

Assessment of Application Domains in Learning Islamic Education Skills in The 21st Century

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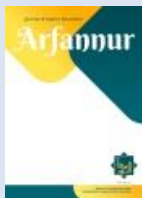
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ABSTRACT

This study aims to analyze the concept of application domain assessment in Islamic education learning that is relevant to 21st century skill development. The literature study approach is used to explore the various assessment theories, models, and practices that have been applied in the context of Islamic education, as well as how they can be adapted to meet the demands of 21st century skills. This study finds that the integration between the principles of Islamic education and the needs of 21st century skills requires a contextual and adaptive assessment approach. This finding is expected to make a theoretical and practical contribution to the development of an assessment model that is more relevant to the needs of the times, as well as provide a new direction for the implementation of Islamic education that is able to produce graduates who are not only religiously savvy but also ready to face global challenges.

Keywords: Assessment; Islamic Education; 21st Century Skills

ABSTRAK

Artikel ini memaparkan tentang mengimplementasikan penilaian domain pembelajaran aplikasi dalam Pendidikan Agama Islam keterampilan abad 21. Metode penelitian ini menggunakan pendekatan kualitatif, teknik pengumpulan data yang digunakan dalam penelitian ini adalah studi kepustakaan (Library Research). Hasil temuan penelitian ini adalah penerapan penilaian pembelajaran domain aplikasi dalam Pendidikan Agama Islam dibagi menjadi tiga kategori, keterampilan, mengelola proyek kompleks, dan berpikir. Penilaian domain pembelajaran aplikasi menggunakan Association of American Colleges and Universities (AAC &U) Rubric.

Kata kunci: Asesmen, Pendidikan Islam, Keterampilan Abad 21

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A. INTRODUCTION

Assessment is an important component of the education system that functions to measure progress and achievement of learning objectives (Widiana, Tegeh, and Artanayasa 2021). In the context of Islamic education, assessments aim not only to assess students'



academic abilities, but also to develop 21st century skills and improve the overall quality of learning. Application domain assessment in Islamic education is very relevant to the development of 21st century skills (Rosnaeni 2021). This involves a direct assessment of students' ability to apply religious concepts to real-life situations, thereby improving students' cognitive, affective, and psychomotor skills.

Application domain learning is very important in the learning process because it is able to develop the ability to think and evaluate information critically and logically. The Government of Indonesia has introduced the Indonesia education curriculum to help improve the quality of learning for students and teachers (Hadinugrahaningsih et al. 2017). This application domain learning can be used to facilitate access to information and as a useful learning tool for students. Some of the affective domains that are often used in Indonesia include respect for cultural values, social responsibility, relationship interpersonal, as well as self-development (Faizah 2017).

In order to determine the expected learning objectives, understanding the taxonomy of goals or learning outcomes is very important to determine whether a teaching and learning process has achieved its objectives (Masuwai, Zulkifli, and Tamuri 2022). The taxonomy of educational goals consists of three types of behavior, namely cognitive, affective, and psychomotor (Sajidan et al. 2018). In the learning domain, the cognitive domain is generated through the educational process, the affective domain is concerned with the change of attitudes and good values, and the psychomotor domain is concerned with physical skills and movement (Yuli et al. 2024).

In Islamic education learning, application domain assessments have an important role in developing 21st century skills. Assessment is a teacher's activity during the learning period to obtain information in any form that can be used as a basis for decision-making about the achievement of student competencies (Mahrunnisya 2023). 21st century learning in Islamic education must be designed in accordance with the 4C skills, namely, *Critical thinking skill* (critical thinking skills), *Creative and innovative thinking skill* (creative and innovative thinking skills), *Communication skill* (communication skills), *Collaboration skill* (collaboration skills). Assessment or assessment of learning in the 21st century in Islamic education using authentic assessment (Rosnaeni 2021).

Previous research conducted by Cindy Oktafina Nengsih et al, explained that the importance of students having 21st century skills has been realized by students themselves and also teachers as educators (Nengsih, Zulyusri, and Lufri 2022). The research of Muhammad Khakim Ashari et al explained that the E-Assessment Model through applications can be applied in digital learning to improve students' skills and competencies (Ashari, Athoillah, and Faizin 2023). And the research of Azwani Masuwai et al explained that self-assessment can help the quality of learning (Masuwai, Zulkifli, and Tamuri 2022).

This article introduces novelty in the concept of innovative application domain assessment in the context of Islamic education. This concept involves a direct assessment of students' ability to apply religious concepts in real-life situations, an approach that has not been widely applied in Islamic education. In addition, this article highlights the integration of application domain assessment with the independent curriculum, which emphasizes freedom and creativity in the learning process. This provides a new perspective on how assessments can be integrated into a more flexible and contextual curriculum. The main focus of this research is to develop and implement application domain assessments in Islamic education learning. This article will outline how this assessment can improve students' ability to apply

religious concepts in real-life situations.

B. METHOD

This study uses the literature study method to analyze the concept of application domain assessment in learning Islamic education and skills in the 21st century. The first step is to gather relevant journal articles from sources such as scientific journals, conferences, books. The articles are then organized by criteria such as the year of publication, author, or relevant topic (Syamsuddin 2023). The analysis is carried out by reading and understanding the content of the article to identify the main concepts, theories used, research methods, and research results related to the 21st century application and skills domain assessment. The researcher also developed a framework of thinking that includes important aspects of application domain assessment in the context of Islamic education, such as cognitive, affective, and psychomotor skills. After the analysis, the next step is to interpret the results to relate the research results to the research topic and find relevant conclusions (Evanirosa and et al. 2020). The main sources of data include scientific journals that have gone through the peer-review process, books written by experts, and scientific conferences.

C. DISCUSSION

1. Application Domain Learning

Learning comes from the word teach, the basic word is teach which means clues to know. The word teaching is added with the prefix pe- and the suffix -an into learning which means the process, way of teaching or teaching. In terms of learning, it is a process of interaction between educators and students and learning resources in the learning environment (Putro and Nidhom 2021). Learning is a process of assistance provided by educators to students to acquire knowledge and skills, master skills and habits, and build attitudes and trust. In other words, learning is the process of helping students learn well (Wardana and Djamaluddin 2021).

The learning domain is an important concept in education that helps classify learning objectives into different categories (Mohammadi 2021). By understanding and implementing these domains, educators can design and evaluate the learning process more effectively. Bloom's taxonomy provides a comprehensive framework for understanding different levels of skills in the cognitive, affective, and psychomotor domains, all of which contribute to the holistic development of learners (Rosnaeni 2021).

One of the most famous taxonomy is the Fink Taxonomy, which was developed by L. Dee Fink in 2003. This taxonomy expresses the need for a new type of learning, that is, a type that goes beyond the cognitive domain (F. Barkley and Major 2017). Fink's taxonomy offers a comprehensive approach to learning that goes beyond traditional cognitive domains. By integrating aspects such as application, integration, human dimension, caring, and learning how to learn, this taxonomy helps educators design a more holistic and meaningful learning experience for learners. This taxonomy also emphasizes the importance of assessing affective, metacognitive, and cognitive aspects in the learning process (Sholeh 2022).

Application domain learning focuses on the ability to use knowledge and skills in practical situations (Syamsur 2021). This includes the ability to solve problems, make

decisions, and perform tasks that require specific skills. Application domain learning is an approach that integrates technology and applications in the teaching and learning process. One of the relevant theories in this context is Fink's Taxonomy, which emphasizes various aspects of holistic learning (F.Barkley and Major 2017).

Holistic learning is learning by emphasizing the mastery of competencies, applicative, balanced between physical and mental. Learning also prioritizes the cultivation of exemplary values (Ariffin, Kamsin, and Mustapha 2024). In this position, PAI has a strategic role, especially in strengthening students' skills, critical thinking, and character values (Firmansyah and Fakhrudin 2022). An integrated and integrated learning system from the curriculum aspect and integrated and integrated from the environment, both families, schools, and communities. Modern digital-based technology is emphasized in order to help students find new information about science in order to master competencies effectively and efficiently (Mindani 2022). The technology can be used as a medium of communication between schools and parents regarding student development, including being able to control them in their association in the community.

Based on the description above, it can be concluded that application domain learning is a competency or ability that students must have to gain knowledge, hone skills and perform tasks in learning. Application domain learning also emphasizes holistic learning that strengthens students' skills, critical thinking and character values.

2. Implementation of Application Domain Learning in 21st Century Skills Islamic Education Materials

The dimensions of learning applications have three significant categories according to Fink's taxonomy: skills, managing complex projects, and thinking (F.Barkley and Major 2017). The dimensions of learning in Islamic Religious Education are Skills, Managing Complex Projects, and Thinking. The application of the application learning dimension can be done by adjusting Islamic Religious Education materials (Yunita and Widodo 2023). Islamic Religious Education learning materials include fiqh, moral creed, Islamic cultural history, and the Qur'an hadith.

First, in the context of Islamic Religious Education, the skills in question include the ability to read and write Arabic letters, memorize and understand the verses of the Qur'an, as well as skills in carrying out worship (Mahrunnisya 2023). Some of the approaches that can be taken to develop this skill include, the use of Learning Applications, applications such as "*Learn Quran Tajweed*" It can help students in learning tajweed and how to read the Qur'an correctly. Practical Practice by holding tahsin classes (improvement of Qur'an reading) on a regular basis, as well as the practice of prayer and prayer, under the guidance of teachers. Basic skills in reading the Qur'an and performing worship are important foundations for students to understand more deeply the teachings of Islam and apply them in daily life.

Second, managing complex projects, this dimension can be applied in Islamic religious education through projects involving collaboration, research, and organizing religious activities (Asariskiansyah and Zaka Hadikusuma Ramadan 2024). Some examples of this implementation include research projects such as students can be invited to conduct research on Islamic history, Islamic figures, or the interpretation of certain verses. This project can involve data collection, interviews with scholars, and the preparation of reports. Then, organize religious activities by managing events such as the

commemoration of Islamic holidays (Prophet's Birthday, Isra' Mi'raj) or social activities such as charity bazaars and breaking the fast together. Students learn to work in teams, manage time, and ensure events run smoothly. Through these projects, learners can develop management, teamwork, and leadership skills that will be useful in learners' lives.

Third, Thinking, the thinking dimension includes critical, analytical, and reflective skills in understanding and applying Islamic teachings (F.Barkley and Major 2017). This implementation can be done through discussions and debates to hold class discussions on contemporary topics in Islam, such as ethical issues in science and technology, or the role of women in Islam. It helps learners think critically and develop logical, valid-source-based arguments (Sukino 2015).

The thinking dimension can be applied with case studies, analyzing real cases faced by Muslim communities and finding solutions based on Islamic teachings (Hidayat 2022). For example, how Islam views environmental or human rights issues. And personal reflection aims to encourage students to write personal reflections about students' worship experiences, how Islamic teachings affect students' lives, and how students can apply Islamic values in daily life. This ability to think critically and analytically is very important in forming individuals who are not only obedient to worship but also able to face the challenges of the times wisely in accordance with Islamic teachings.

The learning dimension that includes skills, managing complex projects, and thinking, can be implemented effectively in Islamic religious education (Asiyah and Fahmi Jazuli 2022). Through a structured and interactive approach, learners not only gain a deep understanding of the teachings of Islam, but also develop the practical and cognitive skills necessary to become responsible and thoughtful individuals. This implementation makes Islamic religious education more relevant and applicable in daily life, preparing a generation that is not only knowledgeable but also has noble character (S. Indianto Dimas, Nurfuadi 2022).

The integration of 21st century skills in educational materials is an effort to prepare students to have skills that are relevant to the demands of the times. Here are some ways to integrate 21st century skills in educational materials (Hidayat 2022), namely 1) Focusing on Core Skills, 21st century skills consist of a variety of core skills such as critical thinking, problem-solving, creativity, innovation, collaboration, communication, digital literacy, and others. Teachers can integrate these skills in each learning material so that students can develop and apply them contextually. 2) Project-Based Learning: Project-based learning allows learners to learn through real-life experiences and apply 21st-century skills in meaningful contexts. Teachers can design projects that require collaboration, problem-solving, and students' creativity in solving problems or creating solutions.

3) Use of Technology, the integration of technology in learning can help develop 21st century skills, such as digital literacy and the ability to use technology. Teachers can utilize applications, software, and social media that are relevant to learning materials to improve students' skills. 4) Collaborative Learning: Collaboration is one of the important skills of the 21st century. Teachers can encourage students to work in groups, discuss, and share ideas in learning. Through collaboration, students can develop communication, cooperation, and problem-solving skills together.

5) Problem-Based Learning: Problem-based learning involves students in solving real problems that are relevant to the learning material. In this process, learners will

develop critical thinking, analysis, and problem-solving skills. 6) Strengthening Character Education, In addition to 21st century skills, character education is also important in learning. Teachers can integrate character values in learning materials, such as curiosity, initiative, leadership, social awareness, and others. This will help students in facing changes and challenges in the environment around students.

According to the author, Islamic religious education is an integral part of the education system that aims to shape the character and morals of students in accordance with Islamic teachings. The implementation of learning dimensions that include skills, managing complex projects, and thinking in Islamic religious education materials can provide a more comprehensive and meaningful learning experience. The integration of 21st century skills in educational materials aims to prepare students to be ready to face challenges and opportunities in today's global and digital era. By developing 21st century skills, learners will have relevant abilities and be able to adapt quickly in an ever-changing world.

3. Assessment of Application Domain Learning in Islamic Education 21st Century Skills

The assessment of the application learning domain in Islamic education for 21st century skills is an assessment process that involves the use of technology and applications in measuring the achievement of students' competencies (Faizah 2017). The following are some materials related to the assessment of the application learning domain in Islamic education for 21st century skills, namely (Yuli et al. 2024), first, the Role of Assessment in Education and Learning, Assessment is a teacher's activity during the learning span to obtain information in any form that can be used as a basis for decision-making about the achievement of student competencies.

Second, Characteristics and Assessment of 21st Century Learning, 21st century learning has its own characteristics and uniqueness. Learning must be designed in accordance with the 4C skills (critical thinking, creative and innovative thinking, communication, and collaboration) which include critical, creative and innovative thinking, communication, and collaboration skills. Assessment in 21st century learning uses authentic assessment.

Third, the Principle of Assessment in Curriculum Implementation, Independent Assessment also has a role as a reflection material on student learning outcomes. The results of the assessment are used as discussion material to determine things that have gone well and areas that need to be improved (Fadillah and Achadi 2024). Assessments are also used as reflection by students, educators, education staff, and parents to improve the quality of learning.

Fourth, 21st Century Skills in Assessment, Assessment in 21st century education not only focuses on conventional learning that is cognitive, but also leads to contemporary issues such as global awareness, economics, and concern for the environment (Yuli et al. 2024). Through this assessment, it is hoped that students will be able to practice their knowledge, understand, and provide solutions to challenges in the real world.

In 21st century Islamic skills education, the assessment of the application learning domain can assist teachers in measuring the achievement of students' competencies by utilizing relevant technology and applications (Faizah 2017). This assessment can also provide useful information in decision-making related to learning and improving the

quality of education (Yusuf and Hamami 2024). In order to be more directed, a reference is needed to assess the learning domain of this application. In Elizabeth's book the assessment of the learning domain application using *AAC&U Problem Solving VALUE Rubric* (F.Barkley and Major 2017), This rubric contains the criteria for assessing application domain learning.

Assessment of the learning domain of the app using *Association of American Colleges and Universities (AAC&U) Rubric*, The steps are as follows (F.Barkley and Major 2017): 1) Download *Rubric* on the AAC&U website, you can download *Rubric* in Word or PDF format from the AAC&U website. 2) Familiarize yourself with the rubric, review the rubric and understand the different performance levels and criteria for each level. Rubrics typically include descriptions for different levels of achievement, ranging from "Outstanding" to "Emergent" or "Not Yet Competent."

3) Identify the problem-solving task, specify the specific problem-solving task or scenario you want to assess. This could be a real-world problem or a hypothetical situation related to Islamic education materials and 21st century skills. 4) Evaluate student performance, use rubrics to assess students' practical thinking skills based on students' performance in problem-solving tasks. Assess students' ability to identify and define problems, analyze information, generate and evaluate solutions, and make decisions. 5) Provide a level of achievement based on the criteria listed in the rubric, provide a level of achievement for the performance of each student. This will help to assess learners' proficiency in practical thinking and problem-solving. 6) Provide feedback by using rubrics to provide constructive feedback to learners, highlighting strengths and areas that need improvement. This feedback can guide learners' development in problem-solving skills.

Thus *the Association of American Colleges and Universities (AAC&U) Rubric* is a valuable tool for assessing practical thinking skills in the context of Islamic education and 21st century skills. This rubric provides a structured framework for evaluating learners' ability to solve problems and can help guide learners' development in this important area. The following is a rubric of the assessment of the learning outcomes of skills, critical thinking, creative thinking, and practical thinking.

a. Skills Learning Outcomes Assessment Rubric

The rubric was created by *the Association of American Colleges and Universities (AAC&U)* to assess the development of beginners to experts in acquiring writing skills. Such as essay writing skills, problem-solving, and making decisions appropriately.

Table 1. Skill Assessment Rubric

Conditions	Assessment Score			
	4	3	2	1
Context and Purpose of Writing				
Content Development				
Genre Conventions/ Rules in writing				
Sources and Evidence				
Writing				

b. Critical Thinking Learning Outcomes Assessment Rubric

Success in all disciplines requires the capacity to think critically and that these habits of inquiry and analysis must be applied in a variety of situations that change throughout life (Ashari, Athoillah, and Faizin 2023). Therefore Association of American Colleges and Universities (AAC&U) designed the rubric that is displayed as Evidence of Critical Thinking Assessment Using the Critical Thinking Value Rubric, being transdisciplinary and used with various types of tasks. Thus, whether the teacher promotes critical thinking by requiring students to complete an analysis of text, data, or problems, the rubric can be used as is or as a starting point for compiling a customized assignment rubric.

Table 2. Critical Thinking Assessment Rubric

Task Assessment Criteria	Assessment Score			
	4	3	2	1
Problem Explanation				
Sources and Evidence				
Context and Assumptions				
Hypothesis Selection				
Conclusion and Implications				

c. Assessment Rubric Learning Creative Thinking

According to Gladwell, there are two tests for the assessment of creative thinking with an approach, namely the divergence test, which encourages students to use their minds to go in as many different directions as possible. And the convergence test, where students sort out the odds of coming together on one correct or best answer. Responses are judged based on quantity and uniqueness. If promoting and then assessing skills in creativity is important for learning objectives, consider using or adapting the creativity rubric in *the AAC & U Creative Thinking VALUE Rubric*.

Table 3. Creative Thinking Assessment Rubric

Creative Thinking Assessment Criteria	Assessment Score			
	4	3	2	1
Competency Acquisition				
Risk-taking				
Problem solving				
Integration of ideas				
Innovative thinking, uniqueness and novelty				
Analytical skills				

d. Practical Thinking Learning Outcomes Assessment Rubric

Practical thinking assessment, in the form of learning to answer questions, make decisions, or solve problems, is a process rather than a product. For this reason, the effort to assess practical thinking focuses on the student's ability to practice thinking through problems when he or she tries to arrive at a solution (Rambung et al. 2023). This rubric tries to distill common elements from most problem-solving contexts and is designed to work across all disciplines. In addition, students explain how because the rubric is a

process-not product-focused, the work to be assessed needs to include some evidence of the student's thinking about the problem-solving task (e.g., reflection on the process from the problem to the proposed solution; steps in a problem-based learning assignment; notes on practical thinking protocols when solving problems). This rubric is provided as evidence of assessing practical thinking using *AAC & U Problem Solving VALUE Rubric*.

Table 4. Critical Thinking Assessment Rubric

Practical Thinking Assessment Criteria	Assessment Score			
	4	3	2	1
Problem Formulation				
Strategies or Approaches used				
Hypothesis formulation				
Solution Provision				
Solution Implementation				
Evaluation				

Application domain assessment in Islamic education is a very relevant strategy for developing 21st century skills (Purwanto, Saepudin, and Sofaussamawati 2023). In this context, the application domain assessment involves a direct assessment of the student's ability to apply religious concepts into real-life situations. The main purpose of this assessment is to improve students' skills in applying religious teachings practically and relevant to the needs of the 21st century. Thus, application domain assessments not only reinforce academic understanding, but also develop skills such as critical, analytical, creative, and participatory.

In its implementation, application domain assessments can improve students' cognitive skills (Sumargono et al. 2024). For example, students may be asked to analyze ethical situations and provide solutions that are based on Islamic principles. This allows students to understand and analyze religious concepts in different contexts. In addition, this assessment also improves students' affective skills. In the application domain assessment, students are required to demonstrate attitudes and emotions that are in accordance with religious principles. For example, they can participate in activities related to religious teachings, such as discussions and cooperation in social activities.

Application domain assessments also involve practical activities that strengthen students' psychomotor skills (Samad et al. 2023). For example, students can be practiced in activities such as practicing hajj, calculating zakat, taking care of the body, and counting the inheritance of prayer. This strengthens students' psychomotor skills, such as the ability to practice religious teachings directly.

The implementation of application domain assessment in the independent curriculum can strengthen students' skills in implementing religious teachings effectively and relevant to the needs of the 21st century. The independent curriculum focuses on freedom and creativity in the learning process, so that application domain assessments can be integrated to improve student skills. The application domain assessment model involves several stages, such as determining basic competencies, determining objects, determining assessment techniques, and carrying out assessments. This allows teachers to measure the achievement of more specific and relevant learning goals.

Thus, application domain assessment in Islamic education is a very relevant

strategy for developing 21st century skills. By involving students' ability to apply religious concepts in practice, this assessment can improve students' cognitive, affective, and psychomotor skills. The implementation of application domain assessment in the independent curriculum can strengthen students' skills in implementing religious teachings effectively and relevant to the needs of the 21st century.

D. CONCLUSION

Application domain assessment is an important strategy in Islamic education learning to develop 21st century skills. This involves a direct assessment of students' ability to apply religious concepts to real-life situations, thereby improving students' cognitive, affective, and psychomotor skills. The implementation of application domain assessments can be integrated into the independent curriculum to improve student skills. The independent curriculum focuses on freedom and creativity in the learning process, so that the application domain assessment can help teachers choose teaching methods that suit the student's ability.

Application domain assessments can also develop critical, analytical, creative, and participatory skills. Students may be required to analyze ethical situations and provide solutions based on Islamic principles, as well as participate in activities related to religious teachings. This study uses the literature study method to collect and analyze relevant academic articles. Primary data sources include scientific journals, books, and scientific conferences. The analysis is carried out by reading and understanding the content of the article to identify the main concepts, theories used, research methods, and research results related to the 21st century application and skills domain assessment.

The implication of the application domain assessment in PAI learning is to improve the quality of learning by making students more active and literate. Teachers can use innovative strategies such as creating infographics, mind mapping, or using applications to make it easier for students to understand PAI material. This also increases students' creativity and enthusiasm in participating in learning activities. Thus, the assessment of the application domain in learning Islamic education skills in the 21st century is an effective strategy to improve students' skills holistically and relevant to the needs of the 21st century.

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