

PAI LEARNING DESIGN USE OF CHECKLIST MEDIA FOR EFFICIENT ASSESSMENT OF ABLUTION PRACTICES AND CARE OF CORPSES

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Abstract

This research is field research using a qualitative approach presented in descriptive form. Data collection uses interview, observation and documentation techniques. Meanwhile, the data analysis technique uses data reduction, data presentation and data verification. The results of the research show that the implementation of the fiqh learning process, especially the practice of ablution and corpse care in this madrasah, has combined various methods. Then, in the assessment process, the teacher has provided a checklist containing the steps for these two religious practices where the content and sequence are taken from the material according to the guidance of the Prophet in the Al-Qur'an and hadith, so that it is effective and efficient in assessing each student whether they can and understand how to directly practice the procedures for performing ablution and caring for corpses properly and correctly according to the instructions or not.

Keywords: *checklist, assessment, ablution, corpse care*

1. INTRODUCTION

Islamic Religious Education lessons have a very important role in human life, and become a guide in efforts to realize a meaningful, peaceful and dignified life. It contains values that can be developed through education, both in the family, school and community environment. Islamic Religious Education (AI-Islam) held in schools is a process that in its development is a cluster of subjects taught in schools and universities (Nazaruddin, 2007).

The purpose of Islamic education is to form harmonious and balanced individuals, not only in religion and science, but also in skills and morals. Therefore, the challenge in Islamic education, especially in Indonesia, is how to apply Islamic religious values to students kaffah and intact, who have the quality of faith and noble morals. . Azra explained that good education will be seen from the existence of clear learning objectives as an important element in the process of learning activities, creating individuals of Allah's servants Subhanallahu Wata 'Ala who fear Him and can achieve a happy life in the world and hereafter (Erick Yusuf and Sofyan, 2022).

In relation to the implementation of Islamic religious education learning, every subject in it must be given intensively and earnestly and fiqh subjects are no exception, where fiqh learning is part of Islamic religious education subjects directed to prepare students to know, understand,

internalize, and practice Islamic law which then becomes the basis of their way of life through guidance activities, teaching, practice, use of experience, and habituation. Therefore, fiqh subjects are closely related to the practice of worship in everyday life, so the psychomotor realm is more prominent and more effectively conveyed to students, of course, without ruling out other domains. So that optimal learning outcomes will be achieved. For example, teaching students about the ablution chapter or the practice of corpse prayer, then students need to practice doing ablution movements and practice corpse prayers and not just memorize the intention of corpse prayers (Khasan, 2016).

As we know, that assessment is one component of the learning system, where assessment is the final activity that must be carried out to determine the success or achievement of the desired learning objectives, because it is an action or a process to determine the value of learning success of students after they experience the learning process for a certain period [(Kunandar, 2010: 337) in Nur Azizah, Zainuddin, 2020]. In addition, evaluation is also an assessment process to describe the achievements achieved by a student in accordance with predetermined criteria. It was also mentioned that in the assessment activities of Islamic Religious Education (Al-Islam) it is the same as other subjects. In addition, assessment is carried out through evaluation, which is a systematic process to collect information about how effective learning activities are and can help teachers achieve learning goals better and optimally (Muhibbin Syah, 2008: 197).

Psychomotor or performance assessment is an assessment that focuses on aspects of skills related to the psychomotor realm that can be demonstrated / practiced / done by students, which also includes the cognitive domain. Demonstration/practice/performance can be graded from lowest to highest. From the taxonomy of the psychomotor realm, it can be identified that there are aspects of the psychomotor realm that are purely physical movements of the body and there are also movements of body parts related to the use of tools and materials. For example, in learning Jurisprudence material caring for the corpse, the practice of purifying and shrouding the corpse involves physical movements of the body using available tools and materials, in contrast to the practice of prayer which only involves physical movements of the body (Ismanto, 2014).

Based on the results of interviews with teachers who also teach fiqh in one of the madrasas, the author knows that fiqh learning in the school has used the lecture method, question and answer method, group discussion method, and also practice method. At the end of a series of learnings, written and practical assessments have been carried out, especially some worship practices that are indeed important provisions that students will use in their daily lives after leaving school. Among them is the practice of ablution which is a light worship and routine carried out every day and also the practice of corpse care which includes worship is rather complicated, but it is the dream of every parent who hopes that if they die later, their children can take care of their parents in this world for the last time.

Based on this, the author wants to know more deeply, how the implementation of the assessment of the practice of these two worships with the checklist method is expected to be able to ensure that every student can and understands in directly practicing the procedures for ablution and carrying out corpse care properly and correctly according to the guidance, then the title chosen is

"The Use of Checklist for the Efficiency of Assessment of Ablution Practice and Body Care in Students"

2. IMPLEMENTATION METHOD

This research uses qualitative methods and the approach used is a descriptive approach, as for the reason this research uses a descriptive approach is because in this study the data produced is in the form of descriptive data or descriptions and not in the form of numbers. Researchers took research subjects in one of the Tsanawiyah Madrasah in Bekasi, namely the principal, fiqh teacher, and one of the grade IX students. With interview, observation, and documentation data collection techniques. And technical data analysis uses data reduction, data presentation, and data verification.

3. RESULTS AND DISCUSSION

Being able to worship properly and correctly in accordance with the demands of Islamic shari'a, especially mahdlah worship, is one of the basic abilities that become a reference in determining material for Islamic religious education assessment materials and then included in the fiqh / worship assessment aspect group (Hatta Fakhurrozi, 2018). Ablution and taking care of the body are part of worship whose procedures are standard according to the example of the Prophet sallallahu 'alaihi wasallam in the Quran and Hadith. Thus, the procedures or order of performing ablution and care of the corpse are not only easy to convey during the learning process, indicators for assessment points in both practices are clear, and easy to put into a checklist which we will later observe whether students can carry out everything correctly and sequentially.

From the observations made by researchers, the material delivered in learning these two worship practices is in accordance with indicators of competence and learning objectives. In practice and evaluation, the instruction and its relevance to the learning objectives are good and clear. Only the time provided for evaluation of corpse care practices is less, given the large number of students so it takes longer if each student will try all parts of the corpse care process.

In the researchers' interviews with the principal, the researchers learned that the school had provided its own policies to streamline the assessment process of the two worship practices. For ablution practice, each student can take turn, and each student's steps are observed from beginning to end, while for corpse care practice, assessment is carried out in groups, considering that the time provided for these practice steps is limited compared to the large number of students. Most importantly, a demonstration was carried out from the teacher together with several students in the process of giving examples of learning these two worship practices before the assessment was carried out at the end of the lesson. The principal also said:

"We give dolls as a medium for the corpse, and the practice of ablution is carried out in the ablution place of the mosque or sometimes on several faucets in the school yard, so that students are more enthusiastic and try to do good practices because the implementation of the practice is carried out outside the classroom. Teachers are given a checklist sheet / chekclist to then be given signs and information on what steps the students do, whether in the right order or not. The school is also trying

to find new strategies so that the implementation and assessment process can be easier to implement and not boring for students."



Figure 1. Students practice ablution and care of the corpse

For this learning teacher, with his evaluation and involvement in the development of this practice assessment tool, it can be a benchmark in the success of learning carried out with students. By collaborating with other syar'i teachers such as teachers who teach maple hadith, it can help to ensure that the steps in the checklist that will be tested to students are in accordance with the guidance of the Prophet in the Qur'an and hadith. He also said:

"Students differ when new material is delivered in class and after demonstrations and assessments that require them to practice the material independently. Although sometimes hampered by the short time and conditioning of students before practice, we hope that the school can provide more time and facilities in these two worship practices, so that it is truly ensured by the teacher that all students can perform ablution and care for the corpse in accordance with Rosul's guidance."

Not only teachers hope so, students also hope that the time given in this practice is increased, because they feel happy and challenged, especially in assessing the practice of corpse care that is objective and very real, so they want all to be able to try every part of the right corpse care steps according to the guidance.

From the results obtained by the researcher above, the use of checklists for the assessment of ablution practices and corpse care for students in this madrasah is effective and efficient in accordance with learning objectives. This practice assessment is one of the psychomotor aspects assessment which is part of 3 important aspects of learning assessment in addition to cognitive and affective assessment. Where the psychomotor aspect is the ability of students related to gestures or parts, ranging from simple movements to complex movements (Nur Azizah, 2020).

The assessment of ablution practice and care of the corpse is also in accordance with the overall principle (universal), where this principle looks at all aspects, consisting of personality, memorization acumen, understanding sincerity, craft, cooperation attitude, responsibility (Q.S. az Zalzalah 99: 7-8); and the principle of objectivity, which in evaluating based on actual reality, should

not be influenced by things that are emotional and irrational (Q.S al Maidah 5: 8), in the evaluation of Islamic religious education (Erick Yusuf and Sofyan Sauri, 2022).

This shows that the teacher has mastered the standards determining the success of a learning process through the assessment he did earlier. If we look at the provisions of the PP legislation. No.19 of 2003, concerning National Education Standards, which outlines eight educational quality standards, namely, (1) content standards, (2) process standards, (3) graduate competency standards, (4) education and education standards, (5) facilities and infrastructure standards, (6) management standards, (7) financing standards, and (8) assessment standards, then the results of the assessment can be an illustration of whether each standard succeeds or fails in the learning process.

4. CONCLUSION

From the results of the research that has been done, it can be concluded that the implementation of the fiqh learning process, especially the practice of ablution and corpse care in this madrasa has combined various methods. Then, in the assessment process, the teacher has provided a checklist containing the steps of these two worship practices where the content and sequence are derived from the material according to the guidance of Rosul in the Qur'an and hadith so that it is effective and efficient in assessing whether each student can and understands in directly practicing the procedures for ablution and carrying out the care of the corpse properly and correctly according to the guidance or not.

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