

## Evaluation Of Thinking Skills Learning At Pesantren Kuliyyatul Mu'allimin Al-Islamiyah (KMI)

Yuliana<sup>1</sup>, Aan Hasanah<sup>2</sup>, Mohamad Erihadiana<sup>3</sup>, Bambang Samsul Arifin<sup>4</sup>  
Didi Mulyadi<sup>5</sup>

UIN Sunan Gunung Djati Bandung, Indonesia

Corresponding author:

Email: [yuliana.jatiwangi@gmail.com](mailto:yuliana.jatiwangi@gmail.com)

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### **Abstract.**

*This article discusses the evaluation of learning to form thinking skills in one of the pesantren that implements the Kuliyyatul Mu'allimin Al-Islamiyah (KMI) program. This study aims to identify learning evaluations that train students' thinking skills at Pondok Pesantren (PP) Darussalam Kunir, Subang. The approach used in this study is qualitative with descriptive methods to identify, describe, and analyze information needs regarding the evaluation of learning in the pesantren being studied. Data collection was done by interview, observation, and documentation. Data analysis includes data reduction, data presentation, and drawing conclusions. The results showed that the evaluation of learning at PP Darussalam Kunir Subang in the form of the Tahriri Exam (Written Examination) and the Syafahi Exam (Oral Examination) tended to be dominated by questions in the realm of low-level thinking. The conclusion of this study is that efforts to form students' thinking skills in pesantren require an evaluation of learning by paying attention to indicators that can direct students' skills in cognitive aspects in order to be able to answer questions in the higher-order thinking domain with more composition than in the lower-order thinking domain.*

**Keywords:** *evaluation, learning, thinking skills, pesantren, KMI*

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### **1. INTRODUCTION**

One of the potential of students that needs to be developed is intellectual potential in the form of skills in thinking as a result of student learning [1]. However, current learning tends to focus more on content and remembering facts. Many educational institutions only place learning objectives on developing memory for the content of information, which at the end of the education period is shown by being able to answer questions in the final test [2]. Thinking processes that are much trained emphasize more on thinking about the 'what', and not on the 'how' and 'why' of something. In fact, the process of thinking about 'what' will only produce facts whose usefulness is not widely felt by students after they graduate and live in society.

There are still few educational institutions that apply learning by training students' critical and creative thinking skills. This can be seen from the results of the

evaluation of students who are still lacking in solving questions that use the Higher Order Thinking Skills (HOTS) type during the exam [3]. In addition, students also have difficulty digesting the information contained in the questions and analyzing the factors that become problems [4]. Even though teachers have been directed to create and familiarize students with HOTS-based questions. The thinking skills that need to be developed in the current learning process are higher-order thinking skills, which are the basis for training students to think critically and creatively (Ariyana, Y., Pujiastuti, A., 2018: 2). Higher order thinking skills are abilities that involve critical and creative thinking to solve a problem (Sarwenda, 2014: 6). Giving questions that use the HOTS type during the exam, requires students to think critically and creatively in answering questions [7]. The learning system in *pesantren* has its own characteristics and characteristics, especially not adhering to strict formalistic and procedural provisions [8]. In learning in conventional *pesantren*, there are no formal learning components, such as a list of recitation students, lesson lists, learning designs, learning media, and there is no evaluation of learning outcomes.

Regarding the evaluation of learning carried out by *pesantren* in shaping students' critical and creative thinking skills, researchers obtained information that the evaluation of learning at PP Darussalam Kunir was carried out by giving tests, both oral and written. The form of the written test is in the form of description questions, not multiple choice. One of the purposes of making questions in the form of descriptions is to stimulate students to have critical and creative thinking skills. However, the critical and creative thinking power of students is still not well developed, due to limited insight and the principle of *sam'an wa tho'atan*. Whereas *santri* are expected not only to understand at the level of *sam'an wa tho'atan*, but *sami'na wa aroina*. *Santri* are expected to be able to hear, see, and explore various knowledges.

These phenomena indicate that the evaluation of learning in *pesantren* requires solutions, especially those related to efforts to form students' critical and creative thinking skills. Based on this, researchers are interested in examining the evaluation of learning carried out at PP Darussalam Kunir, Subang.

## II. METHODS

This study uses a qualitative approach to identify and analyze information needs regarding the evaluation of learning as well as the critical and creative power of students in the *pesantren* being studied. The research method used is descriptive-analytical method. This method is used to describe and analyze the evaluation of learning in PP Darussalam Kunir, Subang. This is mainly related to the evaluation that shapes the critical and creative thinking skills of the students at the *pesantren*.

The data used in this study are qualitative data from interviews with *pesantren* administrators and teachers of the subjects studied. In addition, this research data is also supported by additional data in the form of documents for *pesantren* exam

questions and observations on the implementation of learning in the *pesantren*. The subjects in this study were teachers and students of PP Darussalam Kunir Subang. This study uses data collection techniques in the form of interviews, observations, and documentation. The data analysis model in this study follows the concept of Miles and Huberman which suggests that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data presentation, and drawing conclusions or verification [9].

### III. RESULT AND DISCUSSION

The education administration of PP Darussalam Kunir Subang is headed to the Ministry of Religion for the organization of Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) education units. In addition to being based on the institution, this *pesantren* also has a distinctive curriculum that adopts the Kuliyyatul Mu'allimin Al-Islamiyah (KMI) system from the Pondok Pesantren Modern Gontor. Based on the KMI system, the evaluation of learning at PP Darussalam Kunir Subang includes *Tahriri* (written) and *Syafahi* (oral) exams that review the subject matter for the past semester. The evaluation in this study was in the form of *Tahriri* and *Syafahi* exam questions for the second semester of the 2020/2021 academic year. This evaluation is a measurement activity carried out to determine the extent of the *ustadz's* success in delivering learning materials to students.

Researchers conducted interviews with *asatidz* who taught Hadith class 5 and Tafsir class 4 KMI. Based on the results of this interview, the researcher got some information about *asatidz's* understanding of higher order thinking, especially in the preparation of evaluation questions that lead to critical and creative thinking skills. The results of this interview revealed that *Asatidz* already knew about making questions that should direct students to the 'why' and 'how' questions. This is because every time before the end of the semester exams, there is always a discussion about how to make good and correct questions, including how to make questions with high-level thinking criteria. This *asatidz* explanation is in line with the explanation given by the leadership of the *pesantren* which states that before the *asatidz* exam at the *pesantren* they receive briefing before making questions.

*Asatidz* had received training to make questions based on the material being taught. Before the exam, there is usually training and guidance on how to make questions. The standard for making questions uses HOTS. *Asatidz* was directed to make HOTS questions. *Santri* have also been accustomed to answering HOTS questions made by *asatidz*. *Ustadz* explained that although he had received training on how to make high-level thinking questions, he had not yet mastered in depth the use of Bloom's Taxonomy Operational Verbs (KKO) to formulate questions that direct students to think at higher levels. *Ustadz* said that he was trying to compile questions

that lead students to think critically and creatively, so that students get used to solving problems in their own way.

The 5th grade *Hadith* learning questions in the *Tahriri* Exam semester 2 for the 2020/2021 academic year are as follows:

| المادة :<br>التاريخ :  | الحديث :<br>بالجمعة، 11 يونيو 2021 | الفصل : 5 (الخامس) كلية المعلمين الإسلامية<br>الوقت : ٩٠ دقيقة |
|--|------------------------------------|--|
| <b>أ - أجب هذه الاسئلة الآتية !</b>  |                                    |  |
| <ol style="list-style-type: none"> <li>1. اذكر الحديث عن جوز النفل علي راحلة</li> <li>2. ماذا علامات الساعة</li> <li>3. ماذا راعية المرأة وكيف حال راع</li> <li>4. أذكر الدليل ابي الحديث بالتبكير الصلاة</li> <li>5. كيف حال المدينة بعد المطار أسبوعا في عهد النبي</li> <li>6. كيف حال النبي لما الصحابة لا يصلون عند رجوع من الأحزاب</li> <li>7. كيف حال النبي عند يوم الفطر</li> <li>8. ماذا هو الميائير</li> <li>9. ماذا هو الديجاج</li> <li>10. ماذا هو الاستبرق</li> <li>11. ماذا قال عمر متى الناس يتكلمون وفاة النبي</li> <li>12. كيف كلام أبو بكر متى وفاة النبي أمام الناس</li> <li>13. اية سورة التي تلا أبو بكر متى وفاة النبي أمام الناس</li> <li>14. عن عبدالله بن عمرو..... وقم ونم</li> <li>15. عن أبي هريرة..... على حوضي</li> <li>16. عن عقبة بن الحارث ..... يقسمته</li> <li>17. عن البراء..... الاستبرق</li> <li>18. عن ابن عباس..... يرجع بشيء</li> <li>19. عن أبي هريرة..... فيفيض</li> <li>20. عن جابر..... فأركع</li> </ol> |                                    |  |

The translation of these questions is as follows:

Answer the following questions!

1. Mention the hadith about beans on a camel!
2. What are the signs of the apocalypse?
3. What was the dream of the woman and how did she respond?
4. Mention the evidence of the hadith about the early morning prayer?
5. How was Medina at the time of the Prophet?
6. How did the Prophet respond when his companions did not pray after returning from Ahzab?
7. How was the Messenger of Allah on Eid Al-Fitr?

8. What is "Mayatsir"?
9. What is "Daibaaj"?
10. What is "Istabroq"?
11. What did Umar say when people talked about the Prophet's death?
12. How did Abu Bakr say in front of his companions when the Prophet died?
13. What surah did Abu Bakr recite when the Prophet died?
14. From Abdullah bin Umar ..... wake up and sleep
15. From Abu Hurairah..... in my basin
16. From Uqbah bin Al-Harith ..... by his ranks
17. About Al-Baraa.....istabroq
18. From Ibn Abbas.....he returned something
19. From Abu Hurairah.....overflowing
20. From Jabir....submissive

The 4th grade *Tafsir* learning questions in the *Tahriri* Exam semester 2 for the 2020/2021 academic year are as follows:

|           |                                    |
|-----------|------------------------------------|
| المادة :  | التفسير                            |
| التاريخ : | الأربعاء 9 يونيو 2021              |
| الفصل :   | 4 (الرابع) كلية المعلمين الإسلامية |
| الوقت :   | 90 دقيقة                           |

**أ. أجب الأسئلة الآتية !**

1. كيف نزلت سورة الموعودتين ؟
2. أين نزلت السورة الناس وكم آياتها ؟
3. أي التعوذ عند سورة الناس ؟
4. متى دخل الوسواس في صدور الناس ؟
5. من هو الذي يوسوس في صدور الناس ؟
6. ما حكمة عند سورة الناس ؟
7. ما معني الفلق ؟.
8. ما المراد "من شر ما خلق "
9. كم يتعوذ عند سورة الفلق ؟
10. من هو النفاثات ؟
11. لماذا يتعوذ من شر غاسق اذا وقب ؟
12. من هو حاسد ؟
13. من هو لبيد اليهودي ؟
14. ما معني " العُقْدُ "
15. ما حكمة من سورة الفلق ؟

The translations of these questions are as follows:

Answer the following questions!

1. How was the second letter revealed?
2. Where was Surah An-Naas revealed and how many verses?
3. Which verse asks for protection in Surah An-Naas?
4. When will the devil who whispers in the human heart enter?
5. Who whispered in the human heart?
6. What is the wisdom of Surah An-Nass?
7. What is Al Falaq?
8. What is meant by "Min Syarri ma Kholaq"?
9. How many verses ask for protection in Surah Al-Falaq?
10. What is the phrase "Annafatsats"?
11. Why does he seek refuge from the evils of darkness when it is dark?
12. What is hasad?
13. Who is the guardian of the Jews?
14. What is the meaning of "Al-Aqdi"?
15. What is the wisdom of Surah Al Falaq?

In the written evaluation, the questions listed on the question sheet use Arabic language and letters. *Santri* must answer it in Arabic language and letters as well. While in the syafahi exam, there is Qiro'atul Kuttub Test material that goes into the assessment at KMI.

#### IV. CONCLUSION

Researchers used the indicators contained in Operational Verbs (KKO) Bloom's Taxonomy revision of the cognitive domain to measure the achievement of learning implementation in shaping students' critical and creative thinking skills [10]. Critical thinking skills are seen from the KKO in the realm of C4 (Analyzing) and C5 (Evaluating). While creative thinking skills are seen in the C6 (Creating) realm [7].

Based on the results of the study, the researcher will present a discussion of the results of the analysis of the sample questions contained in the questions in the *Tahriri* Exam in the 2nd semester of the 2020/2021 Academic Year. Researchers get data to determine learning assessment at PP Darussalam Kunir Subang, especially those related to questions that lead to critical and creative thinking. The analysis of this question begins with asking permission from the *ustadz* concerned to get evaluation questions in the form of semester 2 assessments. The reason the researcher analyzes the end of semester assessment questions is because the number of questions is more than the daily test questions and includes all the material that has been taught.

There are four types of evaluation based on the objectives [11], that is:

- a. Formative evaluation  
Evaluation is used to find out the learning outcomes achieved by students after they complete the program in units of learning materials in a particular field of study.
- b. Summative evaluation

Evaluation is carried out on the learning outcomes of students after attending lessons in one quarter, one semester or the end of the year to determine the next level.

c. Placement evaluation

Evaluation is carried out before the child participates in the teaching and learning process for the sake of placement in the desired major or for grouping according to the child's ability.

d. Diagnostic evaluation

Evaluation of the results of the analysis of the learning situation of students, whether it is the difficulties or obstacles encountered in teaching and learning situations.

After getting the 2nd semester exam questions, the researcher then analyzed the questions to determine which verbs used in the questions were included in high-order thinking verbs (HOTS) or still in the low-level thinking stage (LOTS). In the realm of Bloom's Taxonomy, the questions included in the LOTS consist of levels C1 (knowing), C2 (understanding) and C3 (applying or applying). While the HOTS domain consists of levels C4 (analyzing), C5 (evaluating) and C6 (creating) [5]. The researcher then determines that these questions fall into the realm of high or low-level thinking. The learning assessment in the form of questions in this study was analyzed for its level of conformity with the indicators of high-level thinking criteria which include critical and creative thinking skills. These questions lead students to the ability to analyze, evaluate, and create. The results of the analysis on the 5th grade Hadith learning questions in the *Tahriri* Exam semester 2 of the 2020/2021 academic year in the form of description questions, there are 4 questions or 20% of questions containing the word 'How', which is a high-level Operational Thinking Verb or HOTS and there are 16 questions or 80% of the questions contain Operational Verbs of low-level thinking or LOTS of the total number of questions consisting of 20 items of description.

Based on the research findings on the 5th grade Hadith learning, the researcher analyzed the questions in the *Tahriri* Exam that still used KKO of low-level thinking. In the *Tahriri* Exam, the researchers found that the questions made by the *Ustadz* were still dominated by questions containing the words 'What' and 'Mention' which were KKO low-level thinking. This is also almost similar to the results of the analysis of the 4th grade Tafsir learning questions in the *Tahriri* Exam semester 2 of the 2020/2021 academic year which is also in the form of description questions, there are 4 questions or 27% of questions containing the words 'how', 'why'. and "What wisdom" is a high-level operational thinking verb or HOTS and there are 11 questions or 73% of questions containing the words 'What', 'Who', 'Adakah', 'Where', 'When', 'How much' which is Operational Verbs of low-level thinking or LOTS of the total number of questions consisting of 15 items of description. Based on the research findings on the

4th grade Tafsir learning, the researchers analyzed the questions in the *Tahriri* Exam which were still dominated by questions that used low-level thinking operational verbs.

## V. CONCLUSION

Evaluation of learning at PP Darussalam Kunir Subang in the form of the *Tahriri* Exam (Written Examination) and the Syafahi Exam (Oral Examination) tends to be dominated by questions in the realm of low-level thinking. This is partly because the use of Arabic used in making exam questions makes teachers consider the level of difficulty of questions that can be answered by students.

Efforts to form students' thinking skills in *pesantren* require an evaluation of learning by paying attention to indicators that can direct students' skills in cognitive aspects in order to be able to answer questions in the realm of higher-order thinking, starting from the level of analyzing (C4), evaluating (C5), and creating (C6), with more composition than low-level thinking. In addition, the critical power of students and students is also less than optimal because students lack broad insight due to references to communication tools and lack of reading interest or literacy of students.

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