RECONSTRUCTION OF ASSESSMENT INSTRUMENT CONTEXTUAL LEARNING OF WUDHU YDROTHERAPY IN ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT
Islamic Learning, especially Wudhu-Hydrotherapy in the Thaharah Chapter, is an abstract material and is difficult to observe. The main objective of this research is to reconstruct valid ablution contextual learning hydrotherapy learning assessment instruments. This research was conducted in June to August 2019. The reconstruction design of this learning assessment instrument follows the conceptual learning concept. Based on the results of the analysis of the instrument, it was found that the learning assessment developed in this study had a very high validity value from both aspects assessed. For the validity of this learning assessment the validation result by the expert is 3.6 and the validation by the lecturer is 3.7 so that it is very relevant to the concepts of the Islamic religion which will be taught using this assessment instrument approach, whereas for the validity of the instrument design by the expert is 3.5 and by the lecturer 3.62 so this research learning assessment instrument can be declared fit to be used to support learning in the university.

KEYWORDS
Ablution Hydrotherapy, Instrument, contextual learning.

1. INTRODUCTION
According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards for Elementary and Secondary Education Units, contextual learning must be carried out by religious educators starting from elementary university level up to senior secondary university. However, religion is basically abstract. It is not easy for students to understand religion because of its abstractness. In turn there are many students who experience difficulties and / or misconceptions. To find out the difficulties and / or misconceptions made by students, educators need to make various assessment efforts. If these difficulties and / or misconceptions can be detected, educators can make professional efforts to correct them. Thus, it is believed that improving the quality of religious learning must not only be done through effective learning, but must also be done through effective assessment.

1.1 Islamic religion education
Religion, which originated from the time of the prophet, was studied as a field of science in line with the development of human culture. Since then, religion has spread from one region to another,
so that now there are thousands of branches of religious education that have been developed and studied by humans.

It is undeniable that religion plays a very big role in the development of science and technology. The revelation implies that religion is a vehicle for learning science and science cannot develop well without religion. Religion is a universal science that underlies human development of modern technology, has an important role in various disciplines and advances human thinking. To master and create future technology, strong religious mastery is needed from an early age.

Realizing the importance of religious mastery for a nation, many countries pay great attention to improving the quality of religious learning at universities. In Indonesia, for example by developing university religious curricula that are suited to Indonesian conditions and improving the quality of religious learning strategies in the classroom. It also implies the importance of religious mastery for every student in each study program and department.

1.2 Contextual learning

To improve the quality of religious learning, learning experts introduce various contemporary ways in religious learning so that students like and easily learn religion. One of them is to learn students through contextual learning. Contextual learning is learning that uses a variety of contextual problems as a starting point, so that students learn by using their knowledge and ability to solve problems, both real problems and simulation problems, both problems related to other subjects at the university, university situation, or problems outside the university, including problems at work that are relevant.). Context learning is a learning concept that helps educators associate the material taught with real-world situations of students and encourage students to make connections between the knowledge they have and their application in their daily lives. Ministry of National Education.

Contextual learning aims to equip students with knowledge that can flexibly be transferred from one problem to another and from one context to another. Transfer in this case is defined as the ability to think and argue about new situations through the use of initial knowledge. Transfers can have a positive connotation if learning can be improved through the use of initial knowledge, and a negative connotation if the initial knowledge significantly interferes with the learning process. Transfers can also occur in a context through assignments that are closely related to the subject matter, or between two or more contexts where knowledge is needed in a particular situation, and then used in other contexts. Contextual learning recognizes that learning is something that is complex and multidimensional that is not merely oriented toward exercise and stimulus-response. According to contextual learning, learning only happens if students process new information or knowledge in such a way that it makes sense according to the framework of thinking they have. Related to this, the integration of subject matter with the daily context of students in contextual learning will produce a foundation of in-depth knowledge that causes students to be rich in understanding problems and how to solve them.

Contextual learning focuses on multiple aspects of learning environment, including classrooms, laboratories, workplaces, and other places. In relation to this, educators are required design learning environments that are possible to link various forms of social, cultural, physical, and psychological experiences in achieving learning outcomes. In such an environment, students are expected to find a very meaningful relationship between abstract ideas of religion and practical application in the real world context.

Contextual learning is based on, among others, construct constructivism. This understanding developed from Piaget's work, information processing theories, and other cognitive development theories. According to Piaget, in learning, children build their own schematics from their own experience with their environment. Therefore, the role of educators is only as a facilitator and not a provider of information. Educators only need to create a learning environment that is conducive for their students.

According to the philosophy of constructivism, the formation of knowledge is considered as a process of construction that is constantly, constantly developing and constantly changing. The philosophy of constructivism means learning as an active process of students constructing
Learning is also a process of assimilating and linking the experiences or materials learned with the understanding one already has so that the understanding can be developed. In the view of constructivism, learning is not just gathering facts, but rather a development of thought by making new thoughts. On the other hand, constructivists disagree with a philosophy which says that teaching is the transfer of knowledge from educators to students. According to constructivists, teaching is an activity that allows students to build their own knowledge. This means, teaching is an activity of participating with students in shaping knowledge, making meaning, seeking clarity, being critical, and holding justification for something.

In the field of religion, constructivism learning is learning that helps students to develop religious concepts and principles with their own abilities through the process of internalization and transformation of information. This transformation is easy if schemata are formed in the minds of students and active integration of new material with existing schemata occurs. Applied in religious learning, among others, educators are encouraged not to notify directly the validity of religious arguments, but by conducting meaningful discussions so that students can find their own meaning based on the knowledge they have. Religious educators who teach by simply writing down a material and asking students to memorize the material are steps that violate contextual learning. In Japan, for example, contextual learning has been going on for a long time. Compare with the habits of religious educators in Indonesia, most of whom are direct without variations in the behavioral approach. If religious learning goes on like this, what happens is not religious learning, but religious preaching. In the brain of the students there is no construction or reconstruction, but what happens is the activity of memorizing and copying things done by educators. Be a subject of Religion as a subject of memorization, more memorized than memorizing subjects.

The Center for Occupational Research and Development in the United States conveys 5 strategies in contextual learning, namely: (1) relating, meaning that learning is associated with the context of real life experiences; (2) experiencing, meaning learning emphasizes exploration, discovery, and creation; (3) applying, meaning that learning occurs if knowledge is presented in the context of its use; (4) cooperating, meaning that learning occurs through interpersonal communication, shared use, and so on; (5) transferring, meaning that learning is done through the use of knowledge in new situations or contexts.

In order for the contextual learning process to be more effective, educators must do the following; (1) study the concepts or theories learned by students; (2) understand the background and life experience through a careful assessment process; (3) studying the university environment and the student's residence, then selecting and linking it with concepts or theories that will be discussed in the contextual learning process, (4) designing learning by linking concepts or theories learned by considering the experiences of students and their lives ; (5) implementing learning always encouraging students to link what is being learned with the knowledge / experience that has been previously owned and linking what is learned with the phenomena of daily life; (6) assessing students' understanding and the results of this assessment serve as material for reflection on the design of learning and subsequent implementation.

2. ASSESSMENT

In the fore mentioned that for contextual learning to run effectively it is necessary to assess the students' understanding. Assessment is defined as a formal effort to determine the position or status of students related to the specified education variable. Assessment is a procedure that can be used to obtain information about a person's achievements or performance (BSNP, 2006).

There are 4 objectives of assessment, namely to: (1) diagnose the strengths and weaknesses of students, (2) monitor student progress, (3) assign grades (learners) to students, and (4) determine the effectiveness of learning by educators. Three assessment objectives, namely to: (1) diagnose learners' knowledge and skills, (2) monitor learners' progress in relation to learning objectives, and (3) provide data to provide value to students.

Related to the diagnosis of students' strengths and weaknesses, with the assessment it is expected that educators can have knowledge about the strengths and weaknesses of students in
various aspects of the learning objectives that they have designed. Associated with monitoring the progress of students, with assessments expected educators can determine whether educators have achieved progress as expected. If there is no progress as expected, educators are required to make a professional effort so that progress is obtained as expected. Associated with giving value to students, with assessments it is expected that educators can provide grades as the final status of students’ abilities at the end of the learning unit. Finally, related to determining the effectiveness of learning, the assessment of educators will know whether the learning process that has been designed to run effectively or not. If most students get bad grades at the end of the learning unit, in the case that it should not, the learning that has been passed cannot be said to be effective.

The assessment categories fall into three types, namely: diagnostic assessment, formative assessment, and summative assessment. Diagnostic assessment is carried out at the beginning of the learning unit to determine the ability level of students. With a diagnostic assessment, educators are expected to be able to find out errors and / or misconceptions that occur before learning takes place. This assessment is used to gather information about what is known by students. Formative assessment is carried out periodically throughout the learning unit, for example after each subject is given. Formative assessment is an integral part of the learning process for two reasons. First, formative assessment gives feedback to students related to the progress he has achieved. Second, formative assessment gives feedback to educators related to the progress of the learning process that he designed in relation to the effectiveness of learning as his goal. With formative assessment, errors and / or misconceptions that occur during learning can be detected.

Summative assessment is done at the end of the learning unit to determine the final status of students and or to determine the level of effectiveness of the learning program. These summative assessments are usually in the form of semester exams or final examinations of education units. To determine the success of students in following the learning process, there are two ways, namely determining success based on norm-referenced, which is often abbreviated as PAN, and determining success based on criteria or benchmark (criterion-referenced), which is often abbreviated as PAP.

The success of a student in the PAN-based assessment is compared with the success of group peers. The success of a student in the PAP-based assessment is compared with the criteria or standards set by the educator before learning at the time unit of learning takes place. To conduct an assessment, a measuring instrument or measurement instrument is needed. The instrument can be a test or non-test. A test is a set of questions that has a right or wrong answer, while non-tests contain questions or statements that do not have a right or wrong answer, but can determine a person's position based on certain rules. There are nine steps that must be taken in preparing the instrument, namely: (1) compiling the instrument specifications, (2) writing instrument items, (3) analyzing instrument items, (4) conducting trials, (5) analyzing instrument items based on trials, (6) revising the items of the instrument that are not good, (7) assembling instruments, (8) carrying out measurements (testing) on the desired subject, (9) interpreting the results obtained. The preparation of instrument specifications usually includes: (1) determination of objectives, (2) making grids, (3) selection of instrument types, and (4) determination of the number of items in each indicator.

In general, an educator must not only assess cognitive aspects, but also affective and psychomotor aspects. Thus, there are assessment targets for cognitive aspects, assessment targets for affective aspects, and assessment targets for psychomotor aspects. Targets of cognitive aspects of assessment focus on intellectual operations (intellecual operations) of students, targets of assessment of affective aspects focus on attitudes and values (values) that are owned by students, and targets of assessment of psychomotor aspects focus on muscle movement skills (large -muscle and small-muscle skills). Cognitive aspects focus on things related to ways of thinking (typical ways of thinking), affective aspects focus on things related to feelings (typical ways of feeling), and psychomotor aspects focus on things related to ways of acting (typical ways of acting). Therefore, the reconstruction of instructional assessment media has passed the evaluation stage, namely validation by experts and lecturers. Learning assessment instrument media for ablation hydrotherapy material covers features that can be used by lecturers and students with an attractive
appearance such as illustration of ablution hydrotherapy. The figure below shows the final results of the validation carried out by experts and lecturers.

![Diagram of Expert and Lecturer Validation](image1.png)

**Figure 1. Diagram of Expert and Lecturer Validation**

Based on Figure 1, the validation assessment of the contents of the material and design by experts and lecturers reaches a very high category. For user responses from students can be seen in Figure 2

![User’s Response of Student](image2.png)

**Figure 2. User’s Response of Student**

Based on Figure 2 shows the response by students who use this media get a score in the very high category. The validator in carrying out this research practically acts as a contributor who actively provides suggestions and input for the improvement of the ablution learning media program. This can happen considering the main purpose of this study is to obtain effective and valid ablution learning ablution media. The results obtained from the assessment of validation by experts and lecturers for the content of the material are 3.61 and 3.6 while the design validation reaches values 3.5 and 3.62. This shows the results of the validation for the content of the material and design by experts and lecturers have very high categories so that it is suitable to be used as a learning medium.

### 3. CONCLUSION

To avoid the rejection mentioned above, the main factors that need to be considered in the reconstruction of learning through contextual learning are lecturers, students, facilities, parent-community scope, costs, and the university climate.

1. **Lecturer**

   Lecturers have a very important role for the education process. Lecturers as the spearhead in the implementation of education are very influential parties in the learning process. The expertise and authority of lecturers determine the continuity of the teaching and learning process in the classroom. Lecturers must be good at bringing their students to clear goals. There are several things that can shape the authority of lecturers, including the mastery of the material being taught, the learning methods that are appropriate to the situation and condition of students, the relationship between individuals, both students and fellow lecturers and other elements involved in the education process, administrators, for example the head of the
university and the administration as well as the surrounding community, the experience and skills of the lecturer himself.

2 Students
As the first subject in education especially in the learning process, students hold a dominant role. In the learning process, students can determine learning success through the use of intelligence, motor power, experience, willingness and commitment that arise in them without coercion. This can happen if students are also involved in the learning reconstruction process, even though they only introduce to them the purpose of the change, from planning to implementation, so that what they do is a shared responsibility that must be carried out consistently.

3 Facilities
Facilities, including educational facilities and infrastructure, cannot be ignored in the education process especially in the learning process. Therefore, in carrying out a reconstruction of learning, including contextual learning, facilities need to be considered. For example, the availability of media and learning aids, computers, internet, and so on.

4 The scope of parents and society
In implementing the reconstruction of education, including the reconstruction of learning in the form of contextual learning, there are things that are not directly involved in these changes but can have an impact, both positive and negative, in the implementation of learning renewal.

5 Costs
Reconstruction of contextual learning, often felt by lecturers and students, is burdened with a variety of media, sources, tasks which have to incur significant costs, so that the limited cost, will more or less inhibit the implementation of contextual learning reconstruction.

6 University climate
Universities should be conducive to the implementation of learning reconstruction. The successful reconstruction of contextual learning is supported by effective universities. Scheerens (1992) states that effective universities have five important characteristics, namely: (1) strong leadership; (2) emphasis on achieving basic abilities; (3) a comfortable environment; (4) high expectations on student achievement; and (5) regular assessment of the programs made by students. The application of contextual learning has a significant effect on increasing student competency. Therefore, contextual learning should be developed by lecturers at universities. In the implementation of contextual learning in universities, to be effective, it needs the following support:

1 The university should create a climate that is conducive to the creation of the university as a laboratory for democracy and a vehicle for learning values through an action learning approach.
2 Lecturers should apply a contextual learning approach with a variety of cooperative learning models (cooperative learning), self-regulated learning, social service learning, inquiry-based learning, project-based learning / structured tasks (Project-Based Learning), and value-based learning (value-based learning).
3 Students should change the culture of being ready to accept the subject matter by being ready to search and find the subject matter. Therefore, students should be able to learn independently, arrange their learning patterns according to their learning styles and needs.
4 Parents of students and the community are involved and responsible for improving the quality of learning at the university. The community also makes itself as a source of learning for students.
5 The government should have a strong commitment to improve quality education its overall system in comprehensive and synergistic manner. When contextual learning reconstruction is launched, it should be accompanied by the availability of appropriate curriculum tools, improvement of the completeness of learning facilities, education funding, lecturer education and training, development university-based management,
improvement of monitoring efforts, supervision, and evaluation of learning quality at universities.

6 Management of education in higher education institutions should develop research activities and develop various reconstruction models of learning in an effort to improve the quality of learning. In addition, it involves universities and lecturers in lecture activities, through practical work activities, field observations, classroom action research, guest lecturers in teaching and learning activities, and so on.

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