

## **Increasing The Objectivity of Assessments Through Artificial Intelligence**

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### **Abstract**

The Merdeka Curriculum focuses its assessment not only on the final assessment, namely summative, but also on process assessment, namely formative. Formative assessment requires teachers to provide direct feedback. Effectiveness and objectivity can be obstacles for teachers in carrying out assessments. Measuring and assessing something that is not in accordance with the student's actual situation can be a problem in evaluation, namely making the wrong decision based on the evaluation results. Avoiding problems in evaluation can be done through the teacher's principle of objectivity. The principle of objectivity can be assisted through artificial intelligence technology. This research aims to determine the benefits of intelligence in learning evaluation. The research method used is a library research method with collection techniques using observation and data analysis using content analysis. The research results show that artificial intelligence technology can help teachers in conducting learning evaluation so that teachers can apply the principle of objectivity in learning evaluations. Keywords. evaluation, objectivity, artificial intelligence

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### **INTRODUCTION**

Starting with the era of industrial revolution 4.0 in 2016, it continued with the era of society 5.0 in 2019 which influenced various areas of life, including education, namely the curriculum. Curriculum adjustments have occurred as a step in responding to education in the Industrial Revolution 4.0 and the arrival of Society 5.0. Islamic education faces great challenges in terms of educational resources. It is hoped that educators in schools can adapt to the demands of the current curriculum, namely the independent curriculum (Putra, 2019). The demands of the Merdeka curriculum in learning include that teachers must carry out diagnostic, formative and summative assessments. Formative assessment requires the teacher to provide immediate feedback on the assessment results, with the aim of providing reflection for the teacher and students Reflection for teachers is an evaluation of their learning process so they know what needs to be improved in their learning. Reflection for students is an evaluation of students in their learning progress so that students know what needs to be improved in their learning. This situation requires teachers to be able to carry out their assessments effectively without reducing the objectivity of the assessment results.

The problem that has always existed from the past until now in learning evaluation is regarding effectiveness and objectivity in assessment, for this reason objectivity in assessment is one of the evaluation principles that must be fulfilled by teachers in assessment. The peak of the problem of effectiveness and objectivity in assessment occurred during the pandemic, 2 and 3 and the problem continued also during the Merdeka curriculum period, where there were demands in formative assessment which required direct feedback in the assessment. The problem is that teachers need a long time to proofread. Apart from that, teachers must also fulfill the principle of objectivity in assessment, which requires teachers to be careful in assessment. It is important to solve this problem so that teachers can meet the demands of the Merdeka curriculum and fulfill the principles of assessment. The aim of this research is to try to solve the problem of how teachers can carry out effective and objective religious assessments considering that religious knowledge is very important to learn with the aim of students having good knowledge of religion and practicing it in their lives and becoming their outlook on life. Effective and objective assessment can support teachers to immediately straighten out students' religious knowledge and practices that do not comply with religious guidance, as is the learning requirement in the Merdeka curriculum, especially in carrying out formative assessments. And the problem in this research is how can teachers carry out effective and objective assessments?

## **METHODS**

The research method used is a qualitative research method with a literature study method. This research seeks to reveal the increase in effectiveness and objectivity of Islamic Religious Education Assessment in the Independent Curriculum through Artificial Intelligence. Data collection was carried out using the observation method of findings from data sources in the form of books and articles that were relevant to the problems studied. From the collected data sources, researchers read, then took notes and carried out reviews according to the research problem. The data analysis used in this research uses content analysis. Content analysis is a scientific method used by using documents to draw conclusions about the phenomenon being studied.

## **RESULTS AND DISCUSSION**

Assessment in the Merdeka curriculum is characterized by not only focusing on assessment at the end of learning but also in the learning process. And the assessment carried out by the teacher is an integral part of the learning process, which is carried out to obtain evidence or a basis for consideration regarding the achievement of learning objectives. So teachers should carry out formative assessments and summative assessments. Formative assessment can be carried out at the beginning of the learning process, while summative assessment can be carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, according to the educator's considerations and educational unit policies. Formative assessments carried out in the learning process require teachers to be able to immediately and quickly provide feedback not only to themselves but also to their students with the aim that teachers can improve their

learning process and students can improve their way of learning. The existence of Islamic Religious Education in schools is an institution for studying and deepening religious knowledge. Islamic Religious Education is formulated in the form of religious knowledge such as the Al-Qur'an and Hadith, fiqh, Aqidah and morals and the history of Islamic culture and Arabic. In introducing Islamic religious education, teachers make serious efforts with good learning planning so that learning objectives are achieved. To find out whether the learning objectives have been achieved, the teacher carries out a learning evaluation. Religion teachers carry out formative and summative assessments so that they can know whether the learning objectives that have been set have been achieved. Learning assessments carried out by teachers must comply with assessment principles. The assessment principles that teachers must fulfill include the principle of objectivity. Teachers are expected to be objective in assessment, that is, to be able to measure according to the students' actual abilities. Furthermore, the assessment can be carried out effectively so that the teacher can immediately provide feedback on the results of the assessment. Artificial intelligence is the result of science and technology achieved in the modern era, to be precise since the computer era, and is developing rapidly along with advances in information technology which is leading to digitalization in all fields. Artificial intelligence is an information technology system designed to be able to innovate in fields of study that are modeled on machines or computers that are able to imitate human intelligence. Artificial intelligence can facilitate decision-making processes that are usually carried out by humans. Artificial intelligence in education can help teachers in learning, including in carrying out learning evaluations. Simple applications of artificial intelligence that can help teachers in learning include platforms such as Edmodo, Google Classroom, Zoom, Google Meet. Artificial intelligence in education can be found in learning, including in assessment. Assessment in Islamic religious education learning using artificial intelligence can be carried out more effectively and objectively. Becoming more effective in assessing means using time. Teachers no longer spend a lot of time correcting students' answers. Being more objective in assessment means that teachers can avoid subjectivity in assessment, because artificial intelligence has a high level of accuracy so that errors in assessment can be avoided. This situation shows that artificial intelligence can respond to the evaluation principles that teachers must fulfill in evaluating learning, including effective and objective principle

## CONCLUSION

Artificial intelligence can help teachers fulfill the principles of assessment, namely the principle of objectivity. Furthermore, artificial intelligence can help teachers fulfill the demands of formative assessment in the Merdeka curriculum, namely direct feedback from the teacher on the assessments carried out. Good feedback in the form of teacher reflections on the implementation of learning so far, and reflections for students in their learning