond memorizing or understanding the lesson content to consistently practicing it. Therefore, performance assessment in Islamic Religious Education (PAI) learning is an integral part of the educational process, emphasizing a balance between cognitive, affective, and psychomotor aspects. This assessment serves as a means to foster meaningful learning experiences while supporting the achievement of the overall goals of Islamic religious education.

The performance of Islamic Religious Education (PAI) teachers reflects the extent to which they are able to carry out their duties and functions professionally, encompassing pedagogical, social, personal, and professional aspects. Law Number 14 of 2005 concerning Teachers and Lecturers explains that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students. This emphasizes that teacher performance assessment is not merely an administrative formality but an integral part of the process of improving the quality of education (Ahmad & Nurhadi, 2020).

Understanding Work Assessment

Stiggins (1994: 160) states that "Performance assessments involve students in activities that require the demonstration of certain skills and/or the creation of specified products." Performance assessment is an assessment that involves students in an activity that requires students to demonstrate their abilities in skills and/or create certain products as a manifestation of knowledge mastery. Meanwhile, according to Marzano, et al (1994: 13) performance assessment refers to a variety of tasks and situations where students are given the opportunity to demonstrate their understanding and thoughtfully apply knowledge, skills, and thinking habits in various contexts.

According to Mondy & Noe (1995), performance appraisal is a formal system used periodically to evaluate an individual's performance in carrying out their duties. Therefore, based on several expert opinions regarding the definition of performance appraisal, there is a common thread that performance appraisal is a system of periodically assessing an individual's performance that supports the success of the organization or is related to the execution of their duties.

The Purpose of Performance Assessment in Islamic Education Learning

The primary objective of performance assessment in Islamic Religious Education (PAI) learning is to obtain a comprehensive picture of the extent to which students are able to apply Islamic teachings in real life, both in the form of worship, behavior, and social attitudes. This assessment is designed not only to measure cognitive aspects such as knowledge of the pillars of Islam, creed, or stories of the prophets, but also to assess how students embody these values in concrete actions that reflect Islamic character.

Through performance assessments, teachers can determine students' skill levels in performing religious practices such as ablution, prayer, reading the Quran, and other religious activities. Furthermore, these assessments also aim to assess students' spiritual and social development, such as honesty, responsibility, courtesy, cooperation, and

concern for others. Therefore, performance assessments in Islamic Religious Education (PAI) are not only academic in nature but also contribute to the development of personality based on Islamic values.

Another goal is to provide constructive feedback to students so they understand their strengths and weaknesses in practicing religious teachings. This assessment encourages students to self-reflect, improve their attitudes, and enhance the quality of their worship and social relationships. Furthermore, for teachers, the assessment results serve as an important reference in designing more effective learning, tailored to the needs and development of their students.

Performance Assessment Techniques in Islamic Education Learning

Performance assessments in Islamic Religious Education (PAI) learning are conducted to determine the extent to which students demonstrate behaviors and skills consistent with Islamic values. These assessments emphasize not only outcomes but also the process students use to complete tasks, reflecting their mastery of the learning material.

According to Kunandar (2013), performance assessment is a form of assessment that asks students to perform specific tasks relevant to the competencies being measured. In the context of Islamic Religious Education (PAI), these tasks can include practicing ablution, praying, reading the Quran, delivering a sermon, or carrying out social activities based on Islamic values.

Common techniques used in performance assessment include observation, practical assessment, rubric use, and documentation of work results. Observations are conducted directly by teachers when students demonstrate specific skills, for example when practicing prayer procedures. Practical assessments assess students' ability to carry out activities according to instructions, while rubrics are used to provide objective, systematic, and measurable assessment standards. Rubrics typically contain performance indicators and the level of achievement for each indicator. Ministerial Regulation of Education and Culture Number 23 of 2016 concerning Educational Assessment Standards also emphasizes that performance assessment is conducted by observing students' activities, both individually and in groups, and is assessed based on the process and results of the work. This technique is considered highly relevant to Islamic Religious Education learning because it provides a direct picture of students' religious skills and attitudes in a real-life context (Ministerial Regulation of Education and Culture, 2016).

Furthermore, Sudrajat (2011) stated that performance assessment provides an opportunity for students to demonstrate their competencies holistically, including affective and psychomotor aspects that have been less reflected in written assessments. Thus, performance assessment techniques in Islamic Religious Education learning not only provide a comprehensive overview of student achievement but also serve as an important tool for cultivating religious attitudes and noble morals in everyday life.

Types of performance assessment in Islamic Religious Education Learning

Performance assessment in Islamic Religious Education (PAI) learning is an approach that assesses students' ability to apply Islamic values in real-life situations. These assessments emphasize not only cognitive aspects but also affective and psychomotor aspects. Some types of performance assessments that can be applied in PAI learning include:

Observation Assessment

This assessment is conducted by directly observing students' behavior, attitudes, and religious habits in their daily lives. Teachers can assess students' active participation in congregational prayer, their politeness toward teachers, and their orderliness and discipline in performing religious duties. The instrument used is usually an observation sheet with clear indicators.

Project Assessment

Project assessment is an activity that assesses tasks that must be completed by students within a specific time period (Rahma, 2025). This type of assessment involves

students in a specific religious task or activity that is carried out within a specific timeframe. For example, students might be asked to contribute to an anti-backbiting campaign, write a Ramadan reflection, or create a da'wah video. Project assessment helps teachers assess students' abilities to plan, implement, and report on an activity based on Islamic values.

Portfolio Assessment

Portfolio assessment is a collection of student work throughout the learning process. Portfolios can include devotional notes, lecture assignments, documentation of religious activities, or personal reflections. Initially, portfolios served only as physical documentation of student work, such as initial test results, assignments, anecdotal notes, awards, and final test results stored in a single file. However, as a socio-pedagogical process, portfolios also serve as a collection of learning experiences that encompass the knowledge, skills, values, and attitudes possessed by students (Sujana et al., 2022). Through portfolios, teachers can continuously monitor students' spiritual development and religious understanding.

Self-Assessment

In self-assessment, students are given the opportunity to evaluate and assess their own level of practice of religious values in their lives. This assessment can be conducted through a worship journal or personal reflection. The goal is to foster personal awareness and responsibility for the implementation of religious teachings.

Peer assessment

This assessment allows students to mutually assess learning activities, such as group discussions, lecture practice, or religious presentations. Through peer assessment, students learn to provide objective and constructive feedback.

Effectiveness of implementing performance appraisal

The implementation of performance assessment in Islamic Religious Education (PAI) learning has been significantly effective in improving students' understanding and practice of Islamic values. Unlike conventional assessments that focus on cognitive aspects or memorization of material, performance assessment emphasizes students' ability to apply Islamic teachings in real-life contexts. This is crucial, given that the primary goal of PAI learning is not only to increase religious knowledge but also to shape morals and behavior consistent with Islamic values.

Through various forms of performance assessment, such as observing religious practices, project assignments, religious portfolios, self-assessments, and role-playing simulations, students are given the opportunity to demonstrate their understanding through actions and habits. For example, when students are asked to compile a religious journal or create an anti-backbiting campaign, they not only memorize evidence and concepts but also learn to reflect on and internalize these teachings in their daily behavior.

This certainly encourages a more meaningful and contextual learning process. Furthermore, performance assessments encourage students to take greater responsibility for their own learning. Self-assessment and peer assessment, for example, foster honesty, reflection, and openness to feedback. Teachers also gain more comprehensive and in-depth information about students' development in terms of attitudes, skills, and spirituality. With this approach, teachers can provide more targeted guidance, not only to improve understanding but also to guide the practice of religious values.

Overall, performance assessment can bridge the cognitive, affective, and psychomotor aspects of Islamic Religious Education (PAI) learning. Its effectiveness lies in its ability to bring Islamic values to life in students' practical experiences, while simultaneously fostering a strong Islamic character. Therefore, performance assessment deserves to be a primary strategy in evaluating Islamic Religious Education (PAI) learning, aiming to create a generation that not only knows but is also capable and willing to practice its religious teachings sincerely and responsibly.

5. Conclusion

Performance assessment in Islamic Religious Education (PAI) is a form of authentic evaluation that is crucial to implement in the learning process. Unlike traditional assessments, which emphasize cognitive aspects, performance assessment provides balanced attention to cognitive, affective, and psychomotor aspects. This assessment assesses not only what students know but also who they become. Therefore, it is crucial for teachers and educational institutions to optimally integrate performance assessment to shape a generation that is not only intellectually intelligent but also spiritually and socially mature.

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