

Assessment Guidance of Wudhu at Elementary School Students A Study in Elementary school Pesanggrahan 10 Pesanggrahan Sub District South Jakarta

Sri Mulianah¹

¹Postgraduate student of Educational Research and Evaluation Program Jakarta State University

Address for Correspondence:
srimumulianah@stainparepare.ac.id

ABSTRACT

This research is aimed to make an assessment guidance of a proper and objective wudhu ability of the student to be used by religious teachers in elementary school which use competency standard curriculum of religious study. The population are 392 students and the samples are 60 students by stratified random sampling. The instrument of this assessment guidance which is developed in assessment scale where the wudhu ability of the student by using rating scale from 0, 1 and 2 for each scale interval has a different description ability. Teachers'/assessors choose and give the proper rating scale with the wudhu ability performed by students. This assessment guidance has been analyzed the content and construction validity by seventeen experts. The result of the analysis shows this assessment instrument of the wudhu ability is valid for try-out need. Based on its validity by using a formula of product moment on the significant level, 1 % in the table r is 0.325. The result of all items of Rukun which are stated valid and all item of Sunnah which are stated valid. The conclusion is that the wudhu assessment guidance could be standardized as it has its condition and standard of a valid and good instrument building.

Keywords: Assessment guidance, Wudhu, Elementary School Students, Validity, Reliability

INTRODUCTION

Competency standards for Islamic religious education subjects for primary schools and Islamic elementary schools according to the Center for Curriculum of the Ministry of National Education (2002, 1) stated that the basic competencies of subjects contained a minimum set of skills that students must master while studying in primary schools and Islamic elementary schools. This ability is oriented towards affective and psychomotor behavior with the support of cognitive knowledge in an effort to strengthen faith and devotion to Allah SWT.

The learning outcomes of Islamic religious education in the aspect of fiqh / worship is that students know, understand, appreciate, are able and willing to practice Islamic teachings about worship and muamalah (Curriculum Center of the Ministry of National Education Research and Development

Agency: 2002, 5).

Wudhu is one of the main material in the aspect of worship received by students in primary and madrasah schools ranging from first to second grade with the basic competencies of being able to perform ablution properly. The study of ablution as part of thaharah (purification) lessons becomes a basic lesson in aspects of worship. In Ibtidaiyah Elementary and Madrasah Schools, ablution lessons are taught in series with prayer lessons so that there is continuity between ablution and prayer. Prayers can be done after ablution, prayer is not valid if not ablution. If ablution is not valid then prayer is invalid.

The use of test instruments that are used as a tool to measure and collect data about the ability of students to perform ablutions correctly is absolutely necessary for religious teachers. Ablution as part of the fiqh / worship aspect taught by religious teachers in the

classroom requires proper assessment methods to reveal students' abilities in competence. If the cognitive domain of students about ablution to be measured then the writing test can be done. Ablution material in a competency-based curriculum related to the psychomotor realm, appropriate assessment is needed. The constructs of measuring instruments made are able to express students' abilities appropriately. A teacher in giving a score is not influenced by the element of subjectivity. The rights of students to get a score in accordance with the ability and escape from subjective assessment can be fulfilled as well as the obligations and responsibilities of the teacher as part of teacher professionalism.

Reality in the field there is no objective assessment standard to measure students' ablution ability so that each school has a variety of assessment methods and tends to be subjective in giving assessment. If a standardized ablution appraisal guideline already exists and can be used by religious teachers, it will greatly help them to provide an objective assessment of the ability of students to perform ablution.

1.1 Assessment Guidance Of Ablution

The definition of guidelines according to the Big Indonesian Dictionary (1998: 657) is a collection of basic provisions that give direction to how something should be done, or things (principal) that become the basis (grip, instructions and so on) to determine or implement something. The assessment according to Djaali, Mulyono and Ramly (2000), Sudjana (1999) is carried out based on measurement results based on certain criteria. According to Gregory (2000), Mehrens and Lehmann (1978), Zigmund, Vallecorsa and Silverman (1983), Hill and

Ruptic (1994) the collection, provision and interpretation of information to predict behavior and make decision alternatives. Based on several understandings, it can be concluded that assessment guidelines are a set of instructions that are the basis for assessing something based on measurement results and then to make a decision

Based on several understandings, it can be concluded that assessment guidelines are a set of instructions that are the basis for assessing something based on measurement results and then to make a decision.

Ablution according to Al-Khin (1992) and Nasution (1999) means the name of work that uses water for certain body members accompanied by intention. Wahbah Zuhayli, a fiqh expert from Syria, quoting from the book *Kasyf al-Qina* quoted by Ritonga and Zainuddin (1997) defines ablution as using holy water on four limbs (face, two hands, head and two legs) based on the nature determined by *syara'*. According to Baihaqy (1996) ablution is washing the face evenly, washing both hands up to both elbows, rubbing (partially) the head, washing both feet up to the ankles, preceded by intentions and organized in an orderly manner. Based on some of these understandings it can be concluded that ablution is using holy water and purifying by washing face, both hands, head and both feet preceded by intentions and organized in an orderly manner.

The agreed pillars of ablution based on the Qur'an of Al Maidah verse 6 is washing face, washing two hands until both elbows, rubbing the head, washing two feet to the ankles. The other pillars are intent and orderly, successively and wiping hands on members of the body disputed among the priests of the school (Rabawi, 1995; Baihaqy, 1996; Ritonga and Zainiddin, 1997; Al Bani, 1998; Saleh, 1998; Qaradhawi, 2004).

Relating to Sunnah Wudu. Sunnah is a speech or act that is often done by the Messenger of Allah and is not reproached by those who leave it (Rabawi, 1995: 63). Differences of opinion on the terminology of Sunnah, lead to differences in opinions of the Imams in determining matters including the Sunnah of ablution (Ritonga and Zainiddin, 1997). Based on the discussion of various opinions of the Maliki, Hanafi, Maliki and Shafi'i schools on ablutions, read the basmalah, wash your palms and do it three times, interrupting your fingers, rinsing your mouth and doing it three times, inserting water go to his nose and do it three times, wash his face three times, wash his hands three times, put the right hand first, sweep

the head three times, sweep both ears and do it three times, wash the feet twice, put the right foot first, interrupt interrupted the toes, prayed after ablution.

1.2 Validity

Validity shows the accuracy and accuracy of measuring instruments in carrying out their measuring functions (Azwar, 1987). The extent to which information obtained from measurements can be interpreted as behavior or characteristics measured by Crocker and Algina (1986). Without validity, there is no confidence in drawing conclusions made from test results. Wiersma and Jurs (1990). The focal point of validity is how far the measuring instrument is able to express precisely the actual state of the measuring instrument.

1.2.1 Content Validity

Content validity shows the suitability of the items with the criteria to be measured and the criteria are arranged in the form of a grid (Best, 1981). The validity of the contents of a test does not have a certain amount that is calculated statistically but it is understood that the test is valid based on the review of the test grid. In addition, the criteria for determining proportions can be based on the opinion of experts / experts in the relevant field (Djaali, Mulyono and Ramly, 2000: 72). In the format of ablution of ablution follows the rules regarding the validity of the content to be used to measure the ability of ablution appropriately, so that the material / ablution content is represented thoroughly into the items of observation.

1.2.2 Construct validity

Construct validity refers to how far the instrument can measure certain psychological constructs (Wiersma and Jurs (1990), which disputes how far the test items are able to measure what really wants to be measured in accordance with the conceptual concept or definition that has been determined (Gronlund, 2001) The construct validation process is required through expert review or a group of panels namely those who master the variable content to be measured. The task of the expert member is to read carefully each instrument and then assess or estimate favorable (unfavorable) or unfavorable (not supportive) degrees the content of the statement according to a continuum that moves from I-II (Thurstone scale) In assessing the nature of the contents of the statement the panel members must not be influenced by the feeling of agreement or disagreement with the content of the statement but merely based on the nature of their favor (Azwar, 1995: 125).

1.2.3 Empirical Validity

Empirical validity is the validity obtained on the basis of observations in the field (Sudijono, 2001). Empirical validity in research on ablution judgments is based on internal criteria, namely measuring the consistency of the overall measurement results of the instrument. Item validity is seen in the magnitude of the correlation coefficient between item scores and the instrument's total score.

1.3 Reliability

Reliability refers to the consistency of measurement results (Linn and Norman, 1995). The same relative results (Sudjana, 2001). Aspects in the subject matter have not changed (Djaali, Mulyono and Ramly, 2000). Means that if the subject has changed then there is no consistency in the measurement results.

1.4 Norm

Norms are synonyms for the average for a number of special groups or scores and position scores in the norm group (Lyman, 1978). The norm group is also called normative data that is used to determine a person's position in the norm group, besides that it is used

to evaluate one's level of competence and make decisions, but also to understand the variety of competency of test takers in the dimensions measured by the test concerned. According to Suryabrata (1997) there are 3 types of norms used, namely national norms, local / group norms and school norms. The norms used in ablution assessment are school norms and the provision of ablution values is based on group references.

This study aims to make valid and reliable assessment guidelines in measuring students' ablution ability in elementary schools.

METHOD

The type of research used is a survey method to make an instrument development, which is to compile an instrument for the assessment of ablution that can be standardized / standardized. The study was conducted at Pesanggrahan 10 Elementary School (Pilot School) in Pesanggrahan District, South Jakarta. This school was chosen as a place of research because it was a pilot school and included a superior school, besides that the means of worship was mushalla and the place to perform ablution was very adequate for the ongoing ablution of ablution.

Number of population in SDN. Pesanggrahan 10 (Pilot School) in Pesanggrahan District, South Jakarta totaled 393 students. Samples were taken based on stratified random sampling, the samples were taken from class II and III strata who had learned ablution material. The number of samples taken for this study is based on Gable's theory (1993) which is about 6 to 10 times the number of items in the instrument. Ablution Item 6 multiplied by 10, namely 60 samples / respondents.

The data collection in this study was a test instrument. Included in the class of learning outcomes test (achievement test) is a test carried out with the aim to reveal the level of achievement of the learning objectives, namely the ability of students to perform ablutions correctly. Test of students' ablution ability is an act test or deed test. For this reason, the rating scale is considered appropriate to be used in collecting data. Rating scale according to Gronlund (1985) the results of teacher recording are assessed by comparing with the rating scale and determining which level is closest to what is observed by the observer. The type of numerical rating scale is a range of 0, 1, 2 with the exact explanation of the meaning of each range.

Data collection is done with the first step to review experts on the points of the pillars and the sunnah of ablution which results in determining valid and invalid items. The second step is to duplicate the valid instrument as many as 60 samples. The third step is to carry out a test of the ability of student ablution in one by one by two assessors at the same time. The fourth step calculates the internal validity of the one appraisal item and two assessors on the dimensions of harmony and sunnah ablution. The fifth step calculates the reliability of the one appraisal item and two assessors on the dimensions of harmony and sunnah ablution. The sixth step calculates reliability between testee one assessor and two assessors on the dimensions of harmony and sunnah ablution. The seventh step calculates the consistency of the assessment of testee by one assessor and two assessors.

Data Analysis Techniques used to calculate the item value and quality of instrument items using the median and calculate the range between quartiles. Inter-panel reliability regarding item suitability, reliability among respondents in each assessor, using variance analysis. Consistency between assessors and assessors uses the Spearman Brown formula. Empirical validation through the results of the instrument try using analysis of validity and reliability. Calculation of empirical validity with internal criteria using Product Moment correlation coefficient. While reliability calculation uses Cronbach Alpha Reliability Coefficient.

RESULTS AND DISCUSSION

3.1 Expert Validation

3.1.1 Qualitative Study

To find out whether abluton assessment instruments are appropriate to use, the aspects contained in them such as: dimensions, indicators, conceptual definitions, operational definitions, observation items and scale constructs, are examined first by experts.

Based on the results of expert assessments with the Guttman scale, the criteria for grading scores on items reviewed use two categories: agree and disagree. The result is that the dimension aspect is approved by all experts, the indicator aspect is approved by all experts. The aspect of conceptual definition is approved by an expert. Aspects of operational definition, observation points and scale construction get strong approval from all experts.

3.1.2 Quantitative Review

Expert review to determine the suitability of the observation items on the indicator. The expert member assesses the observation items one by one whether it is appropriate to measure the indicator. One by one is considered favorable or not favorable by using the Thurstone scale (scale I-II). The results show that from 6 items of harmonious abluton observation, 4 items are stated as good while 1 item stated needs to be improved sentence editor, namely item four, while 18 items of observation on sunnah dimension, item 12 is stated to be corrected.

3.2 Try-out Results Calibration | 3.2.1 Internal validity

The instrument that has been validated in content and construct is then doubled for the purposes of field trials for the empirical validation process. The abluton appraisal instrument was given to two assessors at Pesanggrahan Public Elementary School 10 to be tested for class II and III students. The trial was conducted to test the internal validity of the items so that it was known whether the points really measured the abluton assessment construct. The item validity test is done by using the Product Moment correlation coefficient formula with a degree of freedom $N = 60$ and a significance level of $1\% = 0.325$

Dimension Rukun

From the results of the calculation of the validity of the observable abluton dimension of the abluton on the I assessor, it was found that all of the observation items were 6 harmonious dimension observations stated to be valid with the correlation value r count greater than r table, with r table at 1% significance level = 0.325 . In the second assessor also obtained all the items in the harmonious dimension observation are declared valid with the correlation value r count greater than r table, with r table at a significance level of $1\% = 0.325$.

Dimension Sunnah

The sunnah dimension with 18 observation points in the I assessor, all items are declared valid. In the second assessor also found all observation items declared valid.

3.2.2 Reliability

Reliability calculations are performed using the Alpha Cronbach correlation coefficient formula. According to Nunnally the reliability coefficient above 0.70 shows a high reliability coefficient.

Dimension Rukun

The results of the calculation of grain reliability showed that the harmonious abluton observation item in the I assessor had a fairly high reliability = 0.796 . In the second appraisal, the harmonious abluton observation items had a fairly high reliability = 0.762 .

Dimension Sunnah

The dimension of sunnah on the assessor I has a fairly high reliability that is = 0.844. In the sunnah dimension II assessors also obtained a fairly high reliability = 0.833.

3.2.3 Testee Reliability

Reliability between respondents / testee was carried out through variance analysis.

Dimension Rukun

Inter-testee reliability in the I assessor showed high reliability, namely = 0.796. In the second assessor, the reliability between testees was also quite high, namely = 0.762.

Dimension Sunnah

Testee reliability in assessor I showed high reliability, namely = 0.844. In the second assessor, the reliability between testees was also quite high, namely = 0.833.

3.2.4 Assessment Consistency of Testee (first Assessor and second Assessor).

Aims to find out the consistency of inter-appraisal assessments that can improve the precision of assessment with the Spearman Brown formula. The results obtained from the harmonious dimensions are $r = 0.95$. While the results of the sunnah dimension are $r = 0.99$. It was concluded that testing the consistency of the assessment of testee by the assessor I and II had a high correlation coefficient.

3.3. Try-out Results Calibration II

3.3.1 Internal validity

Dimension Rukun

From the calculation of the validity of the appraisers

I obtained all items of observation are declared valid with the correlation value r count is greater than r table at a significance level of 1% = 0.328. Calculation of the validity of the II assessor also obtained all observation items declared valid.

Dimension Sunnah

The observation point of the sunnah dimension in the assessor I is declared valid. Likewise, the validity of the items of observation of the sunnah dimension in the assessor II is declared valid

3.3.2 Reliability

Dimension Rukun

The reliability calculation results on the I assessor showed a fairly high reliability, namely $r = 0.84$. In the second assessor also showed a fairly high reliability that is $r = 0.83$.

Dimension Sunnah

The calculation of the reliability of the sunnah dimension in assessor I shows a fairly high reliability, namely $r = 0.86$. In the second assessor also showed a fairly high reliability that is $r = 0.87$.

3.3.3 Testee Reliability Dimension Rukun

Inter-testee reliability in the I assessor showed a fairly high reliability = 0.84. In the second assessor, the reliability between testees was also quite high, namely = 0.83.

Dimension Sunnah

Inter-testee reliability in assessor I showed high reliability, namely = 0.86. In the II assessor, the reliability between testees was also quite high, namely = 0.87.

3.3.4 Consistency of Assessment of Testee (Assessor I and Assessor II).

Aims to find out the consistency of inter-assessor that can improve the precision of assessment with the Spearman Brown formula. The results obtained from the harmonious dimensions are $r = 0.92$. While the results of the sunnah dimension are $r = 0.91$. It was concluded that testing the consistency of the assessment of testee by the assessor I and II had a high correlation coefficient.

3.4 How to use

This instrument is used during student practice exams. Because ablution has the dimension of time and every movement is repeated or more than once, the examiner can match the scale. However, if the student / testee from the beginning does so hastily, the teacher / examiner does not fill the scale but observes as well as possible and is as careful as possible about the ablution activity. After the student is finished, the examiner can assess the ability of the student's ablution based on observations. Examiners can read instruments and understand each item of observation and scale before the ablution practice is actually carried out.

3.5 Scoring Method

The final score obtained is a combination of the assessment of the assessor I and II. The weight value of the harmonious dimension is 100% which is the determinant of whether or not students pass the testee in the ablution practice test. The sunnah dimension also has a value of 100% and is considered an additional value / supplement for students / testee.

3.6 Interpretation of Results

Testee acquisition scores from one assessor and two assessors were summed up then scored on a scale of 100. The final score was compared with the graduation limit score of 100. Only testee obtained a score of 100 which passed the harmonious dimension points. The graduation limit score for the sunnah dimension is 80. Of the 60 testees, only 2 testees have passed in harmonious dimensions. This is a bad indication that students are not able to perform ablution, especially the pillars of ablution. Likewise with the sunnah of ablution, although it is considered not a determinant of the validity of ablution. is able to be done correctly by students as much as 20 testees.

3.7 Test Profile

Review in terms of assessors, student ablution competence assessors are religious teachers at the school concerned. Review in terms of time, each student / testee in the implementation of ablution competence test takes approximately 1 minute. Data presentation: final score, average score, highest score, lowest score

CONCLUSIONS

Ablution assessment guideline is a guideline that contains guidelines for scoring the ability of ablution and has involved many people including experts, testee and examiners from the beginning of planning, writing items, trials to interpreting the results.

In-depth theoretical search and involvement of fiqh / worship experts consisting of boarding school leaders and fiqh lecturers in assessing the suitability of objectives, materials and construction of measuring instruments are the first steps taken. Furthermore, the results of the trial were validated twice which showed all items were valid, and had high reliability values

Its practical use, the scoring (assignment), norms and interpretation of results, adds to the list of requirements that have been met by a standardized assessment guide. Guidance on the assessment of ablution can be standardized and used in elementary schools because they meet the requirements of good instruments and are prepared based on the principles or principles of science.

Acknowledgements

To all those at Jakarta state university which facilitated the implementation of this research.

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