



Students' Problem on Mastery of Islamic Religious Education Subject in Pandemic and Implications For The Curriculum Completeness and Competence Quality

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OPEN ACCESS

ISSN 2548 2254 (online)

ISSN 2089 3833 (print)

Edited by:

Enik Setiyawati

Reviewed by:

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Naufal Ishartono

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Received: 15 December 2022

Accepted: 11 October 2023

Published: 2 February 2024

Citation:

Dini Himmatul Ulya,

Raharjo, Ikhrom (2024)

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Of Islamic Religious Education

Subject In Pandemic And

Implications For The

Curriculum Completeness And

Competence Quality

Pedagogia: Jurnal Pendidikan. 13:1.

doi: 10.21070/pedagogia.v13i1.1555

Problems of learning Islamic Religious Education (PAI=Pendidikan Agama Islam) during the pandemic have been discussed a lot, but have not related much to the mastering PAI learning materials. During the pandemic students' mastery decreased. The purpose of this study was to analyze the problem of student mastery in Islamic Religious Education during the Covid-19 pandemic. The analysis includes: a description of students' mastery of material problems and their implications for curriculum completeness and competence quality. This qualitative research relies on interview, observation, and documentation data. The research participants involved 30 students and 6 teachers at SDI Luqman al-Hakim, SDN Integrated Model, and SDN Sobontoro I Bojonegoro. The results showed that based on the learning outcomes document, all students had exceeded the passing grade. but based on interviews, they do not understand the material they have studied. The problem of students' mastery of Islamic Religious Education during the Pandemic period was in the form of low achievement of cognitive aspects, inaccessibility of affective and psychomotor aspects. In line with that, the problem of student mastery of the PAI material has an impact on the problem of curriculum completeness and the quality of student competence. The results of this study recommend the importance of supporting institutional infrastructure, teachers and parents at home.

Keywords: Student Learning Problems, Mastery of the Material, Learning during the Pandemic

INTRODUCTION

Teacher as an educator cannot be replaced by any sophisticated technology. Teacher's role is not only to teach knowledge to students, but s/he has a role in giving an example in her/his attitudes and behaviors, educating the character, ethics and morals of students. Teacher also acts as a motivator and inspirator. This part is an important component so that the existence of the teacher cannot be replaced (Lubis, 2019)

During the Covid-19 pandemic there was a change in learning from traditional learning to technology-based learning (Al-Taweel, Abdulkareem, Gul, & Alshami, 2021). Technology-based learning is carried out remotely and limited face-to-face as a solution offered to continue learning. In distance and limited face-to-face learning, most students and teachers are expected to be able to adapt to changes in the learning process. They make adjustments to the provisions that apply to a limited interaction, material and time that causes less maximum learning (Wijaya, Sudjimat, & Nyoto, 2016). The less maximum interaction and learning process impacts on the non-reached curriculum and competence achievements (Gupta et al., 2021).

The impact of distance learning during the pandemic period is the occurrence of learning loss, which is a phenomenon in which a generation loses the opportunity to increase knowledge due to the delay in the teaching and learning process. Children spend less time learning during long distance learning. The results of (Engzell, Frey, & Verhagen, 2021) study show that students are minimum, or there is no, progress during long distance learning and demonstrate greater losses in countries with weak infrastructure or longer school closure. Similar research written by (Schuurman, Henrichs, Schuurman, Polderdijk, & Hornstra, 2021) states that distance learning causes discontinuity in the growth of student achievement and causes the loss of learning an average of 2.47 months in mathematics and 2.35 in understanding reading, exceeding the duration of school closure.

The phenomenon of learning loss then also affects students' mastery of Islamic religious education (PAI) materials experienced a drastic decline during pandemic. Some previous researches' results show that during the pandemic students' mastery decreased, as the results of the study written by (Noviyanti, Magfiroh, Wahyudi, & Puji, 2020) that there is a decrease in the quality of student knowledge between before and during pandemic. In line with the results of the study, (Nila Lestari & Syaimi, 2021) stated that student learning outcomes before pandemic were higher than student learning outcomes during pandemic Covid-19.

The purpose of this paper is to complete the shortcomings of previous writings by analyzing the problems that occur in student mastery in Islamic Religious Education material during the Covid-19 pandemic and its impact on curriculum completeness and competence quality. This research provides information to develop insight, enrich knowledge, and become informative material about students' problems in mastering Islamic Religious Education materials in the Pandemic Period. For teachers, this research can be used as evaluation material to provide solutions to the problem of student mastery in Islamic Religious Education during the Pandemic. The research is based

on the argument that students' problems in mastering Islamic Religious Education materials during the Covid-19 pandemic can be fatal to the threat of learning Islamic Religious Education in the present and in the future.

METHODS

The type of research used in this study is a field study with qualitative descriptive method. Focus of this research is divided into two, formal and material objects. The formal object in this study is the problem of student mastery focused on the aspects of cognitive mastery, while the material object in this study is the material of Islamic religious education. The research was conducted at three elementary schools in Bojonegoro: SDN Sobontoro I, SDN Integrated Bojonegoro Model, and SDI Luqman Al-Hakim.

Data collection methods are carried out using three ways: interviews, observation, and documentation. The interview method was conducted to get informant data from students, Islamic religious education (PAI) teachers and classroom teachers. The observation method is used to observe the learning process of PAI in class V. Observation is used to obtain student problem data on the mastery of PAI material in the pandemic period and its impact on curriculum completeness and competence quality. Documentation method is used to obtain data in the form of documents related to the students' daily activities of PAI Material. One way to test the validity of data is to use data triangulation. In this study the validity of the data was tested using triangulation of the source and triangulation of the method. Source triangulation is carried out to test the validity of data by conducting interviews with several subjects: several students, PAI teachers, and classroom teachers to answer the equal questions. While the triangulation of the method is used to test the validity of the data obtained using interviews, observations, and documentation.

Data analysis in this study consists of three processes: data reduction, data display, and data verification (Miles & Huberman, 1994). Data reduction in this study was carried out by drawing the results of collected data from documentation of student learning outcomes, the process of learning PAI learning activities in class, and interviews that triggered students' problems in mastering PAI material and their impact on curriculum completeness and competence quality. Data that has been arranged clearly and systematically will help the reader easily understand the concepts and content of the data that has been presented. The results of documentation, observation, and interviews with several sources that have been presented systematically can be drawn initial conclusions. Student problem data and its impact on the curriculum completeness and the competence quality in the Luqman Al-Hakim Elementary School can be drawn initial and verified because it has been supported by strong evidence and theories. While the problem data and its impact on the curriculum completeness and the competence quality in the Integrated Model SDN and Sobontoro SDN I are re-checking and then concluded and verified.

FINDINGS AND DISCUSSION

Student Problems in Mastering PAI Materials in the Pandemic Period

The results of the study show that the problem of students' mastery of PAI material during the pandemic at SDN SobontoroI, SDN Integrated Model Bojonegoro, and SD Integral Luqman al-Hakim located in Bojonegoro are as follows:

First, the problem of students' mastery in the cognitive aspect shows that students do not really understand the material of Islamic Religious Education. The lack of students' understanding of PAI material during the pandemic occurred at SDN Sobontoro I, SDN Model Terpadu, and SDI Luqman al-Hakim. The results of interviews with PAI teachers, classroom teachers, and students show that there are problems that occur in students' mastery of cognitive aspects in the three schools which tend to be the same, namely the low understanding of Islamic Religious Education learning materials. In addition, the implementation of distance learning becomes less effective and less interactive. These problems are interrelated which causes students' mastery in cognitive aspects to tend to decrease. The results of the PAI teachers interviews regarding students' mastery of the cognitive aspects stated:

[Table 1 about here]

The statement of the PAI teacher in the three schools was also reinforced by the class teacher's statement about the problems that occurred in the cognitive aspect when learning PAI during the pandemic. The results of the class teacher interview stated;

[Table 2 about here]

In line with the results of interviews with PAI teachers and classroom teachers, these students also stated that they experienced problems in mastering PAI material on the cognitive aspect.

[Table 3 about here]

Students' mastery of the cognitive aspect of PAI material has decreased since the pandemic. Distance learning is said to be not optimal in delivering material. Some students at three elementary schools in Bojonegoro said that they could not understand the material presented by distance learning. This is due to the limited explanation from the teacher so that distance learning becomes less meaningful for students. Less meaningful learning makes the teacher give assignments after the material is delivered. The goal is that students master the cognitive aspects. The assessment is carried out as an effort to obtain comprehensive information related to the extent of students' learning abilities and progress (Herlambang & Yulia, 2022). Another reason for the lack of students' understanding of PAI material is the low interest in student learning, especially interest in reading. (Fahmy et al., 2021) stated in their research

that reading activities carried out by students tended to be only due to teacher assignments and orders from parents. The duration of student reading is only limited to 10 to 30 minutes. Students begin to assume that reading is a normal routine, without any motivation and feeling happy when doing it. Distance learning changes students' dependence on teachers, friends, and books towards independence in learning (Abidah et al., 2020). Learning resources during distance learning can be obtained from many things. Students can easily obtain material explanations from television and the web that have been suggested by the Ministry of Education and Culture, learning videos, and digital books. However, not all students can use it. On the contrary, students use Google to find answers to the tasks given. So, they obtained scores over the passing grade, but in reality, their understanding decreases. The low mastery of students on PAI material is seen when face-to-face learning is limited. Student learning outcomes decreased when compared to learning outcomes during distance learning. In line with research written by (Muassomah & Abdullah, 2021), learning during a pandemic reduces children's understanding of science. This is because the explanation originally given by the teacher was replaced with technology that students had to access independently. The research results are also supported by (Noviyanti et al., 2020)'s finding that there was a decline in the quality of student knowledge between before and during the pandemic. The explanation emphasized that during the pandemic students were less able to understand PAI learning materials. This is based on the results of research at three elementary schools in Bojonegoro and various research results which state the lack of understanding of students during learning during the pandemic.

Second, the problem of student mastery in the affective aspect was explained by PAI teachers from three elementary schools in Bojonegoro. They said that they have problems in controlling and evaluating students' attitudes. The affective aspect is the most difficult aspect to achieve. This is evidenced by changes in student attitudes at the beginning of the limited face-to-face learning month. The results of interviews with PAI teachers, classroom teachers and students indicated that changes in students' attitudes after distance learning actually occurred. The forms of change in student attitudes vary from school to school. At SDN Sobontoro I, most of the students were bullying, at SDN Model Terpadu the difficult thing to manage was talking dirty, and at SDI Luqman al Hakim the social psyche of students decreased because they were too often alone. This change is because the teacher has difficulty directing and controlling the affective aspects of students. During distance learning, mastery of affective aspects is seen from the discipline and responsibility of students in completing assignments. Discipline and responsibility that teachers can monitor from student activities also tend to decrease when compared to before distance learning. The results of the PAI teachers, classroom teacher, and students interviews regarding students' mastery of the affective aspects stated:

[Table 4 about here]

[Table 5 about here]

[Table 6 about here]

Changes and technological advances are a serious challenge for the education component in order to go through the transition in accordance with the demands of progress, not infrequently changes lead to serious obstacles (Gilang, 2020). Distance learning is difficult to reach students' affective aspects. Teachers' attention is limited in controlling students remotely. Teachers can only control students during learning activities via Zoom by observing the responses given by students. There are students who actively provide responses, actively ask questions, up to those who only listen without any response. If schools do not use a synchronous approach, teachers will be more limited in identifying student responses as learning activities take place through texts, on-time submission of student assignments, and responsibility for completing assigned tasks.

Discipline, honesty, and responsibility when distance learning is not an easy thing. Students are late and do not even take lessons according to the specified schedule, collect assignments beyond the allotted time, are dishonest in doing assignments, and some do not collect assignments that have been given by the teacher. There is a similar study written by (Mila, Ahdar, & Natsir, 2021) which states that the independence and responsibility of students during distance learning cannot be fully implemented properly. For this reason, collaboration between teachers and parents is needed so that they can provide attention and guidance in learning and behaving. The educational situation during the pandemic demands maximum involvement of parents and more intense communication with teachers in reporting child development (N Lestari, G, A, M, & Y, 2020)

In fact, some parents have not had the opportunity to pay attention and understand their child's development. Some hand over the responsibility of education to tutors, some leave their children to be cared by their grandparents, until their children (students) are required to be independent. This is emphasized by research stating that the problems for parents in accompanying children to study at home during the pandemic are the lack of understanding of the material by parents, the difficulty of parents in growing their children's interest in learning, not having enough time to accompany their children because they have to work, and parents are impatient in accompanying children while studying at home (Wardani & Ayriza, 2021). Changes in attitude are also different. Students who are cared by their grandparents tend to be disoriented, and students who are required to learn independently have difficulty controlling themselves, such as playing a lot of gadgets because they feel lonely which results in high ego, and easily angry when there is a little social friction with friends.

Third, the mastery of the psychomotor aspects of PAI material experienced problems during distance learning in the pandemic era. The problem is the level of student mastery in the psychomotor aspect only to the stage of imitating the video sent by the teacher. The results of interviews with PAI teachers, classroom teachers, and strengthened by the results of student interviews indicated that there were problems in mastering PAI material on the psychomotor aspect. The lack of mastery of student skills is due to the lack of direct and detailed assistance

and direction from the teacher. In addition, students only send videos to complete assignments but are not maximized, and the teacher's assessment is limited to videos sent by students. The results of the PAI teachers, classroom teacher, and students interviews regarding students' mastery of the psychomotor aspects stated:

[Table 7 about here]

[Table 8 about here]

[Table 9 about here]

In practice, teachers have difficulty providing direction and assessing students' psychomotor abilities. The teacher also did not pay attention to the video sent by the students until the end. The psychomotor aspect assessment was taken from a brief video playback. Parental assistance is needed in the psychomotor aspect until the student has really mastered a skill. (Dewi, 2020) stated in her writing that to optimize a child's development, one thing that must be done is that education must involve the child's social environment or the community he or she is in. In line with that, (Kurniasari, Ngazizah, & Khaq, 2021) stated the same thing that guidance from parents to develop children's skills is still limited to readiness and guidance, the application of the understanding gained cannot be applied in real life, so that students' psychomotor abilities have not developed optimally.

Mastery of students in psychomotor aspects can be done by sending learning videos as examples for students to observe and imitate. This method can meet the lowest psychomotor level. Students observe a stimulus in the form of a movement from a teacher then students respond by doing the same movement or imitating (Kennedy, 2020). However, the solution of sending videos for students' mastery of skills cannot be maximized. (Muthalib, Aisyah, Sukari, & Aulia, 2020) stated in their research that the problems of psychomotor aspects during the pandemic are not being able to optimally review student development, reduced student desire to learn, and it is a little difficult to assess children's psychomotor or physical abilities assessment in existing lessons. practical value, especially PAI learning.

The description above clarifies the existence of students' problems in mastering the psychomotor aspect of the material. This is based on the results of previous researches that although there are learning innovations using video, the role of the teacher cannot be replaced with any sophisticated technology (Lubis, 2019). The result will certainly not be as optimal as learning that is carried out face-to-face in the classroom.

Implications of Student Mastery Problems in Islamic Religious Education Materials in a Pandemic Period on Curriculum Completeness and Competence Quality

During the pandemic, student learning outcomes have increased and have reached the passing grade. This shows that

the curriculum has been achieved in distance learning during the pandemic. After about a year of implementing distance learning, the government allowed limited face-to-face learning. The results of interviews with PAI teachers show that there are differences in student mastery when distance learning and limited face-to-face learning are limited. Student mastery decreases when face-to-face learning is implemented with curriculum completeness not being achieved. In addition to the results of interviews with PAI teachers, there are also results of classroom teacher interviews about curriculum completeness when face-to-face learning is limited. The results of interviews with classroom teachers from three elementary schools in Bojonegoro show the equal results. The achievement of the curriculum in learning during the pandemic is felt to be lacking. Some aspects of the material have not been mastered by students.

Learning outcomes during distance learning have reached the passing grade. This is due to the large number of learning resources that can be used to answer questions. In line with the description above, (Widya Fatmawati, Heru Sri Suryanti, & Widyaningrum, 2021) states the same thing that student learning outcomes in direct learning on the cognitive aspect show an average score of 80, the psychomotor aspect shows an average value of 84, and affective aspect shows good results. While in distance learning, student learning outcomes increase, the average cognitive aspect becomes 83, the average psychomotor aspect becomes 82, the affective assessment also shows good results. However, on the affective aspect, the teacher did not conduct an assessment according to the procedure. Assessment of affective aspects is done by observing students' attitudes even though it is very limited and with the previous value benchmark.

The decline in student mastery of PAI material during the pandemic was proven when limited face-to-face learning began to be implemented. At school students can only rely on their ability to master the material that has been presented previously. The results of the observations showed that students did not seem to be able to re-explain the material presented by the teacher correctly using their own language, there were still few students who recorded the important things they had learned, and almost no students asked questions according to the material that had been explained. Most of them asked because they did not understand the questions and task instructions from the teacher. This is also strengthened by the limited face-to-face learning outcomes document. As many as 50% of the mastery of fifth grade B students at SDI Luqman al-Hakim did not meet the passing grade.

There are some student scores who do not reach the passing grade based on document data on learning outcomes when face-to-face learning is limited. The quality of the competence of SDN Sobontoro I students can be seen based on the passing grade of 65, while the predicate A (very good) with a range of 88-100, B (good) with a range of 77-88, C (enough) with a range of values 65-77, and D (needs guidance) score range is less than 65. The quality of competency of SDN Model Terpadu and SDI Luqman al-Hakim students based on the passing grade of 70, while the A (very good) score ranges 90-100, B (good) score ranges 80 -90, C (adequate) score ranges 70-80, and D (need guidance) score ranges less than 70.

Based on the value of the cognitive aspect of SDI Luqman

al-Hakim students, there were 89% of students who completed with very good quality, 5% of students completed with good quality, and 5% of students completed with sufficient predicate. The Integrated Model Elementary School was wholly completed with very good quality, and Sobontoro I Elementary School there were 21% of students who completed with very good quality and 79% of students completed with good quality. The quality of the competence of students' cognitive aspects in distance learning is detailed in the following table:

[Table 10 about here]

The quality of student competence in the psychomotor aspect at SDI Luqman al-Hakim shows that 16% of students complete with very good quality and 84% of students complete with good quality. At SDN Model Terpadu 100% of students completed with very good quality, and at SDN Sobontoro I 32% students completed with very good quality and 68% of students completed with good quality. The quality of students' psychomotor aspects of competence in distance learning is detailed in the following table:

[Table 11 about here]

In limited face-to-face learning, the mastery of cognitive aspects of SDI Luqman al-Hakim students shows that 15% of students complete with very good quality, 30% of students complete with good quality, 30% of students complete with sufficient quality, and 25% of students do not complete and require guidance. At SDN Model Terpadu there are 6% of students who complete with very good quality, 59% of students complete with good quality, and 35% complete with sufficient quality. At SDN Sobontoro I, there are 14% of students who complete with very good quality, 75% of students complete with good quality, and 11% of students complete with sufficient quality. The value of students' cognitive aspects in limited face-to-face learning is detailed in the following table:

[Table 12 about here]

The quality of student competence in the psychomotor aspect at SDI Luqman al-Hakim shows that 95% of students complete with very good quality and 5% of students complete with good quality. At SDN Model Terpadu there are 9% of students who complete with very good quality, 79% of students complete with good quality, and 12% of students complete with sufficient quality. At SDN Sobontoro I there are 21% of students completed with very good quality and 79% of students completed with good quality. The quality of students' psychomotor aspects of competence in distance learning is detailed in the following table:

[Table 13 about here]

The incompleteness of students' cognitive aspects in face-to-face learning is limited due to students' problems in mastering the cognitive aspect of material, namely the lack of student understanding of PAI material. The emergence of mastery problems is triggered by several factors: motivation,

interests, factors of parents, teachers, and friends, as well as technical constraints. In addition, during distance learning students tend to rely on advanced technology and home-study companions to get good grades. (Sutangsa, 2021) states that student learning outcomes do not meet classical completeness, and there are several obstacles felt by students, teachers and parents in distance learning including those related to student motivation, teacher readiness, and participation in mentoring parents.

This data contradicts the data on cognitive learning outcomes at SDN Model Terpadu and SDN Sobontoro I, where all students reach the passing grade. High student scores are obtained both when distance learning and face-to-face learning are limited. In distance learning, students' learning outcomes in cognitive aspects are quite high. In limited face-to-face learning, the learning outcomes of Integrated Model Elementary School students decreased compared to those of distance learning. However, student scores still reach the passing grade and scores tend to be high. The same thing also happened at SDN Sobontoro I that the learning outcomes of students' cognitive aspects in distance learning had reached the passing grade. In limited face-to-face learning, student learning outcomes in cognitive aspects have decreased. However, student learning outcomes still reach the passing grade. The completion of students' cognitive learning outcomes was caused by the weight of the questions that were lowered during the pandemic. Teachers are given the freedom to design lessons using several platforms that can be accessed by students easily, to design questions, and to self-assess. Autonomy regarding matters relating to school activities is fully regulated by the school (Fatmawati, 2021)

The completeness of student learning outcomes in PAI material when face-to-face learning is limited is not in line with interview and observation data which states that the decline in student learning outcomes is about 50% of learning outcomes during distance learning. Even though student scores look good, if viewed from the quality of competence, they are actually still below the quality of scores before the pandemic. This is because the provisions in curriculum simplification have conditions that need to be considered by schools, i.e., students are not burdened with completing the curriculum and can achieve the requirements for grade promotion and graduation requirements (Fatmawati, 2021). The consequences of these two things show that learning during a pandemic is an emergency learning so that an emergency learning evaluation will emerge. In the evaluation of emergency learning the teacher was forced to reduce the difficulty level of the instrument. It is also happened to the assessment of psychomotor and affective aspects. Student mastery on psychomotor aspects in distance learning can be replaced by learning videos but cannot be maximized. The teacher also has difficulty assessing the students' psychomotor to what level of mastery it is and it is feared that there are parts that are left behind. In line with this, research written by (Kurniasari et al., 2021) states that distance learning causes students' psychomotor abilities to not develop optimally.

Students' mastery of affective aspects that are difficult to reach during the pandemic has an influence on their learning mastery. Teachers at three elementary schools in Bojonegoro at the time of distance learning did not make assessments

according to the assessment procedure. Teachers only rely on limited observations and leave the affective development of students to parents. There must be cooperation between all parties. Students and parents actively participate in teaching and learning activities from home (Trisnawati, 2021). Students' mastery of affective aspects in limited face-to-face learning can be seen significantly decreased. The decline in students' mastery in the affective aspect that was most dominant based on the results of teacher interviews was students with minimal assistance and direction from their parents. The results of observations and the results of the assessment of affective aspects in limited face-to-face learning at SDN Sobontoro I stated that students needed further guidance. While the results of the assessment of the affective aspects of the fifth-grade students of the Integrated Model Elementary School show that all students are good in being honest, disciplined, responsible, polite, caring, confident and the fifth-grade students of SDI Luqman al-Hakim most of the students are very good in behavior and some students need guidance.

Based on the results of teacher interviews, the assessment at the time of distance learning was based on the previous semester's grades. It was also expressed by (Waltini, 2021) in his writing which stated that the pandemic hit had immediately become the main factor in the announcement of an inadequate assessment. From several Whatsapp groups consisting of educators throughout Indonesia, most of the assessments were copied from the scores of the previous semester. Some of them process the assessments carried out in the half-semester that have been going on and then stop, and a small part is processing the scores before the pandemic and several online meetings that have occurred. The result is an assessment that does not require completion of the curriculum, placing students without even learning in a safe position. This reflection then becomes a contributor to the dilemma of the next semester's assessment.

From the three schools, it can be seen that the curriculum achievement on the cognitive aspect is more emphasized, the psychomotor aspect can be done with limitations, but the affective aspect is the most difficult to reach. The quality of pandemic learning does experience many limitations when viewed from the inhibiting factors that dominate more than the supporting factors. Basically, we are not ready for this situation. Even the impact of the pandemic is still felt to the point of endemic, to face-to-face learning. In line with this, (Jayani, 2021) revealed that the impact of distance learning is the reduced quality of education received by students and will only be felt in the long term with the productivity of Indonesian students in the future.

CONCLUSIONS

The problem of students' mastery of Islamic Religious Education materials during the Pandemic in the form of low understanding of cognitive aspects, lack of reach of affective aspects and psychomotor aspects. Students' problems in mastering Islamic Religious Education materials during the pandemic have implications for curriculum completeness that has not been achieved during limited face-to-face learning. So that the cognitive, affective, and psychomotor mastery of

students on PAI material cannot be maximized. Although student scores look good, the quality has decreased compared to before the pandemic due to the simplification of the curriculum.

The limitations of this study lie in; 1) Data retrieval using only data from assessment results from PAI teacher documentation containing students mastery. It would be better if using test questions and independent observations made to obtain more valid data. 2) The findings of this study are only valid for a limited time during the pandemic. The results of this study find and analyze student problems in mastering PAI material during the pandemic so that it can be used as a reference for the right solution in solving educational problems.

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Conflict of Interest Statement: The authors declare that there is no conflict of interest in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Table 1 / Results of PAI Teachers Interviews Regarding Students' Mastery of Cognitive Aspects

| PAI Teachers | Mastery of Cognitive Aspects | Meaning/code |
|---------------------|--|---|
| SDILH | Anak-anak sudah merasa enak di rumah, kalau diajar di kelas itu agak males-males gitu. Misal kalau di kasih tugas itu kayak ngeluh gitu. Katanya enak di rumah Ust, di rumah bisa dikerjakan dan dibantu sama kakakya atau siapa gitu. Kan jadi mengurangi semangat belajarnya anak, mengurangi kemampuan berpikir dan memahami materi. Kalau di sekolah kan dia belajar bagaimana caranya bisa, kan gitu | There are problems of students' mastery of the cognitive aspect |
| SDMT | Nilainya merosot sekali ketika luring. Kan ini kita masa transisi ya. Ketika daring nilainya bagus-bagus, ketika luring, ditanya gak bisa apa-apa. Jadi nilainya kalau daring itu tinggi kalau pas luring faktanya itu nol. Kalau di rumah kan sumber dayanya banyak, ada tanya kakak, ada orang tua, ada Google, dan sebagainya | There are problems of students' mastery of the cognitive aspect |
| SDS1 | Kalau di sini (di sekolah) kan mengandalkan kemampuan sendiri Penguasaan siswa secara kognitif saat pembelajaran jarak jauh itu menurun. Karena kita sebelumnya belum pernah melakukan pembelajaran jarak jauh jadi perlu adaptasi. Dari hasil belajar siswa saat pembelajaran daring itu meningkat, nilainya bagus-bagus, tapi saat pembelajaran sudah mulai tatap muka itu nol. Beberapa yang pas daring nilainya bagus ternyata saat belajar di sekolah nilainya 50% di bawah nilai saat daring. | There are problems of students' mastery of the cognitive aspect |

Table 2 / Results of Class Teachers Interviews Regarding Students' Mastery of Cognitive Aspects

| Classroom Teachers | Mastery of Cognitive Aspects | Meaning/code |
|---------------------------|---|---|
| SDLH | Berhubungan dengan materi, anak itu dengan adanya tatap muka jadi ada panutan, kemudian pembelajaran secara langsung itu kan kalau mau bertanya, menjelaskan, itu lebih nyaman, berbeda dengan pembelajaran online, karena terbatas dengan jarak dan kurangnya fasilitas yang mendukung jadi pemahaman terhadap materi itu kurang sehingga ketuntasan capaian belajar juga kurang | There are problems of students' mastery of the cognitive aspect |
| SDMT | Handphonenya ikut orang tua, jadi siswa kadang telat mengirim tugas, telat join pembelajaran, yang tentu pada masa daring pemahaman siswa menurun, karena tidak ada target capaian belajar, yang penting pembelajaran tetap jalan | There are problems of students' mastery of the cognitive aspect |
| SDS1 | Kendala yang terjadi pada Anak SD tentunya penalarannya masih banyak bersifat abstrak, banyak yang belum bisa menganalisa masalah, oleh karena itu butuh penjelasan yang sangat detail pada anak didik untuk pembelajaran yang sifatnya memperjelas secara nyata pada anak didik terlebih jika pembelajaran dilaksanakan dengan jarak jauh | There are problems of students' mastery of the cognitive aspect |

Table 3 / Results of Students Interviews Regarding Students' Mastery of Cognitive Aspects

| Students | Mastery of Cognitive Aspects | Meaning/code |
|----------|---|---|
| SDILH | Soalnya kalau online itu kayak nggak masuk di otak gitu, terus penjelasannya itu kurang mengerti karena kadang signal bagus kadang juga jelek Terus kurang lama kalau waktunya sedikit kalau kita tanya-tanya itu kan waktunya sedikit jadi kurang ngeri, kurang lama jelasannya, kalau waktunya lama kan jadi banyak dijelaskannya | There are problems of students' mastery of the cognitive aspect |
| SDNMT | Kalau pas daring jarang memperhatikan, karena gurunya fokus ke yang lain, yaudah aku tinggal aja. Enak kalau daring juga karena bisa cari jawaban di Google hehe. Gak usah baca tinggal ngetik di Google. Kalau di sekolah kan gak bisa, harus baca. Kadang males juga karena kebanyakan tugasnya | There are problems of students' mastery of the cognitive aspect |
| SDS1 | Dikasih tahu halamannya, disuruh ngerjakan, kalau sudah dikumpulkan. Gurunya tidak menyetakan disuruh memahami sendiri | There are problems of students' mastery of the cognitive aspect |

Table 4 / Results of PAI Teachers Interviews Regarding Students' Mastery of Affective Aspects

| PAI Teachers | Mastery of Affective Aspects | Meaning/code |
|--------------|--|---|
| SDLH | Kemudian afektif siswa. Kita memang kesulitannya saat daring itu kan di bagian sikap ya. Kalau yang lain meski terbatas juga tapi kita bisa upayakan. Seperti pemahaman dan keterampilan siswa itu kita bisa siasati dengan Zoom. Kalau sikap kita bisa mengamati sikap siswa saat Zoom tapi hanya terbatas pada itu. Padahal sikap itu perlu dibiasakan, butuh teladan. | There are problems of students' mastery of the affective aspect |
| SDMT | Untuk afektif itu kalau daring kan susah jadinya. Kita bisa menilai dari ketika guru ngomong tidak di mute, dia ngomong sendiri, dan gitu hanya sedikit dari kehidupannya anak di afektifnya. Jadi kalau afektif kita susah ngukurnya | There are problems of students' mastery of the affective aspect |
| SDS1 | Kesulitannya pas daring, kita tidak bisa memantau sikap siswa, jadi kita serahkan sepenuhnya kepada orang tua. Minimal kita bisa mengontrol dari kedisiplinan siswa dalam mengumpulkan tugas, kehadiran siswa, dan tanggung jawab siswa menyelesaikan tugas-tugas | There are problems of students' mastery of the affective aspect |

Table 5 / Results of Class Teachers Interviews Regarding Students' Mastery of Affective Aspects

| Classroom Teachers | Mastery of Affective Aspects | Meaning/code |
|--------------------|--|---|
| SDLH | Karena PAI itu di dalamnya ada materi adab dan ada materi akhlak. Kalau materi adab dan akhlak secara online tidak mungkin, karena murid itu membutuhkan teladan, murid itu membutuhkan figur, nah membutuhkan teladan dan figur itu harus berinteraksi, berhadapan. Ketuntasan secara adab atau akhlak di materi PAI itu kurang. Kalau materi pengetahuan, keilmuan, ya bisa, tapi ya itu tadi, kurang lebih 90% karena kan daring. | There are problems of students' mastery of the affective aspect |
| SDMT | Sikap yang sulit diatur itu pas awal-awal masuk pembelajaran tatap muka terbatas. Di bulan pertama itu siswa seperti tidak anak sekolah kebiasaan yang dilakukan di sekolah jadi hilang. Misalnya buang sampah itu dulu sudah bagu buang sampah pada tempatnya. Kalau awal masuk PTM itu buang sampah sembarangan. | There are problems of students' mastery of the affective aspect |
| SDS1 | Begitu juga dengan sikap. Siswa perlu teladan, perlu diarahkan, dan diperhatikan sedangkan kalau di sini kan kebanyakan orang tuanya pada kerja dan ada juga yang tinggal bersama kakek neneknya. Jadi kalau tidak mendapat arahan dari yang mengasuhnya ya susah, jadi seandainya sendiri. Seperti yang terjadi saat awal masuk pembelajaran tatap muka terbatas itu benar-benar guru sulit mengontrol anak-anak. | There are problems of students' mastery of the affective aspect |

Table 6 / Results of Students Interviews Regarding Students' Mastery of Affective Aspects

| Students | Mastery of Affective Aspects | Meaningicode |
|----------|--|---|
| SDILH | Lebih males, jarang ketemu temen-temen, terus tugasnya jarang ditagih. Kalau PAI sering ditagih tapi aku sering lupa ngerjakan juga, jadi molor-molor gitu. Dan jarang juga ngerjakan tugas gara-gara lupa, kadang ya males. Lupa itu karena tak tinggal main kalau gak gitu abi sama umi itu gak ngintoin | There are problems of students' mastery of the affective aspect |
| SDNMT | Telat Zoom, kan hpnya di bawa mama lah mama ketiduran. Biasanya kalau dibangunin nanti nanti. Sering game, kalau dulu itu belajar terus. Tapi sekarang gara-gara belajarnya di rumah jadi kecanduan. Terus kadang gurunya terlambat kalau belajar daring, kadang saya juga telat karena mandi dan sering tidak ikut belajar di google meet karena ketiduran. Males aja jadi ditinggal main. Dan jarang ngumpulkan tugas, soalnya mama tak bohongin kalo gak ada tugas. Kalau semangat belajar pas daring sih sedikit, soalnya kalau belajar di rumah itu diganggu adek, kayak pengen ikut gitu | There are problems of students' mastery of the affective aspect |
| SDS1 | Belajar pakek hp sendiri tapi kalau belajar pakeknya hp ibu, soalnya kalau hp sendiri malah digunakan buat main | There are problems of students' mastery of the affective aspect |

Table 7 / Results of PAI Teachers Interviews Regarding Students' Mastery of Psychomotor Aspects

| PAI Teachers | Mastery of Psychomotor Aspects | Meaning/code |
|--------------|--|---|
| SDLH | Kalau untuk praktek wudlu, sholat, yang bagian psikomotor itu sebelumnya kita mengirimkan video contohnya dulu, nanti anak-anak bisa menirukan. Tapi kemarin yang susah nya itu pas bagian praktek sholat, karena kalau video praktek sholat kan panjang ya, jadi kurang mengeria. Ini bacaannya dia kurang apa tidak itu belum tau menyeluruh | There are problems of students' mastery of the psychomotor aspect |
| SDMT | Namanya belajar di rumah kan beda-beda yang mendampingi. Kalau biasanya di sekolah kita dampingi anak untuk mengulang-ulang keterampilan yang harus mereka kuasai. Tapi kalau di rumah mereka tidak terlalu maksimal sehingga setelah mengumpulkan video ya sudah. Lupa | There are problems of students' mastery of the psychomotor aspect |
| SDS1 | Penilaian keterampilan dilakukan dengan guru mengirimkan video materi pembelajaran, contohnya video untuk menghafal nama-nama nabi. Kemudian saat praktek, siswa merekam dan mengirimkan kepada guru | There are problems of students' mastery of the psychomotor aspect |

Table 8 / Results of Classroom Teachers Interviews Regarding Students' Mastery of Psychomotor Aspects

| Classroom Teachers | Mastery of Psychomotor Aspects | Meaning/code |
|--------------------|---|---|
| SDLH | berkaitan dengan kalfiyah, misalkan wudlu tidak hanya cukup dengan teori tapi dengan praktek dan penugasan. Kemudian ada tes untuk menguji sejauh mana anak itu menguasai materi tersebut, menyampaikan prakteknya, diben contoh, praktek sendiri dengan dipandu, kemudian membiasakan dalam kehidupan sehari-hari Kalau pada masa daring ini dia mengirim video, jadi bagaimana ketika dia wudlu di video. Sebelumnya guru juga memberikan contoh video tata cara melakukan misalnya wudlu, sholat, dsb. Tapi kembali lagi, proses pembelajaran tanpa kehadiran seorang guru itu memang tidak bisa maksimal | There are problems of students' mastery of the psychomotor aspect |
| SDMT | Untuk keterampilan siswa, kita biasanya kirim video sebagai contoh untuk ditiru, kemudian siswa mengirim hasil proses belajar keterampilannya dengan merekam video dan mengirimkannya ke guru. Tapi dengan cara itu kekurangannya kita tidak tahu secara pasti seberapa tingkatan kemampuan keterampilan siswa. | There are problems of students' mastery of the psychomotor aspect |
| SDS1 | Penguasaan keterampilan siswa untuk tingkat sekolah dasar itu ya memang harus jelas mengajarkannya. Kalau daring solusinya dengan memberi contoh melalui video. Cuma ya kurang semaksimal kalau dengan gurunya langsung. Kadang dajari gurunya berkali-kali saja masih ada yang lupa dan telat apalagi dengan video jika tanpa dampingan orang tua. | There are problems of students' mastery of the psychomotor aspect |

Table 9 / Results of Students Interviews Regarding Students' Mastery of Psychomotor Aspects

| Students | Mastery of Psychomotor Aspects | Meaning/code |
|----------|--|---|
| SDILH | Terus kalau ustadzah nerangin itu keputus-putus. Kalau di sekolah kan kalau ustadzah nerangin itu kan bisa ngomong-ngomong sama temen, misalnya habis rukuk itu apa aku ndak tau, nah itu tanya ke temen. Kalau online kan gak bisa gitu. Kita Cuma diem lihat ustadzah nerangin. Kalau hafalannya VC. Pernah juga kalau belum hafal di samping hp ada buku hafalannya | There are problems of students' mastery of the psychomotor aspect |
| SDNMT | Kalau daring itu ribet aja gitu sambil bawa hp ke sana ke sini, ngrekamnya susah. Hafalan juga kalau belum lancar kadang nyontok dikit-dikit. | There are problems of students' mastery of the psychomotor aspect |
| SDS1 | Kalau daring agak susah, agak bingung. Kalau praktek sama aja sih, kalau daring juga bisa paham. Terus kalau disuruh hafalan itu pernah gitu disebelah hp kalau belum hafal ada contekannya, hehe. Kalau belum hafal aja tapi. | There are problems of students' mastery of the psychomotor aspect |

Table 10 / Scores of Cognitive Aspects of PJJ class IV

| Predicate | SDI Luqman al-Hakim | | SDN Integrated Model | | SDN Sobontoro I | |
|-----------|---------------------|-----|----------------------|------|-----------------|-----|
| | Sum | % | Sum | % | Sum | % |
| A | 17 | 89% | 34 | 100% | 6 | 21% |
| B | 1 | 5% | 0 | 0 | 22 | 79% |
| C | 1 | 5% | 0 | 0 | 0 | 0 |
| D | 0 | 0 | 0 | 0 | 0 | 0 |
| Σ | 19 | | 34 | | 28 | |

Table 11 / Scores of Psychomotor Aspects of PJJ class IV

| Predicate | SDI Luqman al-Hakim | | SDN Integrated Model | | SDN Sobontoro I | |
|-----------|---------------------|-----|----------------------|------|-----------------|-----|
| | Sum | % | Sum | % | Sum | % |
| A | 3 | 16% | 34 | 100% | 9 | 32% |
| B | 16 | 84% | 0 | 0 | 19 | 68% |
| C | 0 | 0 | 0 | 0 | 0 | 0 |
| D | 0 | 0 | 0 | 0 | 0 | 0 |
| Σ | 19 | | 34 | | 28 | |

Table 12 / Scores of Cognitive Aspects of PTM class V

| Predicate | SDI Luqman al-Hakim | | SDN Integrated Model | | SDN Sobontoro I | |
|-----------|---------------------|-----|----------------------|-----|-----------------|-----|
| | Sum | % | Sum | % | Sum | % |
| A | 3 | 15% | 2 | 6% | 4 | 14% |
| B | 6 | 30% | 20 | 59% | 21 | 75% |
| C | 6 | 30% | 12 | 35% | 3 | 11% |
| D | 5 | 25% | 0 | 0 | 0 | 0 |
| Σ | 20 | | 34 | | 28 | |

Table 13 / Score of psychomotor Aspects of PTM class V

| Predicate | SDI Luqman al-Hakim | | SDN Integrated Model | | SDN Sobontoro I | |
|-----------|---------------------|-----|----------------------|-----|-----------------|-----|
| | Sum | % | Sum | % | Sum | % |
| A | 19 | 95% | 3 | 9% | 6 | 21% |
| B | 1 | 5% | 27 | 79% | 22 | 79% |
| C | 0 | 0 | 4 | 12% | 0 | 0 |
| D | 0 | 0 | 0 | 0 | 0 | 0 |
| Σ | 20 | | 34 | | 28 | |