



Assessment Model of Islamic Religious Education in the Psychomotor Domain during the COVID-19 Pandemic in Indonesia

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ABSTRACT

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Purpose: This research aimed to map the implementation of the assessment of Islamic Religious Education (commonly known as PAI) learning outcomes in the psychomotor domain during the COVID-19 period in Indonesia. **Method:** This is a qualitative research conducted through case studies with three data collection methods: observation, interviews, and documentation. **Findings:** The results of the study showed that the implementation of Islamic Religious Education learning during the COVID-19 period can be seen in three phases: in the first phase, the implementation and assessment of learning related to the psychomotor domain cannot be accommodated by

Indonesian schools; the second phase was indicated by the implementation and assessment of online learning fully; and the third phase focused on the online-offline combination mode when online platforms such as Zoom, and WhatsApp were used and assessment of learning outcomes was dominated by performance tests and portfolios through video, audio, and other student products; while the off-line assessment mode focused on hands-on practice. **Implications for Research and Practice:** despite its limitations, this research provides lessons and insights especially for policymakers to anticipate similar events, such as the COVID-19 pandemic, with learning programs and assessments that are more effective, adaptive, and easy to implement by teachers, especially in the psychomotor domain. Planned and measurable policies will reduce negative impacts on students, such as learning loss, which is happening at this time.

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Introduction

COVID-19 has had a significant impact on education, including the education system in Indonesia. As a result, traditional learning and routine pressure on teacher-student interactions inside and outside the classroom are shifted to distance learning (Abidah et al., 2020). At the same time, inequality of facilities, infrastructure, and the use of technology occurs in most regions in Indonesia. Besides, the readiness of teachers and parents to support the implementation of learning is still very poor (Batubara, 2021). One of the problems faced by teachers during the COVID-19 pandemic was the problem of assessment, especially in the psychomotor domain assessment process.

Under normal conditions (not during the COVID-19 pandemic), the psychomotor domain assessment in Islamic Religious Education (commonly known as PAI) usually consists of; (a) performance appraisal, (b) practice assessment, (c) project assessment, and (d) portfolio assessment. The instruments used include; (a) checklist, (b) rating scale, and (c) scoring rubric (Ulum & Syafi'i, 2022). One form of psychomotor aspect assessment that is carried out directly, (face to face) in PAI lessons, is the practice of prayer, the practice of ablution, reading the Quran etc. Direct assessment allows the teacher to know clearly and in detail the abilities of each student. In addition, teachers can also provide suggestions for improvement directly (Anam & Munawir, 2021).

During the COVID-19 pandemic, PAI learning and assessment underwent changes. PAI learning that has been taking place offline has suddenly changed to online mode. This condition changes the pattern of psychomotor assessment altogether. Previous research related to psychomotor assessment in PAI learning was dominated by three main issues, namely performance assignment delivery techniques such as the use of the YouTube application (Rezeki, 2020) & WhatsApp (Lubis et al., 2020); (Ulfah & Sa'adiyah, 2023); (Sejati et al., 2021), selection of types of assessment such as portfolios (Afif & Maemoenah, 2022) and learning outcomes in psychomotor aspects (Sejati et al., 2021). These studies did not explain in detail and comprehensively when the techniques and methods were chosen and why the results were the way they were. Therefore, this research seeks to complement and clarify the process and implementation of psychomotor assessment in PAI lessons in Indonesia based on the timeline of the COVID-19 incident and government policies in responding to it.

Literature Review

Studies on the impact of the COVID-19 pandemic on teaching and learning around the world concluded that although various studies have been conducted, in the case of developing countries, appropriate pedagogies and platforms for different levels of upper secondary, secondary, and primary education need further study (Pokhrel & Chhetri, 2021). The COVID-19 pandemic impacted face-to-face education systems in developing countries. Therefore, developing countries must improve their online teaching and learning infrastructure (Tadesse & Muluye, 2020). This is an important period for policymakers to see the world from a new perspective. Emphasis should be placed on teaching methodology and technology, learning modes, and changing the structure of the curriculum (Chandasiri, 2020).

There are two main challenges in carrying out learning during a pandemic, namely infrastructure and technical knowledge & skills of teachers. Both are two main inseparable components of online learning, and without them, online learning is difficult to do (Khlaif et al., 2021). These two factors must receive serious attention from education management in every institution. Highly educated countries have used more advanced techniques earlier. They may face less difficulty in delivering online learning during the COVID-19 pandemic compared to developing countries which have to face a lack of resources, infrastructure, training, and acceptance (Khan & Jawaid, 2020).

Islamic religious learning (PAI) is one of the fields of study that has been greatly affected by the COVID-19 pandemic. In addition to the content aspect, this field of study emphasizes the achievement of students' skills in carrying out worship as well as instilling values through habituation through practice (psychomotor aspects). Psychomotor is assessed as a continuation of the learning process that acquires cognitive and affective by producing expressions in the form of behavior or actions according to the meaning contained in the cognitive domain and affective domain (Sudijono, 2016).

Psychomotor assessment is essential for educators to measure the achievement of aspects of students' imitation, manipulation, precision, articulation, and naturalization (Oktavia et al., 2019). The psychomotor domain is seen when children can show behavior or actions according to students' cognitive and affective aspects (Harahap, 2020; Mahyar & Dani, 2021). There are four stages of achieving the psychomotor domain, namely action (basic movements), coordination (movement synchronization), formation (body movements), and production (verbal and non-verbal movements) (Ramalingam, Kasilingam, & Chinnavan, 2014). In other sources, the psychomotor domain is applied in improving skills in seven aspects, namely (1) perception; (2) readiness; (3) guided movement; (4) accustomed movement; (5) complex movements; (6) adjustments; and (7) aspects of student creativity (Bali & Musrifah, 2020). These psychomotor domain indicators exist in PAI learning, whose achievement must be measured by the teacher. Problems in the psychomotor domain were found during practice. The practice requires student cooperation at the implementation level, while the online mode does not allow student interaction. Ideally, the motor aspects that must be achieved include imitation, manipulation, precision, articulation, and naturalization. However, online learning only reaches the level of the imitation aspect (Bali & Musrifah, 2020).

Many problems are related to implementing learning in the psychomotor aspect during the co-19 pandemic. Previous research was divided into two opposing poles. On one hand, the study states that the implementation of online training using online training is proven to increase the knowledge and skills of participants (Almutairi, 2022). On the other hand, online learning carried out during the pandemic was quite effective in improving students' cognitive learning outcomes but not practical enough for affective and psychomotor aspects (Allawiyah, Karmawan, & Haromaini, 2021). This research wants to reveal more broadly and complement findings related to implementing PAI learning and its assessment model during the COVID-19 pandemic in Indonesia.

Methodology

- *Research Design*

This study used a qualitative research design. This study attempted to describe the problems in the field in depth by interpreting the phenomena that occur in research subjects using several existing methods (Moleong, 2007). The method used was an exploratory case study which aimed to uncover interesting phenomena for researchers (Yin, 2018; Zainal, 2007).

- *Sampling*

The research was conducted at SD Negeri 85 Palembang, MI Al-Muhajirin Palembang, SD IT Al-Furqon Palembang, and SMP IT Al-Furqon Palembang. Interview informants totaled ten educators, including six teachers at the elementary school level and four at the secondary level.

- *Instruments and Procedures*

Data collection was done using document studies, interviews, and observation. Document studies were used to analyze government policies in the form of learning implementation circulars. Document studies were also used to analyze student performance test results. Interviews were used to explore teacher response data regarding learning policies during the COVID-19 pandemic and their implementation in PAI learning. Observations were made to directly see the teaching and learning process in the transition period (offline mode).

- *Data Analysis*

The collected data were analyzed using qualitative analysis. All data collected were analyzed to provide clear, systematic, objective, and critical explanations related to the descriptions of the evaluation processes and learning outcomes in the psychomotor domain in learning Islamic Religious Education during the COVID-19 period in Indonesia.

Results

- *PAI learning process in the psychomotor domain during the COVID-19 period*

The implementation of PAI learning in the psychomotor domain during the COVID-19 Pandemic in this research was mapped into three phases. The first phase was marked by the emergence of the COVID-19 virus in Indonesia. The second phase was marked by the peak of COVID-19 cases in Indonesia while the third phase was marked by the beginning of the COVID-19 virus outbreak decline. The author described the Indonesian government policies (the ministry of education) in responding to the COVID-19 case in the world of education, the response of schools in implementing the policies, and the forms and patterns of PAI learning in schools, especially in the psychomotor domain.

i. The Initial Phase

The first two confirmed cases of COVID-19 in Indonesia were on March 2, 2020. These initial findings were responded to in different ways. Some people thought it was normal, but others were worried, including those in the world of education. The Ministry of

Education and Culture, through Circular No. 2 of 2020 and Circular Letter No. 3 of 2020 dated March 9, 2020, issued a policy regarding the prevention and handling of Corona Virus Disease (COVID-19) within the Ministry of Education and Culture units which contained steps to prevent and handle the spread of COVID-19. After that, the Ministry of Education and Culture again issued a policy through Circular Letter No. 4 of 2020 concerning the implementation of education policies during the emergency spread of COVID-19. One of its policies was the implementation of remote learning conducted by teachers and students from their homes.

Four provisions serve as a reference to conduct the teaching and learning processes from home. They are regulated in SE (Circulated Letters) No. 4 of 2020, namely (1) Learning from home through online/distance learning is implemented to provide a meaningful learning experience for students without burdening them with the demands of completing all curriculum achievements for the sake of grade promotion and graduation; (2) Learning from home can be focused on education of life skills, including learning materials regarding the COVID-19 pandemic; (3) The learning activities and tasks during remote learning can vary among students based on their respective interests and conditions, including considering the gap in access or study facilities at home; (4) Teachers should give useful feedback to students' evidence or products during remote learning activities in the form of qualitative instead of quantitative scores.

Responding to SE No. 4 of 2020, all educational units in South Sumatra (one of the provinces in Indonesia) both at the elementary and secondary levels carried out the process of remote learning. In this phase, the government issued a policy concerning the implementation of an emergency curriculum. Learning activities should only be focused on mastering essential concepts and increasing COVID-19 literacy. The implementation of this curriculum was very helpful for schools, especially for teachers who wanted to carry out assessments after the teaching and learning activities. This was confirmed by the results of interviews with teacher representatives at the elementary and secondary levels (informant 1 and informant 2).

"The implementation of this emergency curriculum helped the school, especially the teachers like us in carrying out teaching and learning activities. Besides, it also helped us administer assessments more easily as well." (Informant 1)

"The most important thing is that students can learn even if it cannot be as ideal as a usual learning activity. As recommended, the lessons are currently focused on equipping children with information about COVID-19 and tips for healthy living" (Informant 2)

The elimination of learning in the psychomotor domain in the early days of the emergence of COVID-19 in South Sumatra can be understood well. At that time, most people were anxious and worried. The increasing number of COVID-19 cases was one of the reasons for the ineffectiveness of the teaching and learning process, including the elimination of learning activities in the psychomotor domain. In this phase, educators' creativity and innovation were needed to provide students with more meaningful learning activities while reminding them to maintain their health. In addition, family support in fostering enthusiasm for learning in the COVID-19 pandemic situation by accompanying their children to study was very much needed.

ii. The Second Phase

In the second phase, teachers started to teach the psychomotor domain in the implementation of PAI learning even though it was done in an online mode. Teachers started to adapt to several variations of teaching and learning methods. At the same time, learning infrastructures began to be adequate, such as the availability of smartphones and internet access. In this phase, schools in South Sumatra Province carried out psychomotor learning online through assignments.

At the elementary school level, teachers began the learning activities by checking student attendance. Then, the teachers delivered the learning materials via recorded features (audio) and were sent via WhatsApp groups. Instructions for the activities were given through voice recordings. Students complete the assignments independently and submit the results in the form of sound recordings or video recordings. The materials used for practice were generally memorized or written short verses. This result was confirmed by the results of an interview with a teacher at the elementary school level.

"Currently, PAI learning activity is carried out online. Learning using zoom is rarely done because most of the students' parents do not own it, so we mostly use WhatsApp groups. The implementation of learning is the same as face-to-face, starting from checking student attendance, explaining most of the materials, and giving complete assignments with instructions for carrying out activities on how to submit the assignments. We usually also ask them to do that via the WhatsApp groups." (informant 3)

At the intermediate level, the implementation of learning in the psychomotor domain was not much different from the basic level. The difference is that the material explanations are more dominant using zoom media. While some schools and madrasas used Google Meet.

"During the current conditions (the COVID-19 pandemic), assignments via WhatsApp groups dominated the student learning activities. Occasionally, we meet face-to-face via zoom or Google Meet. It is not that easy to do that because we face many obstacles." (Informant 4)

After conducting interviews and searching several school documents, the researchers concluded that there were two forms of psychomotor assessment in the second phase. They were performance tests through video and audio recordings. The performance tests using video recordings were a form of assessment that was mostly chosen by teachers in schools, both primary and secondary levels. The examples of psychomotor material that were assessed by using video recordings were the practice of movements of praying and the practice of reading the Qur'an. In the test, students were asked to create a video recording showing their movements in a praying practice. Then, the recordings were sent via the WhatsApp group to be assessed by teachers. Some teachers assigned students to practice reading the Qur'an and record the activity. After that, they were asked to send the video recordings to the WhatsApp group as shown in [Figure 1](#). Apart from using video recordings, psychomotor learning outcomes assessment was also carried out through sound recordings (audio). This test was given to assess students' skills in reading and memorizing short verses of the Qur'an. After that, the results were sent in an audio form via voice notes in the WhatsApp group.

"For the assessment of psychomotor learning outcomes, I usually ask students to send video recordings if their performance tests require movements such as prayer practice. Sometimes, an audio file is enough if the task is in the form of memorizing short surahs (chapters)." (informant 5).

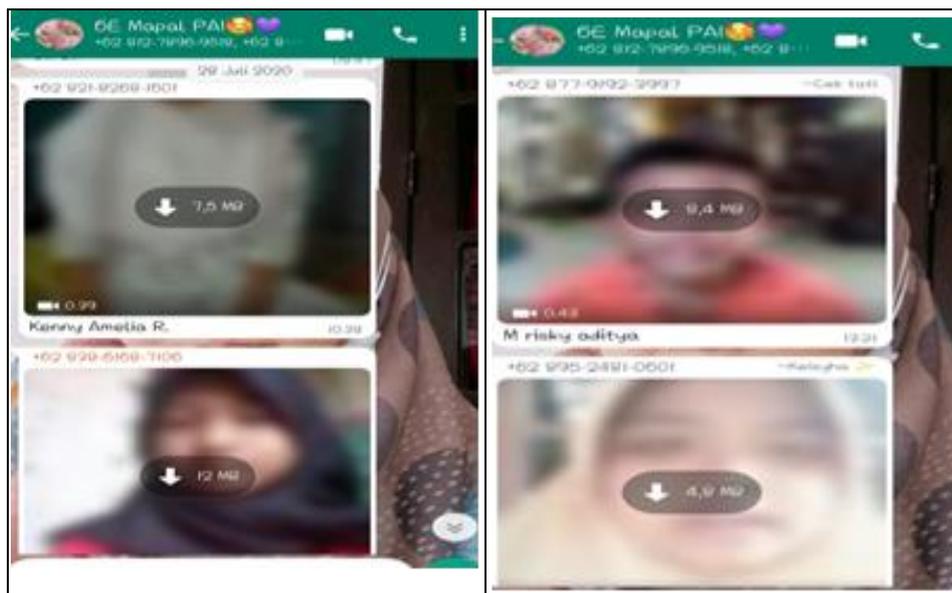


Figure 1: Video Recording of Memorizing Short Verses via WhatsApp Group
(Source: Documentation of an informant at the elementary school level, with the permission of the person concerned)

iii. The Third Phase

In the third stage, COVID-19 cases in Indonesia began to decline, including in South Sumatra Province. In this phase, the implementation of learning refers to a Joint Decree (SKB) issued by the Minister of Education and Culture No. 04/KB/2020, Minister of Religion No. 737 of 2020, Minister of Health No HK.01.08/Menkes/7093 /2020 and the Minister of Home Affairs No. 420-3987 of 2020. The SKB contained guidelines for organizing learning in the 2020/2021 and 2020/2021 academic years during the COVID-19 pandemic. According to the SKB, face-to-face learning in education units was implemented through two phases, namely a transition period and a new normal period under the permission granted by the Regional Government.

The transition period lasted for two months starting from the start of face-to-face learning in the education unit. The learning schedule regarding the number of days in a week and the number of study hours each day was carried out by dividing study groups or shifts. The shift was determined by the education unit while taking into account the health and safety conditions of the school community. The new normal period was implemented after the transition period was over. If the regional head or regional office of the provincial Ministry of Religion or district/city Ministry of Religion office did not revoke the granting of face-to-face learning permits, then the education unit started a new normal period.

In the context of South Sumatra Province, this SKB was followed by the South Sumatra Governor's policy No. 420/12553/Disdik.DD/2020. This circular letter contained an appeal to postpone face-to-face learning activities with the consideration that the number of COVID-19 cases was still high even though previously the education office had asked schools to prepare to reopen learning activities. In this condition, learning activities were carried out online as in the second phase. The implementation of limited face-to-face learning only took place on September 1, 2021, after the South Sumatra Governor's Circular Letter (SE) No. 420/8748/Disdik.SS/2021 dated August 27, 2021, was issued. The implementation of the Circular Letter in the field varied greatly and depended on the situation of the spread of COVID -19 and school readiness. The findings in several schools are illustrated in the results of interviews with the following informants:

"The implementation of learning in our school is 50:50: 50% is face-to-face learning at school. The other 50% is learning from home." (Informant 5)

"Our school implements a 70% face-to-face and 30% online policy. This policy is implemented in a planned manner by scheduling students alternately between online and offline so that they experience the same learning." (Informant 6)

The results of observations in the field found that several schools held face-to-face learning as shown in [Figure 2a](#) and [2b](#).



Figure 2a. Praying Practice learning Activity in an elementary school in Palembang
(Source: Fiqh Teacher Documentation, with the permission of the person concerned)

Figure 2b. Praying Movement Practice Video Recording Performance Test
(Source: The Documentation of PAI Teacher at SD IT Al-Furqon Palembang, 2021/2022, with the permission of the person concerned)

The current form of assessment of the psychomotor domain is a combination of the early assessment mode and the second stage (a mixed mode), namely the online and the offline mode. Video call features via the WhatsApp application or media zoom dominated the assessment model used in the online mode. The evaluation activities in the offline mode were conducted by testing students' direct performance with a fairly strict health protocol implementation.

"Students were obliged to comply with health protocols, keep their distance, and wear masks in their practical activities. They practice the procedures for tayammum and/or praying movements according to instructions from the teacher while at school." (Informant 1)

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Learning outcomes on the psychomotor aspect in the first phase were eliminated. Reassessment was carried out in the second phase in a fully online mode. The learning outcomes obtained by students at the elementary level were not too bad as stated by our informants.

"During the middle of the COVID-19 pandemic, student learning outcomes were at an average interval of 70-80. The average percentage of the class is 70, 75, and 73." (Informant 1)

This can still be tolerated considering that students were in uncomfortable conditions due to the pandemic. Students who had lost more than one semester of learning for the psychomotor domain tend to decline in the middle period. The basic level of psychomotor learning results began to improve in the third phase.

"Students' current learning outcomes (third phase) have returned to normal, the class average is 80, 83, 82." (Informant 1)

In line with the elementary level, psychomotor learning outcomes in the early days of the COVID-19 pandemic were not carried out at the secondary education level. The new assessment was carried out in the second and third phases.

"Children's learning outcomes are not a problem. While online, the average is 85. Psychomotor learning outcomes increased during the third period of COVID-19 when students were allowed to learn partly face-to-face with direct practice. The results obtained by students were 88." (Informant 2)

Discussion

The COVID-19 pandemic has severely impacted the process and evaluation of PAI learning. Education activities that used to be normal and independent could not be conducted due to the government policies regarding the COVID-19 pandemic, especially the regulations of the Ministry of Health. The implementation of learning must follow the rules issued by the central and regional governments. Government policies, both through Joint Decrees (SKB) between ministries and circular letters issued by their respective agencies, focus on and emphasize the prevention and handling of the COVID-19 outbreak which has direct implications for teaching and learning activities in schools. The results of interviews with several respondents revealed that the government's instructions and directives had been well received by the schools, especially teachers in Islamic education, both at the elementary and secondary school levels.

In the aspect of the learning process, PAI learning activities during the COVID-19 pandemic were divided into three phases. The first phase was marked by the initial emergence of the COVID-19 virus. In this phase, learning activities were carried out in a fully online method, while activities in the psychomotor domain were not carried out at all. In the second phase, PAI learning activities were still carried out online. The implementation of the assessment in the psychomotor domain was done online as well. The assessment of the psychomotor domain at the elementary school level during the COVID-19 pandemic was generally carried out through the WhatsApp application, while at the secondary level, Zoom meeting and Google Classroom applications were also used. The results of this study strengthen the findings of research conducted by [Ambarwati, Herwin, and Dahalan \(2022\)](#). From these applications, educators assessed students' skills through photos and videos. In the third phase, when the spread of COVID-19 began to decrease, learning activities were carried out in a hybrid manner, namely a combination of offline and online modes. While the assessment in the psychomotor domain used online methods in the form of audio and video and offline methods such as direct performance appraisals.

In general, when learning and assessment are carried out online, teachers are forced to be adaptive in changing learning methods and devices, from conventional mode to digital mode including the use of social media ([Jogezai et al., 2021](#)). The adaptability and courage of students and educators toward the use of digital media, the use of technology, and online learning methods can optimize learning activities ([Li & Begaliev, 2022](#); [Manco-Chavez et al., 2020](#)). Readiness to switch forms of the face-to-face learning process to digital learning is urgently needed. Therefore, it is important to have digital learning management for the effectiveness of its activities, even after the COVID-19 pandemic ends ([Alyahya & Bhatti, 2022](#); [Korkmaz & Toraman, 2020](#)). This effort is to ensure the implementation of continuous learning.

In the aspect of psychomotor domain assessment, the evaluation forms of learning outcomes in online mode are carried out via zoom, and WhatsApp groups in the form of collecting photo assignments, and audio or video recordings. The findings of this study are strengthened by previous research ([Said & Muslimah, 2021](#)). Meanwhile, in the offline mode, reassessment is carried out through direct performance tests. The implementation of learning outcome evaluation through technology in the form of videos provides very clear convenience for educators in seeing a picture of students' psychomotor achievements regarding the material. Through video, educators can also observe the activities and behavior of students. However, previous research shows that 73% of individuals strongly agree or agree that there are practices and feedback from teachers regarding performance sent by their students ([Plummer et al., 2021](#)). Apart from feedback, communication between teachers and parents is essential ([Maulidina, Supriadi, & Fakhruddin, 2021](#)).

The Implementation of learning evaluation in an online mode has weaknesses because there is a potential for academic dishonesty, poor internet access, and expensive costs. Some of the findings concerning the weaknesses of online learning are a challenge for the advancement of human resources and education, especially in terms of infrastructure, the scope of learning outcomes, student commitment, the physical distance between educators and students, adaptation to technology, time management, workload, and content development. Under these conditions, educators are expected to be able to think creatively and innovatively and dare to answer challenges by using the right methods, models, and

approaches. Besides, educators should be able to use videos and e-learning, implement project-based learning, develop psychomotor instruments referring to 4D development, implement general and specific strategies, determine assessment techniques, create superior learning processes, and improve the ability to manage, and run online programs as well.

Regarding students' psychomotor learning outcomes, there was a decrease in students' scores in the early phase, especially at the elementary level. This is also strengthened by other research findings which show that online learning impacted negatively and caused a decrease in student learning outcomes (Rahmawati & Pratikno, 2022). Overall, schools with complete facilities and students with complete learning facilities at home, show higher learning outcomes compared to others. In this study, the completeness of the facilities refers to the availability of audio-visual media such as computers and the internet. Previous research showed that the use of audio-visual has proven effective in increasing psychomotor learning outcomes during the COVID-19 pandemic (Indrawati et al., 2022). While schools that have limited digital learning facilities are more advantageous to carry out face-to-face learning directly.

The Assessment of psychomotor learning outcomes is closely related to students' motoric skills. Evaluation of learning outcomes in the psychomotor domain consists of four categories of performance assessment, namely the development of student responses, product evaluation, performance assessment, and process assessment (Said, 2020). Achieving these four categories is a challenge when implemented online.

Another issue that needs to be considered when evaluating psychomotor learning outcomes is the use of appropriate measurement tools. Selection of appropriate learning outcomes measurement tools can be done at the beginning of learning so that learning activities can be directed at abilities that will be measured clearly. Consideration of the assessment of learning outcomes at the beginning of learning has been proven to help educators formulate explicit and useful assessment objectives in directing students to be skilled in the learning activities followed to achieve psychomotor domain learning outcomes as expected (Ahn & Kim, 2015). In the end, the accuracy of measuring instruments suitable to the abilities being measured will determine the learning outcomes obtained by students. The clarity of the abilities being measured makes it easier to determine the measurability of the final abilities being measured.

Conclusion, Recommendations, and Implications

This research produced two findings related to the form of implementation of the learning process and psychomotor learning outcomes of Islamic Religious Education during the COVID-19 Pandemic in Palembang, South Sumatra, Indonesia. The evaluation form of PAI learning outcomes in the psychomotor domain at the start of the COVID-19 pandemic (the first phase) was not carried out at all. Reassessment was carried out in the second phase of the pandemic in the form of audio and video recording assignments through the WhatsApp group media audio and video recordings. The assessment in the third phase combines both online and offline modes using the remote assignment and in-person performance tests. In general, there is a decline in learning outcomes in the early and intermediate phases. However, it turned out to be normal when the COVID-19 pandemic began to decline.

This research has limitations, especially in selecting respondents and the limited number of schools. To get a broader picture, further research is needed with more participants. It is hoped that the results of this study can serve as lessons for policymakers in the future so that learning and assessment on the psychomotor aspects of PAI learning can be carried out in every condition, including during the COVID pandemic and in other situations.

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