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Universal Design for Learning (UDL) in the Islamic Religious Education Assessment Model: Systematic Literature Review

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Abstract

Current curriculum developments place greater emphasis on developing learning models and methods that can accommodate students' differences in learning styles and abilities. In the independent curriculum, this concept is better known as differentiated learning. One concept that can facilitate differentiated learning in the context of assessment is Universal Design for Learning (UDL). Using a Systematic Literature Review (SLR) approach, this research aims to analyze the effectiveness of implementing assessment models in PAI learning in the UDL context. The findings of this research indicate that the assessment model that is widely applied to PAI learning is the authentic assessment model. Based on educational level, this authentic assessment model is more widely applied at the junior secondary education level (SMP/MTs). Based on the results of the analysis of articles that met the inclusion criteria, no evidence was found regarding the effectiveness of its implementation which had an impact on PAI learning processes and outcomes. The findings of this research can be used as an empirical basis for conducting research that focuses on the influence of implementing assessment models on PAI learning processes and outcomes.

Keywords: *systematic literature review, assessment models, universal design for learning*

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Introduction

The ability to carry out assessments is an important indicator that every teacher must have. As explained in the Teacher and Lecturer Law Number 14 of 2005, teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and assessing students. (Teachers and Lecturers Law, 2005). Thus, it can be understood that the ability to carry out assessments also refers to the competence of a teacher. Where the ability to carry out this assessment is included in the teacher's pedagogical competence (Perni 2019).

Theoretically, assessment in a learning context can be used as a means of understanding how students learn (Monteiro, Mata, and Santos 2021). Information obtained through the assessment process can also be used as effective feedback to improve the quality of learning (Alruwais, Wills, and Wald 2018). Apart from that, utilizing the recommendations from the assessment, apart from providing important information for teachers and students, can also be a source of communication between teachers and parents (Irons and Elkington 2021). If teachers can optimally apply this assessment principle, the learning process will involve a lot of various parties to provide input. This ideal condition should be a concern for every subject teacher, including Islamic Religious Education (PAI) teachers. However, on the other hand, there is still a tendency for PAI teachers to have low motivation to carry out assessments (Hidayat and Asyafah 2019). Practically, this condition has an impact on the low competency of PAI teachers and even affects the quality of learning (Baridin 2018).

Theoretically, the importance of understanding and applying assessment in learning may already be known by many teachers. However, not many of them are able to apply this concept. Moreover, PAI teachers' literacy in accessing research results regarding the application of

assessment models is also very limited. So many PAI teachers carry out assessments only based on the knowledge and understanding they have. In fact, the development of assessment models, methods and techniques has now developed along with changes in the curriculum. Generally, teachers only apply assessment models with test techniques or create questions that students must answer. These tests are usually given when completing the main material in the middle of the semester and at the end of the semester (Hasnia, Said, and Nursaeni 2021).

Current curriculum developments place greater emphasis on developing learning models and methods that can accommodate students' differences in learning styles and abilities. In the independent curriculum, this concept is better known as differentiated learning (Cahyono 2023) Differentiated learning is a learning process that provides space for students to study content based on students' interests and talents as well as their special needs. (Gusteti and Neviyarni 2022). The concept of differentiated learning views students as diverse and dynamic individuals, where teachers prepare and implement learning from various perspectives. The concept of differentiated learning in the context of assessment is very closely related to the current concept of independent curriculum development. In the new paradigm, assessment is an inseparable part of the curriculum itself and the learning process (Wahyuningsari et al. 2022). By considering students' learning styles and abilities, practically teachers should also be able to prepare various assessment models according to students' characteristics.

One concept that can facilitate differentiated learning in the context of assessment is Universal Design for Learning (UDL). The concept of universal design (UD) was first introduced by Ron Mace in the 1970s in the field of architecture. UD's main goal is to design public buildings that can accommodate the needs of everyone, especially those with special needs (King-Sears 2009). Then in its development in 1990, UD was implemented in the education sector which is now known as UDL (Zahara and Ridho 2020). The main concept of UDL is to provide a learning environment that allows to accommodate all student characteristics with all their uniqueness.

The main principle underlying UDL is the belief that there are many ways of representing students' knowledge during the learning process. The second principle, UDL believes that students are able to demonstrate and express their knowledge in many ways through the application of models, methods, or media (Capp 2017). According to Anne Mayer, (20014) in (Rosada et al. 2018) There are three principles of UDL, namely, 1) teachers must provide variant ways to involve students, 2) teachers must provide variant ways to represent information, 3) teachers must provide variant ways of activity and expression. These three principles can then help teachers apply UDL in heterogeneous classroom situations.

According toKing-Sears, (2009) UDL is not only related to the use of technology, but all things related to pedagogical elements. One of the pedagogical elements that teachers must master is assessment. In a learning context that uses the UDL concept, assessments are designed to adapt to the learning model or method used (Susanti et al. 2023). This is also in line with the principle of differentiated learning which places continuous assessment and evaluation as one of the main cores (Fitra 2022). Assessment is so important in relation to the application of the UDL concept. UDL learning design provides flexibility for teachers to apply various assessment models to suit student needs.

Several literatures have been published related to assessment models in PAI learning, however, from several reports of the results of these studies, it is not yet known with certainty how effective the application of assessment models is in PAI learning. Moreover, some of these publications use a literature study approach so they are only theoretical in nature. As with the research carried outWuri & Ubabuddin, (2022) which discusses project assessment in PAI learning but is only limited to theoretical studies. The research conducted by Idris and Asyafah regarding authentic assessment also only carried out a concept review (Idris and Asyafah 2020).

Research that only studies theories and concepts like this is not sufficient to provide information on how effective the assessment models applied to PAI learning are. Meanwhile, published reports that use a field study approach in certain educational units also still use a variety of

research methods, thus providing a variety of information. So, efforts are needed to analyze and group several of these studies using the Systematic Literature Reviews (SLR) method. In this context, all research results relevant to the application of the PAI assessment model are analyzed to obtain information regarding the effectiveness of the application of the assessment model. Apart from that, research results will also be grouped based on each level of education.

Method

The method used in this research uses Systematic Literature Reviews (SLR). The SLR method is used to identify and carry out synthesis(Mohamed Shaffril, Samsuddin, and Abu Samah 2021)of all research results that are relevant to the focus of the problem being discussed to create a summary of the conclusions of the research (Nightingale 2009). The stages of the SLR method consist of this research using stagesRichter et al., (2019) inSeptiani et al., (2022)that is:

1. Determining research questions
   This stage asks research questions first, namely, 1) what assessment models are used in PAI learning? 2) At what level of education are assessment models applied to PAI learning? 3) How effective is the application of the assessment model in PAI learning?
2. Determine inclusion and exclusion criteria
   At this stage, the criteria for the article or study are determined according to the following provisions:

Table 1. Inclusion and Exclusion Criteria

No	Inclusion	Exclusion
Q1	Articles published in journals 2012-2022	Articles published in journals below in 2012
Q2	Articles that focus on assessment models in PAI learning	Articles that do not focus on assessment models in PAI learning
Q3	The article is the result of research that applies the assessment model to PAI learning in schools	The assessment model is not the result of research applied to PAI learning
Q4	Articles come from accredited national journals and reputable international journals	Articles do not come from accredited national journals or reputable international journals
Q5	The languages used are Indonesian and English	The language used is not Indonesian or English

3. Determine the literature search strategy
   This stage determines the journal indexation database. In this case, the databases on Google Scholar, Crossref, and Scopus were selected. Based on search results using keywords, 60 articles were obtained from Scopus and there were 180 articles from Google Scholar and Crossref. However, for articles obtained from Scopus using the keyword "assessment model in Islamic education" there are no articles that are relevant to the topic of assessment models in PAI learning. Meanwhile, for articles sourced from Google Scholar and Crossref with the keywords "application of PAI learning assessment", "application of the PAI learning assessment model", "PAI assessment model", "application of the PAI assessment model"; and "PAI evaluation model" obtained 998 articles.

Table 2. Article Selection Results Based on Inclusion Criteria

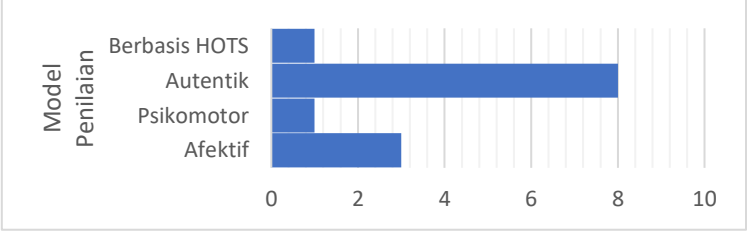
No	Author, Year	Keywords	Inclusion Criteria				
			Q1	Q2	Q3	Q4	Q5
1	Muliya, (2020)	"Implementation of PAI learning assessment"	v	v	v	v	v
2	Ulfa, Itsna Rifiana, 2019		v	v	v	v	v
3	Nurrohim, Hadi, 2019		v	v	v	v	v
4	Sudirman, 2016		v	v	v	v	v
5	Dika Setiawan, 2017		v	v	v	v	v
6	Muhammad Tamrin et al, 2021	"application of the PAI learning assessment model"	v	v	v	v	v
7	Siti Asfiyah, 2021		v	v	v	v	v
8	Mukhlas Habibi et al, 2021		v	v	v	v	v
9	Novialdi Putra, 2016		v	v	v	v	v
10	Gufran Achmad, 2022		v	v	v	v	v
11	H. Rusdiana, 2012	"PAI assessment model"	v	v	v	v	v
12	Yeni Eka Putri, 2016	"application of the PAI assessment model"; and "PAI evaluation model"	v	v	v	v	v
13	M. Imanuddin A and Khuriyah, 2023		v	v	v	v	v

4. Article selection was based on inclusion criteria
   Of the 998 articles that matched the keywords, they were then selected again to obtain articles that met the inclusion criteria. There are 186 articles that match the criteria in questions Q1, Q2, Q4, Q5. Meanwhile, for criterion Q3, namely articles in the form of research results that apply assessment models to PAI learning in schools or are not literature reviews.
5. Assess the quality of the article
   Then articles are selected based on predetermined inclusion and exclusion criteria. Based on the selection results, 13 articles were obtained that were relevant to the inclusion criteria. There are 11 articles originating from Google Scholar and 2 articles from Crossref.
6. Carrying out synthesis
   At this stage, a synthesis is carried out to answer the research questions that were posed at the beginning. The synthesis process is also an effort to integrate all information relevant to the research question.

Results and Discussion

Based on the results of the assessment of the quality of articles that comply with the inclusion criteria, the publication trend of the application of assessment models applied to PAI learning tends to use more authentic (8), affective (3), HOTS-based assessment (1), and psychomotor (1) assessment models.

Figure 1. Trends in the Use of Assessment Models in PAI Learning



The dominant authentic assessment used in PAI learning is directly related to the characteristics of the material contained in the PAI subject itself. Achieving competency places more emphasis on practicing religious values and forming attitudes (Nurriqi 2021). Basically, the assessment model used in PAI learning is not just one assessment model. However, apart from paying attention to the characteristics of the material, choosing an assessment model should also be in accordance with the curriculum design being implemented. This aims to ensure that the competency of graduates in PAI subjects also reflects the competency achievements of graduates in the educational unit (Achmad et al. 2022). The findings regarding the trend in implementing assessment models in PAI learning also show that there are opportunities for conducting further research.

Table 3. Application of Assessment Models at Educational Levels

Valuation Model	Application		
	Elementary/MI	SMP/MTs	SMA/MA
Affective	1	1	1
Psychomotor	-	1	-
Authentic	3	4	1
HOTS based	-	1	-
Amount	**4**	**7**	**2**

Another thing from the findings of this research is the distribution of research that applies assessment models at every level of education. In general, all assessment models are very likely to be applied at every level of education (Adianto, Ikhsan, and Oye 2020)Table 2 shows that there is a trend in research related to the application of the PAI assessment model to use more authentic assessments. There are 8 articles that conduct research on the application of authentic assessment models at each level of education (elementary school, middle school, high school).

Figure 2. Application of the Assessment Model at the Education Level

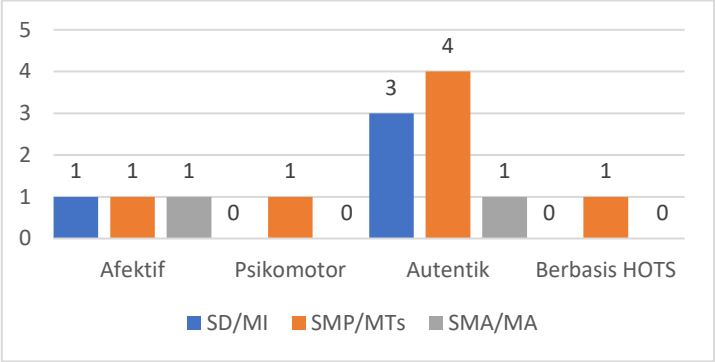


Table 4. Application of Assessment Models in PAI Learning

No	Author, Year	Study Focus	Method	Results Report	Conclusion
1	Putri, (2016)	Application of the affective assessment model at the high school level	Qualitative: Interviews and observations	1. Affective assessment is carried out in two types, namely, assessment of learning processes and outcomes. 2. Process assessment is carried out by observing activities during learning using observation sheets. Meanwhile, the assessment of learning outcomes takes the form of observing behavior outside the classroom and religious practices. This assessment technique is carried out using questionnaires and interviews. 3. There are obstacles in implementing affective assessment, namely, the teacher's low understanding of the concept of affective assessment and the relatively long assessment time because it is related to student psychology.	There are no reports on the effectiveness of implementing the model
2	Imamuddin & Khuriyah, (2023)	Describe the application of the authentic assessment model at the MTs level	Qualitative: Interviews, observations, documentation	1. Teachers' understanding of the concept of authentic assessment is still low. 2. The implementation of authentic assessment in PAI learning still has weaknesses, especially in instrument planning and documentation.	There are no reports on the effectiveness of implementing the model
3	Rusdiana, (2012)	Application of affective assessment in MTs throughout Banjarmasin City	Qualitative: Interviews, observations, documentation	The affective assessment model applied by teachers is still not optimal.	There are no reports on the effectiveness of implementing the model
4	Muliya, (2020)	Describe the implementation of authentic assessments on cognitive, affec-	Qualitative: interviews, observations, documentation	1. Authentic assessment of cognitive aspects is carried out through written, oral tests and assignments 2. Assessment of affective aspects through attitude observation sheets	There are no reports on the effectiveness of implementing the model

No	Author, Year	Study Focus	Method	Results Report	Conclusion
		tive and psychomotor aspects at SMP Negeri 1, 2, and 5 Batu Sangkar		3. Assessment of skills aspects through portfolio and product assessments	
5	Ulfa, (2019)	To find out the implementation of affective assessment at SDN Gunungsaren Bantul	Qualitative: Interviews, observations, documentation	Attitude assessment is carried out through self-assessment and peer assessment	There are no reports on the effectiveness of implementing the model
6	Nurrohim, (2019)	Implementation of Authentic assessment at SMAN 1 Dempet	Qualitative: Interviews, observations, documentation	The application of the authentic assessment model is in accordance with procedures	There are no reports on the effectiveness of implementing the model
7	Sudirman, (2016)	Describe the psychomotor assessment process at MTs Negeri Kajai Sei Rotan	Qualitative: Interviews, observations, documentation	The application of the psychomotor assessment model is still not optimally implemented by teachers	There are no reports on the effectiveness of implementing the model
8	Setiawan, (2017)	Implementation of Authentic assessment at SD Muhammadiyah Sapen Yogyakarta	Qualitative: Interviews, observations, documentation	The teacher's ability to plan and implement authentic assessment is not yet optimal	There are no reports on the effectiveness of implementing the model
9	Tamrin et al., (2021)	Analysis of planning and implementation of authentic assessment at SMPN 4 Pematangsiantar	Qualitative: Interviews, observations, documentation	Authentic assessment is carried out through product assessment and performance assessment.	There are no reports on the effectiveness of implementing the model
10	Asfiyah, (2021)	Analysis of HOTS-based assessment results in junior high schools	Qualitative: Interviews, observations, documentation	HOTS-based assessment is applied to cognitive aspects	There are no reports on the effectiveness of implementing the model

No	Author, Year	Study Focus	Method	Results Report	Conclusion
11	Habibi et al., (2021)	Implementation of authentic assessment at SDN 1 Bangunrejo Ponorogo	Qualitative: Interviews, observations, documentation	The implementation of authentic assessment has not been implemented optimally by teachers	There are no reports on the effectiveness of implementing the model
12	Son, (2016)	Implementation of authentic assessment at SMPN 4 Pariaman	Qualitative: Interviews, observations, documentation	The implementation of authentic assessments which include cognitive, affective and psychomotor aspects is in accordance with the provisions of the 2013 curriculum	There are no reports on the effectiveness of implementing the model
13	Achmad et al., (2022)	Implementation of authentic assessment at SD Inpres Ndona 4	Qualitative: Interviews, observations, documentation	The implementation of authentic assessment is quite good	There are no reports on the effectiveness of implementing the model

Regarding the effectiveness of implementing assessment models in the PAI learning context, in the 13 articles selected for analysis there were no reports regarding the effectiveness of implementing assessment models. The effectiveness in question is the result of implementing the assessment model, whether it has an impact on the PAI learning process or outcomes. The application of the assessment model in the 13 articles analyzed all only focused on efforts to describe the implementation of the assessment model. There is no data that can be used as a basis for determining how effective the implementation of the assessment model is on the PAI learning process and outcomes.

On the other hand, from these 13 articles it can be seen that the application of the assessment model in PAI learning still finds many obstacles. Study Putri, (2016) reported that the implementation of the affective assessment model was not optimal because teachers' understanding of the affective assessment model was still very low. Apart from that, the lack of time constraints in implementing this assessment model also becomes an obstacle for teachers in implementing it.Rusdiana, (2012) AndUlfa, (2019) also reported that the implementation of the affective assessment model is still hampered by teachers' lack of understanding of the concept of assessment. Likewise, the implementation of other assessment models such as authentic, HOTS-based and psychomotor assessments is also hampered by teachers' low ability to understand and implement the assessment models. The findings of this research are basically also related to the competency of PAI teachers themselves. Several study results related to PAI teacher competency show the low level of competency possessed by teachers. Instead, researchCadet, (2011) found the low competency of certified PAI teachers. The ability of PAI teachers still needs improvement, especially in the learning process in the classroom (Habibullah, 2012).

Conclusion

Studies regarding the application of assessment models in the PAI learning context are important to determine their effectiveness in ensuring the quality of learning. Of the 13 articles that met the inclusion criteria, the authentic assessment model was the model most widely researched in PAI learning. Apart from that, there are also affective, psychomotor and HOTS-based assessment models. The application of several of these models is mostly applied at junior high school levels such as SMP and MTs. However, there are no reports or strong evidence regarding the effectiveness of its implementation which has an impact on PAI learning processes and outcomes. The findings of this research can at least provide an illustration that the research trend regarding the application of assessment models in educational units still tends to focus on describing its application only. Thus, the findings of this research can be used as an empirical basis for conducting research that focuses on the influence of implementing assessment models on PAI learning processes and outcomes.

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