



## Teacher Assessment in Increasing Students' Learning Independence in PAI Subjects

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**Abstract:** The purpose of the study was to analyze the condition of students' learning independence at SMPN 3 North Rantau, teacher assessment in improving students' learning independence in PAI subjects, and indicators of students' learning independence in class VIII-4. This research uses a qualitative research approach with a descriptive research type. The data collection techniques in this study were observation, interview, and documentation. The results showed that: (1) The condition of learning independence of students of SMPN 3 Rantau Utara is quite varied; some students already have independence in learning, and some are still less independent students. (2) The assessment carried out by PAI teachers in increasing students' learning independence is the use of appropriate learning and assessment methods, giving independent assignments, as well as formative assessments, assessments in discussions, and feedback. (3) Indicators of learning independence of students in class VIII-4 are confidence, responsibility, active in learning, and discipline in learning.

**Keyword:** Assessment; Islamic Education Teacher; Learning Independence; Students

**Abstrak:** Tujuan penelitian untuk menganalisis kondisi kemandirian belajar peserta didik di SMPN 3 Rantau Utara, penilaian guru dalam meningkatkan kemandirian belajar peserta didik pada mata pelajaran PAI, dan indikator kemandirian belajar peserta didik di kelas VIII-4. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dalam penelitian ini yaitu menggunakan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa: (1) Kondisi kemandirian belajar peserta didik SMPN 3 Rantau Utara cukup bervariasi, sebagian peserta didik sudah memiliki kemandirian dalam belajar dan sebagian lagi masih terdapat peserta didik yang kurang mandiri. (2) Penilaian yang dilakukan guru PAI dalam meningkatkan kemandirian belajar peserta didik yaitu penggunaan metode pembelajaran dan penilaian yang tepat, pemberian tugas mandiri, serta penilaian berupa formatif, penilaian dalam diskusi dan umpan balik. (3) Indikator kemandirian belajar peserta didik kelas VIII-4 yaitu percaya diri, tanggung jawab, aktif dalam belajar, dan disiplin dalam belajar.

**Kata kunci:** Penilaian; Guru PAI; Kemandirian Belajar; Peserta Didik

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## **Intoduction**

Islamic Religious Education (PAI) has a fundamental role in shaping the character and morals of students at the junior high school level, especially in learning independence (Setyowati et al., 2025; Masrufa et al., 2023). Learning independence can be defined as a learning process that is driven by personal initiative without being completely dependent on others (Ilmaknun & Ulfah, 2023; Hasan & Aziz, 2023). Independent learners can complete tasks without assistance, make wise decisions, and accept responsibility for actions and consequences (Yulihhasri & Mahyuddin, 2021). Therefore, for children to be prepared for a more complex and dynamic future, their independence is essential.

The value of independence and responsibility is essential for every individual, not limited to adults alone. Children have a natural urge to be independent from an early age. Parents play a role in guiding children to be independent and responsible in daily activities at home, such as cleaning rooms or completing homework (Ramadhani et al., 2022). However, often inappropriate expressions of affection from parents can hinder this natural impulse (Aprilia et al., 2024), which results in a lack of children's independence in various aspects, including in the learning process. This condition demands the active role of schools to increase their effectiveness in training students' independence for their optimal development (Maysyaroh et al., 2022).

Although learning independence is very important, the reality shows that there are still many students who have not shown it optimally. This phenomenon can be seen from various behaviors, such as the inability to complete homework and assignments given by the teacher, as well as the tendency to become engrossed in storytelling or playing when the teacher explains the material (Arifin & Thin, 2024; Ainiyah et al., 2025). This indication of a lack of learning independence was also found by researchers at SMPN 3 Rantau Utara. Empirical evidence in the field shows that learners in such schools often exhibit fearful or hesitant behaviors when answering questions, are less likely to complete assignments, lack the initiative to learn without a teacher in the classroom, and still rely on others to teach them.

In this context, assessment in the world of education plays a crucial role (Albina, 2023). Effective assessments not only serve to measure students' success and optimize their potential, but they can also encourage students to engage in the learning process and spark their curiosity to learn more (Gymnastiar, 2024; Aprilianto & Fatikh, 2024). The close relationship between teacher assessment and student learning independence lies in the function of assessment as an effective means of feedback (Barokah & Muniroh, 2025; Azizah & Winanda, 2021).

Through assessment, students can understand their progress, recognize their strengths and weaknesses, and formulate clearer learning goals. This continuous feedback encourages learners to take initiative in learning, develop effective

learning strategies, and become more responsible for their education (Utia et al., 2024). One form is the Learning Outcome Assessment (PHB) by teachers, which is a systematic process of collecting information about student learning outcomes in three aspects: attitudes, knowledge, and skills (Ridha et al., 2025). This process is essential to monitor the development and progress of learning, as well as efforts to improve learning outcomes through mastery of the material.

Previous studies have examined learning independence from various perspectives. Like the research of Octafiona & Zaharah (Octafiona & Zaharah, 2024), showed that the implementation of the scientific approach succeeded in increasing the learning independence of students at SMP Negeri 1 Banyumas, Pringsewu, marked by student initiative, activeness, and responsibility in PAI learning. Also relevant to the context of PAI, the study by Akhyar, Remiswal & Khadijah (Akhyar et al., 2024), highlighted the implementation of the Pancasila Student Profile Strengthening Project (P5) in increasing student creativity and independence in PAI subjects at SMPN 1 VII Koto Sungai Sariak. In addition, Bukit et al. (Bukit et al., 2022) states that teachers can foster student learning independence by applying contextual learning approaches and using learning modules.

Compared to previous research on learning independence, this study offers substantial novelty as it focuses specifically on how teacher assessments contribute to improving student learning independence in junior high school PAI courses. Although previous studies have addressed various aspects of learning independence, such studies tend to center on learning strategies or curriculum. Instead, this study explicitly examines the assessment mechanism carried out by teachers as a diagnostic tool, feedback, and motivation, and how these mechanisms directly affect the development of student learning independence in the context of Islamic Religious Education, especially at SMPN 3 Rantau Utara. This is a gap that has not been explored in depth in the existing literature.

Based on the problems and research gaps that have been described, this study has three main focuses, namely, first, how the condition of students' learning independence at SMPN 3 Rantau Utara. Second, how is the teacher's assessment in increasing students' learning independence in PAI subjects at SMPN 3 Rantau Utara? Third, what are the indicators of learning independence of students in grades VIII-4 SMPN 3 Rantau Utara?

## **Methods**

This research was carried out with a qualitative approach and a descriptive type of research. The research is carried out directly in the field, so it is included in the category of qualitative field research. According to Sugiyono, qualitative methods are used to study natural objects, where researchers act as the main

instruments. The selection of data sources was carried out by purposive sampling, and the data collection technique used the triangulation or combination method. Data analysis is carried out qualitatively with the main focus on understanding meaning rather than drawing conclusions that are general conclusions (Sugiyono, 2021).

A qualitative approach is a research method that produces a picture of an individual and his or her behavior through the written and spoken word. Descriptive research is a type of research that aims to explain a reality, an event that is happening. In other words, descriptive research seeks to present a situation or phenomenon in an organized manner so that the topic being studied becomes easier to understand (Arikunto, 2020).

This research was conducted at SMPN 3 Rantau Utara, which is located on Jl. Padang Matinggi Rantauprapat, Kec. The subjects of this study are PAI teachers and students in grades VIII-4. Meanwhile, the informants in this study are school principals, PAI teachers, and students. The PAI teacher who was the subject of the study was Mrs. Sy, who had 33 years of teaching experience and had reached group IV-C. The techniques used to collect data in this study are observation, interviews, and documentation. The data analysis in this study follows the models proposed by Miles and Huberman, which is carried out through three steps, namely data reduction, data presentation, and conclusion drawing.

## **Results and Discussion**

### **Result**

#### **Conditions of Student Learning Independence**

Observations carried out in grades VIII-4 of SMPN 3 Rantau Utara show that the conditions of students' learning independence are quite varied. It was found that some students have not shown the initiative to start learning on their own when the teacher has not yet arrived in class. Despite this, most students have shown a proactive attitude by opening and studying the books provided by the school before the teacher enters.

The Principal of SMPN 3 Rantau Utara revealed that the learning independence of students at SMPN 3 Rantau Utara "has been good from the previous year," although "there are still some students who do not show the initiative to study independently". He gave an example that when the teacher had not arrived, some students did not open their textbooks. However, there are also most who are proactive in studying books before the teacher comes. The principal also emphasized that learning independence is important because it encourages students to hone their independent learning skills, find self-identity, and prepare for the future, as well as reduce dependence on teachers and parents.

In line with the Principal, the PAI teacher in grades VIII-4, stated that "the level of students' learning independence is quite varied". He identified that some students have shown good initiative, such as actively asking questions and looking for additional references. However, he also noted that "there is still a need to be encouraged and guided to be more confident and less dependent on the teacher's direction".

From interviews with students in grades VIII-4, it defines learning independence as "a person's ability to learn well and responsibly without depending on others". He feels that learning independence is important because it can increase interest in learning, build a strong character in responsibility, and build discipline. However, Aulia also admitted that there are difficulties in independent learning, especially in managing time and understanding material without direct explanation from the teacher. Overall, the findings show that there is a spectrum of learning independence in grades VIII-4, with some students already showing initiative and responsibility, while others still need guidance to be more confident and not dependent on the teacher's direction.

### **PAI Teacher Assessment in Increasing Students' Learning Independence**

The results of the study showed that PAI teachers at SMPN 3 Rantau Utara applied various assessment approaches to increase students' learning independence.

#### **a. Use of Appropriate Learning and Assessment Methods**

The PAI teacher explained that he uses various assessment methods, such as project assessment, portfolio, and self-assessment, to encourage independent learning. Project assessments, for example, encourage students to explore religious themes independently or in groups. Self-assessment helps students reflect on their understanding and practice of PAI material. In addition, active learning methods such as group learning and discussion are also applied, where each group presents the results of its discussion.

Principals support these efforts by providing training for teachers on innovative assessment methods such as formative assessments, as well as providing the necessary tools and resources. He also provides feedback to teachers regarding assessment practices and helps evaluate the effectiveness of the methods applied. The principal also ensures that the assessment carried out by teachers is in line to increase independence through periodic observation, regular feedback, teacher discussion forums, and periodic evaluation of assessment programs.

This assessment is related to student learning outcomes in three main aspects, namely attitudes, knowledge, and skills (Kemendikbud, 2017). In this case, student independence is included in the attitude assessment. According to Nurmawati (Nurmawati, 2020), Attitude assessment techniques can be carried out through observation or other relevant methods. In addition, attitude assessment techniques

can be applied by peer-to-peer review and self-evaluation. Self-assessment involves learners assessing themselves by identifying the strengths and weaknesses of their attitudes in their behavior (Nurmawati, 2020).

#### **b. Assignment of Independent Tasks**

PAI teachers actively design assignments that encourage students to learn independently. The independent tasks given include multiple-choice questions, making summaries, making videos on the correct ablution procedures, and projects related to religion. A specific example given by the teacher is the task of making a short video about ablution or manners for parents, where students are asked to look for information, make scripts, and record themselves. The task of reading the Qur'an and its interpretation, and writing personal reflections, is also given to encourage personal exploration. One of the students confirmed that the provision of independent assignments, formative assessments, and quizzes helped increase his learning independence. Observations also show that students are doing independent tasks.

#### **c. Formative Assessment, Assessment in Discussion, and Feedback**

PAI teachers integrate formative assessments through observation, quizzes, questions and answers, and daily reflection. The summative assessment is carried out at the end of the chapter or theme in the form of a written review and a final project, where the two complement each other. Assessment in the discussion was carried out by observing the participation of students during the discussion session. Teachers provide direct feedback on students' contributions, both in understanding the material and in argument skills. PAI teachers emphasized that constructive feedback is given so that students feel confident to learn independently. This encourages learners to share opinions and ideas in discussions, which not only increases understanding but also builds confidence. Teachers also give rewards in the form of stationery to students who actively answer quizzes, which, according to him, can increase their confidence and enthusiasm for learning.

### **3. Indicators of Learning Independence of Grade VIII-4 Students**

Based on observations and interviews, the indicators of learning independence of students in grades VIII-4 of SMPN 3 Rantau Utara were identified in four main aspects: confidence, responsibility, activeness in learning, and discipline in learning.

#### **a. Confident**

Students in grades VIII-4 showed a good level of confidence, as seen from their courage to ask or answer questions from the teacher, and did not hesitate to ask questions about things that were not yet understood. Although sometimes the answers given are not entirely correct, they still show confidence. This is supported

by PAI teachers who stated that giving rewards such as stationery can increase students' confidence and enthusiasm for learning.

**b. Responsibility**

Overall, students in grades VIII-4 show a responsible attitude in completing assignments, carrying out class pickets, doing work both at school and at home, maintaining class cleanliness, and completing assignments from their parents well. PAI teachers also give homework assignments, questions, and daily picket tasks to foster this attitude.

**c. Activeness in Learning**

Students in grades VIII-4 showed activeness by asking questions and responding to questions given by the teacher during learning. They are also actively involved in question and answer activities, group discussions, and presentations, as well as communicating well during presentations and interacting with friends and teachers. PAI teachers also mentioned that students actively ask questions and look for additional references.

**d. Discipline in Learning**

Students in grades VIII-4 show disciplined behaviors, such as coming to school on time, entering class after a break appropriately, completing assignments on time, and staying focused when the teacher teaches without interruption, as well as listening to the teacher's explanation. The school's "Friday of Worship" program, which includes joint dhuha prayers, memorization of short surahs, and joint dhikr, is also an effort to foster discipline.

**Discussion**

**Learning Independence of Students at SMPN 3 Rantau Utara**

The condition of students' learning independence at SMPN 3 Rantau Utara, especially grades VIII-4, shows variations. These findings are in line with the view of Dimiyati (Dimiyati, 2025), who argue that learning independence is an individual's ability to learn without the help of others or with little help from others, includes initiative, resource searching, and self-evaluation. Although most students show initiative by learning independently before the teacher enters the classroom, there are still those who tend to lack initiative, such as not opening the textbook without the presence of a teacher. This reflects that the internal drive to learn (intrinsic motivation) is not evenly distributed among all learners, as explained by Aripin et al., (Aripin et al., 2023) in the forethought phase, which includes goal setting and learning strategy planning.

Students who lack initiative or are still hesitant to ask questions indicate low confidence and dependence on the teacher's direction, which is in line with the opinion of Salamah (Salamah, 2024), that students with low learning independence tend to lack initiative, have difficulty concentrating, and lack enthusiasm, responsibility, and confidence. This is also supported by the admission of students

who sometimes find it difficult to manage their study time and understand the material without the teacher's explanation, showing challenges in the aspect of self-regulation.

Theoretically, learning independence encompasses more than just academic pursuits; it also involves the application of moral and ethical principles. The school's goals, which aim to promote student independence through organized and long-lasting habituation and self-development activities, reflect this. In line with that, Surah Al-Baqarah verse 286 reflects the Islamic idea of self-reliance, which emphasizes that Allah does not burden a person beyond his capacity and encourages everyone to solve difficulties and tasks on their own without being completely dependent on others (RI, 2019).

In Tafsir Al-Munir, Az-Zuhaili (Al-Zuhaili, 2016) further strengthens that Islamic sharia is designed to encourage its people to develop pious qualities in a light and easy way, in line with the principle of independence. This is in line with the hadith of the Prophet, which reads,

*"There is no better food than the food of his labor. Indeed, the Prophet David (AS) ate from his sweat,"* (Al-Bukhari, 2011).

This hadith explains about the Prophet David AS, who ate from his hard work, and also underlines the importance of effort and independence in seeking knowledge and sustenance, which is by Al-Asqolani (Al-Asqolani, 1996) is interpreted as the virtue of fulfilling basic needs with one's efforts. Therefore, accustoming students to strive hard in pursuing knowledge and applying moral values is the core of learning independence in the context of PAI.

### **PAI Teacher Assessment in Increasing Students' Learning Independence**

The assessment of PAI teachers at SMPN 3 Rantau Utara has shown significant efforts in increasing students' learning independence through the use of appropriate methods, the provision of independent assignments, as well as the practice of formative assessment, discussion, and feedback. This is under the definition of assessment as a systematic process of gathering information to make decisions about learners (Badrudin et al., 2024) and the role of teachers as professional educators in charge of evaluating and assessing students (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005).

The use of active learning methods such as group discussions and presentations has been proven to encourage active participation of students, under the idea of Yuni et al., (Yuni et al., 2024) that active learning allows students to engage, interact, and conclude understanding independently. Self-assessment is also a major focus, which empowers learners to evaluate their own learning progress, so that they are more aware of their strengths and weaknesses. This is in



line with the views of Awwalun & Rofi'ah (Awwalun & Rofi'ah, 2023), Self-assessment encourages students to become confident and independent individuals.

Assigning independent assignments, including exercises, tests, quizzes, and projects, is an effective strategy for developing self-reliance. Rahma et al., (Rahmah et al., 2025) emphasized that self-assignment aims to improve student understanding and encourage active participation. These tasks train students to think critically, creatively, manage time, and seek information independently. Learners' involvement in group projects also strengthens collaboration and responsibility, which are aspects of independence. The practice of formative assessment (through observation, quizzes, questions and answers, and daily reflection) and assessment in discussions followed by direct feedback is crucial in supporting self-reliance.

Utia et al., (Utia et al., 2024), emphasizes that formative assessments with constructive feedback are essential in increasing independence. The feedback provided by teachers helps students understand their strengths and weaknesses, as well as set clearer learning goals, which then encourages initiative and responsibility (Kemendikbud, 2017). The provision of rewards by PAI teachers for students who actively answer quizzes is also an effective motivator to increase their confidence and enthusiasm for learning.

Overall, through the use of appropriate methods, the provision of self-paced assignments, and effective assessment administration, PAI teachers have demonstrated a dedication to fostering an environment in the classroom that encourages student independence. Under the idea of comprehensive assessment, which takes into account attitudes, knowledge, and skills, evaluations are carried out not only on the final product but also on the student's learning experience (Kemendikbud, 2017).

### **Indicators of Learning Independence of Grade VIII-4 Students**

The findings of the study indicate that the level of learning independence of students in grades VIII-4 of SMPN 3 Rantau Utara has increased, as seen from four main indicators: confidence, responsibility, activeness in learning, and discipline in learning. This is by the characteristics of independence identified by Nurcahyani (Nurcahyani, 2022), which include confidence, the ability to work independently, relevant knowledge, respect for time, and responsibility.

- a. Self-Confidence: Learners show good self-confidence, as evidenced by their courage to ask and answer questions. In line with that, Masyitoh et al., (Masyitoh et al., 2024) states that confidence motivates students to participate actively and dare to face problems. Although some still lack confidence due to fear of making mistakes or environmental influences (Prilianto et al., 2025) Teachers' efforts in providing rewards can significantly improve this aspect.

- b. **Responsibility:** A responsible attitude has been shown by students by completing assignments and class projects. The assignment of independent assignments and the application of self-assessment by PAI teachers are effective in practicing responsibility, in line with the view of Darniyanti et al., (Darniyanti et al., 2022) that self-assessment encourages independence and responsibility. Bukit et al., (Bukit et al., 2022), also emphasized that a sense of responsibility is one of the key indicators of learning independence.
- c. **Activeness in Learning:** Learners' activeness is evident from their active participation in discussions, questions and answers, and presentations. Correlating with the opinions of Hasanah & Himami (Hasanah & Himami, 2021), revealed that cooperative or group learning models can increase student activeness. Learning independence does require ideas, activeness, and participation in the learning process to improve academic achievement (Hasanah & Himami, 2021).
- d. **Discipline in Learning:** Learners exhibit disciplined behaviors, such as showing up on time, focusing when the teacher is teaching, and completing assignments on time. This is in line with the views of Maghfiroh & El-Yunus (Maghfiroh & El-Yunus, 2024), that a disciplined attitude allows students to manage their learning time independently. Despite challenges such as peer distractions, PAI teachers' efforts in asking unfocused students direct questions can help enforce discipline and train them to think. The school's "Friday of Worship" program also contributes to the cultivation of discipline.

### **Supporting and Inhibiting Factors for Increasing Learning Independence**

Based on interviews with PAI teachers and school principals, several factors support and hinder efforts to increase learning independence. The supporting factors for increasing the independence of learning and education at SMPN 3 Rantau Utara are as follows:

- a. **School Support:** Principals actively conduct training for teachers on innovative assessment methods and focus on independence, and provide the necessary tools and resources. The existence of the "Friday Worship" program also supports the formation of discipline and independence.
- b. **Technological Advancement:** Technological advances support access to information and learning tools.
- c. **Conducive Learning Environment:** The environment of SMPN 3 Rantau Utara is spacious, comfortable, and facilities such as libraries and prayer rooms support a conducive learning atmosphere. Neatly arranged classrooms, good lighting, and ventilation also create learning comfort.
- d. **PAI Teacher's Proactive Attitude:** PAI teachers enliven a supportive atmosphere so that students feel comfortable asking questions and discussing.

He is also proactive in designing independent tasks and providing constructive feedback.

- e. Attitude of Some Students: Some students are used to independent learning and have good intrinsic motivation.

The factors that hinder the increase of students' learning independence at SMPN 3 Rantau Utara include:

- a. Variation in Students' Abilities and Motivations: Not all students have the same abilities and motivations in independent learning. Some are still waiting for the teacher's direction and find it difficult if there is no direct explanation.
- b. Lack of Motivation from Home: PAI teachers identified a lack of motivation from the home environment as one of the inhibitions. This is in line with the view of the Principal, who said that the role of parents is very important as the first educator in getting children used to repeating lessons and completing tasks without depending.
- c. Limited Access to Information or Devices: Although technology is referred to as a support, PAI teachers also mention limited access to information or devices as an obstacle for some students.
- d. Peer Influence: During learning, invitations to play from classmates can disrupt the concentration of students who are not initially interested.
- e. Overall, the improvement of students' learning independence at SMPN 3 Rantau Utara is the result of a collaboration between PAI's teacher assessment strategy, school support, and the active role of the students themselves, although there are challenges that need to be overcome.

## Conclusion

This study investigates the learning independence of students, the role of teacher assessment, and indicators of independence in PAI subjects at SMPN 3 Rantau Utara. Learning independence, which is essential for character formation and future readiness, still shows variation among learners in the school; Some have been proactive, while others still require guidance in initiative and confidence. PAI teachers have implemented various assessment strategies, including the use of appropriate methods (projects, portfolios, self-assessments), the assignment of independent assignments, and formative assessment practices with constructive feedback and rewards. This approach is effective in encouraging students to understand their self-progress, take initiative, and take responsibility for their learning process.

Students' learning independence is identified through indicators of confidence, responsibility, activeness, and discipline. Improvements in these aspects are supported by teachers' efforts in assessment, school support (training, facilities), and students' intrinsic motivation. However, there are challenges such as

variations in student motivation, lack of support from home, limited access to technology, and peer influence that require ongoing attention to optimize learning independence.

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