

**THE DEVELOPMENT OF TWO- TIERS DIAGNOSTIC TEST
FOR IDENTIFYING TENTH- GRADE STUDENT'S
MISCONCEPTION ABOUT THE CATEGORIZATION
OF HADITH IN MAN 1 PASURUAN**

THESIS

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ISLAMIC EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

MAY, 2019

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THESIS

Presented to Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
in Partial Fulfillment of the Requirements
for the *Degree of Sarjana Pendidikan Islam (S.Pd)*

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**ISLAMIC EDUCATION DEPARTMENT
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APPROVAL SHEET

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DEDICATION



Firstly, I would like to thank unto Allah SWT who always give me his mercies and blessings and also opportunities to finish this thesis.

Shalawat and salam are always given to prophet Muhammad SAW who deliver us from the darkness to the lightness Islam.

I dedicate this thesis for special person in my life.

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PP. Roudhlotul Jannah, PKPT IPNU- IPPNU and

Thanks to all of my Families at Komisariat Nurussa'adah IPPNU UIN Malang.

Good luck and be a success person to all of you. Thank you for your great support.

MOTTO

أَحْسِبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا آمَنَّا وَهُمْ لَا يُفْتَنُونَ
وَلَقَدْ فَتَنَّا الَّذِينَ مِنْ قَبْلِهِمْ فَلَيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلَيَعْلَمَنَّ الْكَاذِبِينَ

“Apakah manusia mengira bahwa dirinya bebas untuk mengatakan “kami beriman” sementara mereka tidak diuji? Sungguh Kami telah menguji orang-orang sebelum mereka, maka Allah mengetahui siapakah orang-orang yang jujur dalam imannya dan siapakah yang dusta dalam imannya.” (QS. Al-Ankabut 2-3)

عَنْ أَبِي هُرَيْرَةَ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: إِنَّ اللَّهَ لَا يَنْظُرُ إِلَى
صُورِكُمْ وَأَمْوَالِكُمْ وَلَكِنْ يَنْظُرُ إِلَى قُلُوبِكُمْ وَأَعْمَالِكُمْ. رواه مسلم

Artinya: Dari Abu Hurairah ia berkata, Rasulullah bersabda: “Sesungguhnya Allah tidak melihat kepada rupa kalian dan harta kalian akan tetapi Dia melihat kepada hati-hati kalian dan perbuatan-perbuatan kalian.” (HR. Muslim)

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Lecturer of Tarbiyah and Teacher Training Faculty

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To Whom It May Concern,

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Assalamu'alaikum Wr. Wb.

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Is considered acceptable to be defended after being intensively read and regularly
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Wassalamu'alaikum Wr. Wb.

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CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Miftakhul Khusnah, student of Islamic Education Program (PAI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education. Except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 6th, 2019

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PREFACE

Praise and Great gratitude submitted to Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the writer finished this thesis, entitled: “The Development of Two Tiers Diagnostic Test for Identifying Tenth- Grade Student’s Misconception about The Categorization of Hadith in MAN 1 Pasuruan”. *Shalawat* and *Salam* always presented to our prophet Muhammad SAW, the last Messenger of Allah who has save the human’s life from the destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the task of academic requirement as the last task for getting bachelor or under graduate degree.

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The writer is aware that, this thesis is still far away from perfection. Therefore critic and suggestion are expected from any parties so that it can be an improvement in the future. As thankful expression, the writer just able to pray, hopefully all of your good deeds are accepted by Allah SWT.

Malang, May 3th 2019

Writer

TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilize in transliteration guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, year 1987 and number 0543 b/U/1987.

Those are:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long vocal

Vokal (a) long	= â
Vokal (i) long	= î
Vokal (u) long	= û

C. Diphthong Vocal

و أ	= aw
ي أ	= ay
و أ	= û
ي أ	= î

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ABSTRAK

Khusnah, Miftakhul, 2019. Pengembangan Tes Diagnostik Dua Tingkat untuk Mengidentifikasi Miskonsepsi dari Siswa kelas X tentang Pembagian Hadis di MAN 1 Pasuruan. Skripsi Jurusan Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Rahmawati Baharuddin, M.A.

Kata kunci: Tes Diagnostik Dua Tingkat, Miskonsepsi, Pembagian Hadis.

Evaluasi berupa tes diagnostik pilihan ganda dua tingkat berfungsi untuk mengetahui masalah-masalah yang dialami siswa yang menyebabkan ia mengalami kesulitan dalam belajar. Pengembangan tes diagnostik sangat diperlukan karena banyak siswa yang dianggap belum tuntas pada materi pembagian hadis. Siswa mengalami kesulitan pada materi kelas X Al- Qur'an Hadis tentang pembagian hadis secara kuantitas dan kualitas.

Guru Al- Qur'an hadis berpandangan bahwa ketuntasan siswa dalam belajar adalah hal yang sangat penting. Siswa yang belum tuntas perlu untuk diidentifikasi mengenai kesalahpahaman konsep dalam mempelajari suatu materi. Dengan adanya tes diagnostik ini diharapkan dapat mengungkap miskonsepsi dari siswa dan menindaklanjuti hasil tesnya untuk dijadikan perbaikan.

Penelitian dan Pengembangan ini memiliki tujuan yaitu untuk mengetahui kelayakan tes diagnostik yang dikembangkan serta mengetahui bahwa tes diagnostik pilihan ganda dua tingkat yang dikembangkan dapat mengidentifikasi miskonsepsi siswa pada materi pembagian hadis di MAN 1 Pasuruan.

Penelitian ini termasuk kedalam Penelitian dan Pengembangan yang mengikuti model 4-D dari Sivasailam Thiagarajan yaitu *Define, Design, Develop*, dan *Disseminate*. Penelitian ini dilakukan di kelas X MIA 2 MAN 1 Pasuruan dengan instrumen tes yang sudah divalidasi ahli evaluasi dan ahli materi pembagian hadis.

Berdasarkan dari hasil penelitian, pengembangan produk berupa instrument tes evaluasi diagnostik dua tingkat terdiri dari 15 soal pilihan ganda disertai pilihan alasan dinyatakan layak oleh validator dari ahli materi dan ahli evaluasi. Prosentase skor dari validator yaitu 92,8% dari ahli materi, dan 89,2% dari ahli evaluasi, tanggapan guru Al- Qur'an Hadis MAN 1 Pasuruan 92,8%, serta dari angket keterbacaan siswa 95%. Hasil uji reliabilitas yang diperoleh yaitu sebesar 0,85 dengan kategori tinggi pada kisaran $0,60 < r_{11} < 0,80$. Hasil uji daya pembeda dari tes yang dikembangkan termasuk dalam kategori baik dengan rata-rata 0,65 yaitu berada pada kisaran $0,40 < D_p \leq 0,70$. Adapun efektifitas opsi dari soal tes termasuk dalam kategori baik. Instrumen tes diagnostik pilihan ganda dua tingkat dapat digunakan sesuai tujuannya untuk mengidentifikasi miskonsepsi siswa dari materi pembagian hadis. Berdasarkan dari hasil ujicoba skala luas ditemukan 57% paham konsep, miskonsepsi pada materi pembagian hadis sebesar 29% dan tidak paham konsep sebesar 14%.

ABSTRACT

Khusnah, Miftakhul, 2019. The Development of Two Tiers Diagnostic Test for Identifying Tenth- Grade Student's Misconception about The Categorization of Hadith in MAN 1 Pasuruan. Thesis. Islamic Education Department, Faculty of *Tarbiyah* and Teaching Science. Maulana Malik Ibrahim State Islamic University Malang. Advisor. Dr. Hj. Rahmawati Baharuddin, MA

Keywords: Two Tiers Diagnostic Test, Misconception, The Categorization of Hadith.

Evaluation in the form of two tiers of multiple choice diagnostic test is conducted to encounter the problems experienced by students which cause them difficult to study. The Development of diagnostic test is very needed because many students are considered not yet completing the hadith categorization material. Students experience difficulty on class X Quran Hadith material about hadith categorization quantitatively and qualitatively.

The Quran Hadith teachers believe that students completeness in learning is the important thing. Students who have not completed the study need to be identified on their misunderstanding concept in the learning materials. This diagnostic test is expected to be able to uncover the students misconception and follow up the test results for improvement.

This Research and development aims to know the diagnostic test appropriateness developed and know that two tier multiple choice diagnostic test developed could identify students misconception on hadith categorization material at MAN 1 Pasuruan.

This research and development follows the 4-D model from Sivasailam Thiagarajan that is Define, Design, Develop, and Disseminate. This research was conducted in class X MIA 2 MAN 1 Pasuruan. The test instrument was already validated by the evaluation and material expert on hadith categorization.

Based on the research results, the product development is in the form of two tier diagnostic evaluation test instrument composed by 15 multiple choice questions accompanied multiple choice reason stated valid by the validator from evaluation and material expert. The score percentage from the validator is 92,8% from the expert material, and 89,2% from the expert evaluation. MAN 1 Pasuruan Quran Hadith teacher's response is 92,8%, as well as from the students legibility questionnaire 95%. The test reliability result obtained that is 0,85 categorized high on range of $0,60 < r_{11} < 0,80$. The result of discrimination power test developed is categorized well with an average of 0,65 located on range of $0,40 < D_p < 0,70$. The option effectiveness on test question is categorized good. Two tier multiple choice diagnostic test instrument could be used, corresponding to the purpose, for identifying students misconception on Quran Hadith material. Based on the scale large test results, it is found that 57% of the students understood the concepts, 29% of the students have misconceptions on categorization hadith material and 14% of the students do not understand the concepts.

مستخلص البحث

الحسن، مفتاح. ٢٠١٩. تطوير اختبار تشخيصي على المستويين للتعرف على سوء المفهوم (*Miskonsepsi*) من الطلبة عن تقسيم الحديث في المدرسة الثانوية الدينية ١ فاسوروان. البحث الجامعي، قسم التربية الإسلامية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالايج. المشرف: د. الحاجة رحماتي بحر الدين، الماجستير.

الكلمات الرئيسية: اختبار تشخيصي على المستويين، سوء المفهوم، تقسيم الحديث.

وظيفة التقييم من خلال اختبار تشخيصي على المستويين بنوع الاختيار المتعدد هو تحديد المشاكل التي يعاني منها الطلبة وتسبب صعوباتهم في التعلم. تطوير الاختبار التشخيصي ضروري لاعتبار معظم الطلبة غير مجزين في مادة تقسيم الحديث. يعاني الطلبة من صعوبة في مادة القرآن والحديث للصف العاشر عن تقسيم الحديث كميًا وكيفيًا.

يرى معلمو القرآن والحديث بأن اجتياز الطلبة في التعلم مهم جدًا. والطلبة الذين لم يجتازوا في دروسهم بحاجة إلى التعرف على سوء المفهوم في تعلم درسا. ومن المتوقع من وجود هذا الاختبار التشخيصي يكشف سوء المفهوم لدى الطلبة ويتبع نتائج اختبارهم لمعالجتها.

ويهدف هذا البحث والتطوير إلى تحديد ملائمة الاختبار التشخيصي المتطور ومعرفة مدى تعرف الاختبار التشخيصي المطور على تحديد سوء المفهوم من الطلبة في مادة تقسيم الحديث بالمدرسة الثانوية الدينية ١ فاسوروان.

يكون هذا البحث من البحث والتطوير الذي يتبع نماذج أربعة الدالات (4-D) لسيفاسايلم تياجاران (*Sivasailam Thiagarajan*) وهي تحديد (*Define*)، تصميم (*Design*)، تطوير (*Develop*) ونشر (*Disseminate*). أجري هذا البحث في الصف العاشر لتخصص الدين ٢ بالمدرسة الثانوية الدينية ١ فاسوروان مع أداة الاختبار التي تم التحقق من صحتها من قبل خبير التقييم، خبير مادة تقسيم الحديث.

استنادا إلى نتائج هذا البحث، فإن تطوير المنتج في شكل أداة اختبار التقييم التشخيصي المكونة من ١٥ سؤالاً من الاختيار المتعدد المصحوب بخيارات الأسباب يعتبرها الخبراء ملائمة، بدءاً من خبير المحتوى وخبير التقييم. النسبة المئوية من الخبراء هي ٩٢,٨% من خبير المحتوى، ٨٩,٢% من خبير التقييم، ٩٢,٨% من استجابة معلمي القرآن والحديث بالمدرسة الثانوية الدينية ١ فاسوروان و ٩٥% من نتيجة الاستبانة. نتيجة اختبار المصدقية المحسولة هي ٠,٨٥ على فئة عالية في نطاق ٠,٦٠ < r_{11} < ٠,٨٠. النتيجة من اختبار قوة التفريق لهذا الاختبار المطور تكون في فئة جيدة مع معدل ٠,٦٥ مما يكون في نطاق ٠,٤٠ < D_p < ٠,٧٠. ونسبة فعالية خيارات لأسئلة الاختبار فهي تنتمي إلى فئة جيدة. ويمكن استخدام أداة الاختبار التشخيصي على

المستويين بنوع الاختيار المتعدد وفقا لهدفه في تحديد سوء المفهوم لدى الطلبة في مادة تقسيم الحديث. وبناءا على نتيجة تجربته في النطاق الواسع التي وجدت ٥٧% ممن فهم المفهوم، ٢٩% ممن سوء المفهوم في مادة تقسيم الحديث و ١٤% ممن ما فهم المفهوم.



CHAPTER I

INTRODUCTION

K. Background of the Research

Evaluation is seen as an action to determine the success of an education program, including the success of students in the education program that is followed. Therefore evaluation focuses more on the success of the program or group of students.¹

Evaluation is an important part of the learning sequence. From the proper evaluation, the results of measurement and assessment will be obtained regarding the level of student understanding of the material taught by the teacher in the class.

Unsuccessful learning processes to achieve material completeness cannot be returned to one factor, but to several factors involved in the teaching and learning process. These factors are students who learn, the types of difficulties experienced by students and activities involved in the process. In the activity of diagnosing learning difficulties that are important is finding the location of difficulties and types of learning difficulties, finding the location of the difficulties of teaching corrective action that can be carried out effectively.²

A student is considered complete if he has completed each chapter on a subject with good understanding and value. However, in reality, not all

¹ Kusaeri Suprananto, *Pengukuran dan Penilaian Pendidikan*, (Yogyakarta: Graha Ilmu, 2012), page. 17

² Drs. H. Mulyadi, M.Pd.I, *Diagnosis Kesulitan Belajar*, (Yogyakarta: Nuha Litera, 2010), page. 4

students can achieve the material targets set by the teacher. For example, a student should have reached chapter 4 in the lessons of the Qur'an and hadith, but he did not yet understand the material in chapter 3. Here, the teacher needs to take action to find out the weaknesses of his students in learning the Qur'an and hadith.

The implementation of the Qur'an and hadith evaluations are very important because not all students in the *Madrasah Aliyah* are graduates of the *Madrasah Tsanawiyah*, most of them are graduates of public schools and the interest and knowledge of learning Islamic Education is still low.

The principle of evaluation contained in the Qur'an and practices carried out by the Prophet Muhammad SAW, the evaluation functions as:³

1. To test the ability of faithful humans to face various kinds of life problems.

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ
وَالْأَنْفُسِ وَالْثَّمَرَاتِ وَبَشِّرِ الصَّابِرِينَ

“And We will surely test you with something of fear and hunger and a loss of wealth and lives and fruits, but give good tidings to the patient”
(Q.S. Al- Baqarah: 155)

2. To find out the extent to which the results of revelation education have been applied by the Prophet Muhammad to his people.

قَالَ الَّذِي عِنْدَهُ عِلْمٌ مِّنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ ۚ
فَلَمَّا رَأَاهُ مُسْتَقِرًّا عِنْدَهُ قَالَ هَذَا مِنْ فَضْلِ رَبِّي لِيَبْلُوَنِي أَأَشْكُرُ أَمْ أَكْفُرُ ۚ
وَمَنْ شَكَرَ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۖ وَمَنْ كَفَرَ فَإِنَّ رَبِّي غَنِيٌّ كَرِيمٌ

³ Soleha dan Rada, *Ilmu Pendidikan Islam*, (Bandung: Alfabeta, 2011), page. 122

"Said one who had knowledge from the Scripture, "I will bring it to you before your glance returns to you." And when [Solomon] saw it placed before him, he said, "This is from the favor of my Lord to test me whether I will be grateful or ungrateful. And whoever is grateful - his gratitude is only for [the benefit of] himself. And whoever is ungrateful - then indeed, my Lord is Free of need and Generous."(Q.S. an-Naml: 40).

Evaluation or assessment is the most complex aspect of learning because it involves many backgrounds and relationships, as well as other variables that have meaning when dealing with contexts that are almost impossible to separate from each aspect of an assessment. There is no learning without an assessment because an assessment is a process of determining the quality of learning outcomes, or a process for determining the level of achievement of learning objectives by students.⁴

In the process of admitting new students, a preliminary religious test and Reading Al-Quran are held to measure students' abilities before entering the Qur'an and Hadith study in class. Preliminary tests of abilities of students of the MAN 1 Pasuruan become a reference for Al-Quran and Hadith teachers to conduct further assessments, including cognitive evaluations from their students.⁵

From the statement of the teacher of the Al-Qur'an hadith stating that some students still do not understand as a whole about the material that has been delivered by the teacher, students find it difficult about the material of

⁴ Soleha dan Rada, *Ilmu Pendidikan Islam*, (Bandung: Alfabeta, 2011), page. 23

⁵ Interview result with Mr. Luqman Hakim, S.Pd, Islamic Education Teacher in MAN 1 Pasuruan, February 2nd 2019 at 09: 15 a.m

the Qur'an Hadith especially regarding the categorization of hadith based on quantity and quality.

Understanding the concepts in the material of the Al-Qur'an hadith is very important for students, especially about the categorization of hadith because it is the subject of the material of the Qur'an Hadith itself. However, in reality, there are still many students who do not understand and experience difficulties so that the results of the Qur'an Hadith learning become less than the standard set.

With the existence of several problems above, it can be concluded that there is a need for evaluation of diagnostic tests on the subjects of the Qur'an and Hadith to determine the understanding of the concepts of students to reveal misconceptions so that teachers can make improvements if the value is not complete.

Diagnostic tests are useful for knowing the learning difficulties faced by students, including misunderstanding of concepts. This test is carried out if information is obtained that most students fail in following certain learning processes. The results of this test provide information about concepts that have not been understood and understood. Therefore, this test contains material that is felt difficult by students, but the level of difficulty of this test tends to be low.⁶

In carrying out the task, the role of the teacher is not only a conveyor of knowledge to students but also has a role as a straight guide can help

⁶ Djemari Mardapi, *Teknik Penyusunan Instrumen tes dan non tes*, (Yogyakarta: Mitra Cendikia Press, 2008), page. 69

students understand themselves and be able to overcome obstacles in themselves. In this connection remedial teaching is one of the efforts that can be carried out by a teacher in providing a great opportunity for each student to be able to achieve optimal and maximum learning achievement.⁷

Teachers do not only act as lecturers and mentors, but also as evaluators to assess their students, and set specific strategies in learning for students who have not yet completed the material or for students who feel difficulties in learning the Qur'an and Hadith.

As a component of the curriculum, as a plan and as an activity, the role of evaluation is crucial. Evaluation can not only provide information about the level of achievement of student learning success but also can provide information about other curriculum components. That is, through evaluation activities, other curriculum components can be studied and known to be related in the curriculum system. In the implementation of education, many decisions must be made by a teacher, including those involving the learning process, learning outcomes, guidance selection and so on.⁸

A teacher of the Qur'an and Hadith is also required to be able to adjust the curriculum changes in the education unit. There must be a change in the curriculum, there is also a change in the application of evaluation in the study of the Qur'an and Hadith.

Teachers are expected to have good competence in conducting learning evaluations, so they can provide follow-up actions for students who

⁷ Drs. H. Mulyadi, M.Pd.I, *Diagnosis Kesulitan Belajar*, (Yogyakarta: Nuha Litera, 2010), page. 47

⁸ Sudaryono, *Dasar-dasar Evaluasi Pembelajaran*, (Yogyakarta: Graha Ilmu, 2012) page. 36

feel learning difficulties, or for students who have not yet completed and do not meet the minimum values that must be achieved.

The teacher conducts evaluations as well as important information as a material for consideration to make improvements in terms of teaching in terms of learning strategies, learning methods and media used so that students no longer experience difficulties in the subjects of the Qur'an and Hadith in MAN 1 Pasuruan.

In this study, the test instrument that the researchers developed was an evaluation of two-tier multiple choice diagnostic tests. The development of diagnostic tests is very necessary because students feel they have difficulty in the material of the Qur'an Hadith about the categorization of hadith in quantity and quality.

The presence of this diagnostic test is expected to be able to reveal misconceptions from students and follow up on the results of the tests to be making improvements. The development of this two-tier multiple-choice diagnostic test instrument is also the latest innovation in MAN 1 Pasuruan.

The implementation of learning evaluations on religious subjects especially the Qur'an Hadith, this form of test can also be used as a unit in the Independent Learning Activity Unit for students on the material for the categorization of hadith.

The material for the categorization of hadith is material that addresses the hadith in terms of quantity and quality. This material is considered quite difficult because students studying the material require memorization of the

categorization of hadith based on the number of narrators who narrate the hadith and in terms of the level of truth of a hadith.

The scope of the material for the categorization of hadith is quite a lot, including the categorization of hadith in terms of quantity, namely the *mutawatir Hadith* which is divided into *mutawatir lafzhi*, *mutawatir ma'nawi* and *mutawatir 'amali* and *Ahad hadith* which consist of *masyhur hadith*, *aziz hadith* and *garib hadith*. Students are also required to understand the quality of the hadith which is divided into *shahih hadith*, *hasan hadith* and *da'if hadith*. With the vast scope of material in the categorization of hadith, some students experience misconceptions.

Based on the existing problems, the authors consider that research and development needs to be carried out regarding diagnostic tests developed to identify student's misconceptions about the categorization of hadith in MAN 1 Pasuruan.

B. Focus of the Research

Based on the problems that become the background of this research, there are several focuses of the research, namely as follows:

1. How is the feasibility of The Development of Two Tiers Diagnostic Test for Identifying Tenth- Grade Student's Misconception about The Categorization of Hadith in MAN 1 Pasuruan?

2. How is The Development of Two Tiers Diagnostic Test can be Identified Tenth- Grade Student's Misconception about The Categorization of Hadith in MAN 1 Pasuruan?

C. Objectives of Research

The objectives of this research are something to be achieved after the research is carried out. Based on the focus of the research, the objectives of this research are as follows:

1. To explain the feasibility of The Development of Two Tiers Diagnostic Test for Identifying Tenth- Grade Student's Misconception about The Categorization of Hadith in MAN 1 Pasuruan.
2. To explain The Development of Two Tiers Diagnostic Test can be Identified Tenth- Grade Student's Misconception about The Categorization of Hadith in MAN 1 Pasuruan.

D. Significance of the Research

Based on the subject matter above, the benefits to be achieved in the study are as follows:

1. For students: from the results of research and development it is expected to help students to measure the level of understanding of the concepts in the subjects of the Qur'an and Hadith especially in the material the categorization of hadith.

2. For schools: As input for institutions or educational institutions regarding the importance of diagnostic evaluations in learning the Qur'an and Hadith and can be used as additional references to identify the understanding of concepts from students.
3. For the Development of Science: As information to find out diagnostic evaluations carried out on the learning of the Qur'an and Hadith. As for reading material for educational practitioners (students, lecturers, teachers, and other parties).
4. Author: Can provide deeper insight into the evaluation of diagnostic tests and their actual application in the world of education, can be used as a guide in subsequent writing and valuable experience has carried out research and development regarding the evaluation of diagnostic tests in the subjects of the Qur'an and Hadith.

E. Development Assumptions

The assumptions in developing a diagnostic test instrument to identify student misconceptions are as follows:

1. This instrument can be used as a tool to detect the presence or absence of misconceptions in students on the material distribution of hadith.
2. The instrument is in the form of a two-level multiple choice question, where each item consists of two stratified series of questions, namely the first level of multiple choice questions with 5 choices of answers, then the second question is in the form of 5 answer choices for closed reasons

3. The quality of the instrument was developed with various inputs or suggestions from experts, namely:

- a) Material experts are lecturers and teachers who understand the Qur'an and Hadith especially in the material the categorization of hadith.
- b) Evaluation expert: is a lecturer who has a very good understanding of evaluation instruments.

F. Scope of Development

The limitations in the development of a two-tier multiple-choice diagnostic test instrument for identifying the understanding of the concept of the categorization of hadith are as follows:

1. Diagnostic test instruments developed only to identify student misconceptions.
2. Test instruments are limited to the material in the Qur'an. Even semester Hadith, class X, is in the discussion of the the categorization of hadith in terms of quantity and quality.
3. The form of the diagnostic test developed is a two-tier multiple choice.
4. The subjects of the test instrument trial were limited to five students of class X IBB 2 (*Ilmu Bahasa dan Budaya*), and a wide scale of 30 students of class X MIA 2 (*Matematika dan Ilmu Alam*) MAN 1 Pasuruan.

G. Product Specifications

The product produced in this development is a test instrument in the form of a two-tier diagnostic test for the categorization of hadith with product specifications developed as follows:

1. The instrument developed was used to detect the presence or absence of misconceptions in students on the material categorization of hadith.
2. The test question is a two-level multiple choice diagnostic test instrument. The questions developed were questions relating to the material in the 2013 curriculum about Al-Qur'an Hadith on the discussion of the categorization of hadith in terms of quantity and quality.
3. The Instrument is in the form of a two-tier multiple choice question, where each item consists of two stratified series of questions, namely the first level of multiple choice questions with 5 choices of answers, then the second question is in the form of 5 answer choices for closed reasons.
4. The assessment guidelines contain details of the scores students get on the questions they are working on. Assessment guidelines are useful as a teacher's reference for evaluating student test results in working on questions and can be used as a reference to identify the level of understanding of students' concepts.

H. Previous Research

The first research by Sri Rahayu, a Science Education student of UIN Alauddin Makassar year 2015. Thesis entitled *“Pengembangan Tes Diagnostik Pilihan Ganda Dua Tingkat untuk Mengidentifikasi Miskonsepsi pada Konsep Gerak Dua Dimensi”*.

The results of the research showed that the percentage of students who experienced misconception amounted to 44.25% of the 40 students studied. of the 10 questions, the indicators or sub-topics that experience misconceptions in the study material of two-dimensional motion (parabolic motion and circular motion) are found in the indicator analyzing the position vector, speed, and acceleration of parabolic motion; and the indicator formulates the relationship of position, speed, and acceleration of parabolic motion.

The difference between previous research and the research that will be developed is on the material that is the subject of discussion, the previous research discussed the material of the science of natural education, especially physics, while the current researchers on the discussion of Islamic education in the material the categorization of hadith. Research has similarities in location, namely at the level of senior high school and analysis with ANATES.

The second research by Junari's in mathematics UIN Alauddin Makassar 2017 with the title of Thesis "*Penyusunan Instrumen Tes Diagnostik Pilihan Ganda Dua Tingkat untuk Mengidentifikasi Pemahaman Konsep Matematika Wajib Siswa Kelas X MIA MAN I Makassar*".

The results of two-level multiple choice diagnostic test data with 9 questions to identify students' conceptual understanding showed that the number of students included in the conceptual understanding category was 47.04%, the percentage of students who experienced misconceptions was 12.22% and the percentage of students who did not understand the concept amounting to 40.74%.

The difference between previous research and the research that will be developed is on the material that is the subject of discussion, researchers previously discussed mathematics while researchers are now discuss the Al-Quran Hadith specifically the material categorization of hadith. The difference also on the development model used by previous researchers, namely the Tessmer model while the researchers are now use the 4D model.

The third research by Faridatul Abidah, Biology student in Walisongo State Islamic University Semarang, 2018. Thesis entitled "*Pengembangan Instrumen Tes Diagnostik Two-Tier Dalam Mengidentifikasi Miskonsepsi Materi Ekologi Untuk Siswa Kelas XII SMA*".

Based on the results, there are 25% of students understand the concept, 34% of students misconception and 41% of students do not understand the concept of ecology. The percentage of material expert validator evaluation results was 81.25%, evaluation experts 84.37%, teacher responses 90.62% and student responses 85.25%, so that the product was declared feasible.

The difference between previous research and the research that will be developed is on the material that is the subject of discussion, researchers previously discussed the concept of biology while researchers who now are discuss the Al-Quran Hadith, especially the material categorization of hadith.

Table 1.1 Differences between Prior and Present Research

No	Research name, Title, Type, and year of research	Similarity	Difference	Originality of Research
1	Sri Rahayu, <i>Pengembangan Tes Diagnostik Pilihan Ganda Dua Tingkat untuk Mengidentifikasi Miskonsepsi pada Konsep Gerak Dua Dimensi</i> , Thesis, UIN Alauddin Makassar, 2015.	Research on identification of misconceptions from students with the help of anates.	Research on the concept of two-dimensional motion in high schools.	This study focuses on the material categorization of hadith in class X madrasah Aliyah.
2	Junari, <i>Penyusunan Instrumen Tes Diagnostik Pilihan Ganda Dua Tingkat untuk Mengidentifikasi Pemahaman Konsep Matematika Wajib Siswa Kelas X MIA MAN 1 Makassar</i> , Thesis, UIN Alauddin Makassar, 2017.	Research to identify conceptual understanding.	Research with the development model used is Tessmer model	This study focuses on the material categorization of hadith in class X madrasah Aliyah with 4D model.
3	Faridatul Abidah, <i>Pengembangan Instrumen Tes Diagnostik Two-Tier Dalam Mengidentifikasi Miskonsepsi Materi Ekologi Untuk Siswa Kelas XII SMA</i> , Thesis, Walisongo State Islamic University Semarang, 2018.	Research on the identification of misconceptions from students with a 4 D model.	Research on ecological material for students of class XII SMA.	Research on the material for the categorization of hadith for class X Madrasah Aliyah students.

I. Definition of Key Terms

a. Development

According to Borg and Gall development is a process used to develop and validate educational products.⁹

b. Two-tiers diagnostic test

Diagnostic tests used to investigate student misconceptions.¹⁰ In Two Tiers Multiple Choice there are two parts. The first part contains questions that contain various choices of answers, the second part contains reasons that refer to the answers contained in the first part.¹¹

c. Misconception

The Misconception is an inaccurate understanding of concepts, the use of wrong concepts, the classification of incorrect examples, the chaos of different concepts and hierarchical relationships of incorrect concepts.¹²

d. The categorization of Hadith

The categorization of Hadith which includes the categorization in terms of quantity and quality which is a discussion of the Quranic Material of the X-class Hadith in Madrasah Aliyah.¹³

⁹ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*. (Jakarta: Kencana Prenada Group, 2010), page. 194

¹⁰ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 137.

¹¹ Nurlaela Agustina, "Pengembangan Instrumen Tes Diagnostik Pilihan Ganda Dua Tingkat untuk Mengidentifikasi Miskonsepsi Siswa pada Materi Ikatan Kimia", *Skripsi*, Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam UPI, 2014, page. 3.

¹² Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran*, page. 76

¹³ Kementerian Agama Republik Indonesia 2014, *Buku Al Qur'an Hadis Pendekatan Saintifik 2013*, (Jakarta: Kementerian Agama, 2014), page. 115

J. Systematic Discussion of the Research

To get a comprehensive picture of this discussion, the authors explain the systematic as follows:

CHAPTER I: Introduction. In this introduction will be presented Background, Focus of the Research, Objectives of research, Significance of the research, Development Assumptions, Scope of Development, Product Specifications, Previous Research, Definition of Key Terms, and Systematics Discussion of the Research.

CHAPTER II: Literature Review. In this literature review, we discuss about diagnostic test evaluations, misconceptions and material of the Qur'an and hadith in *Madrasah Aliyah*.

CHAPTER III: Method of the Research. In this study presented Types of Research, Model of Development, Procedures of Development, Product Testing, Procedures of Research.

CHAPTER IV: Results of the Development. In this chapter, we will discuss the Presentation of Trial Data, Data Analysis, and Product Revision.

CHAPTER V: Consists of a Conclusion and Suggestions for Further Use, Dissemination, and Product Development.

CHAPTER II

LITERATURE REVIEW

A. Theoretical basis

1. Definition of Diagnostic Test

Diagnosis is a complex process in an attempt to draw conclusions from the results of an examination of symptoms, estimates of causes, observations, and adjustments to the category properly. In the world of education diagnosis is a broad concept, including the identification of student strengths and weaknesses. Identification of strength in a concept is useful as a reference in providing enrichment or continuing learning to the next concept. Whereas identification of weaknesses in a concept is useful for teaching remedies.¹⁴

Diagnostic evaluation is aimed at diagnosing various student difficulties during learning. The main purpose of a diagnostic evaluation is to determine the causes of learning difficulties and formulate a remediation action plan.¹⁵

Diagnostic evaluation is an evaluation used to determine the strengths and weaknesses that exist in students so that they can be given the right treatment. Diagnostic evaluation can be carried out in several

¹⁴ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 90

¹⁵ Kusaeri Suprananto, *Pengukuran dan Penilaian Pendidikan*, (Yogyakarta: Graha Ilmu, 2012), page. 11

stages, both at the initial stage, during the process and at the end of learning.¹⁶

2. The Function of Diagnostic Test

Evaluation functions diagnostic to find out what problems students experience so that they have difficulty learning. If the tool used in the evaluation is sufficient to meet the requirements, then by looking at the results the teacher will know the student's weaknesses and the factors that cause it to occur. Thus, the teacher can help overcome the difficulties or obstacles experienced by students when participating in learning activities in a field of study or the entire teaching program.¹⁷

Diagnostic tests are conducted to observe and record errors that occur in students and see if there are patterns of errors that occur. Diagnostic tests not only find the kinds of mistakes students make but also gain a deep understanding of how students answer.¹⁸

If it has been found that some students do not meet the criteria for completeness requirements that have been set, the diagnostic activities must be shown especially to:

- a. Talents possessed by students are different from one another.
- b. The time available to master a certain scope is in accordance with the student's talent which is individual in nature and the effort he does.

¹⁶Sudaryono, *Dasar- Dasar Evaluasi Pembelajaran*, (Yogyakarta: Graha Ilmu, 2012), page. 107

¹⁷ *Ibid.*, page.54

¹⁸ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 124-125.

- c. Provisions and level of effort students make in mastering the material they are learning.
- d. Students' ability to understand their learning tasks.
- e. The quality of teaching is available according to the demands and needs and individual characteristics.
- f. The level of the type of difficulty in improving, namely repeating the same method or taking alternative activities through remedial teaching.¹⁹

3. Steps of Diagnostic Test

To compile a diagnostic test the steps that need to be taken are as follows:

- a. Compile test specifications

Determine the test specifications, which contain a description that shows the overall characteristics that a test must have. Clear specifications make it easier to write questions.

- 1. Determining test objectives

Judging from the objectives there are four types of tests that are widely used in educational institutions, namely: placement tests, diagnostic tests, formative tests, and summative tests. Placement tests carried out at the beginning of the lesson, used to determine the level of ability possessed by students. Diagnostic tests function to determine learning difficulties faced by students, including

¹⁹ Drs. H. Mulyadi, M.Pd.I, *Diagnosis Kesulitan Belajar*, (Yogyakarta: Nuha Litera, 2010), page. 4

misunderstanding concepts. The diagnostic test results provide information about concepts that have not been understood. Formative tests aim to obtain input about the success of the learning process. Summative tests are given at the end of a lesson or at the end of the semester. The results are to determine student learning success.

2. Arrange the test grid

The grid specifies the questions to be made. The problem grid consists of columns and rows. The column states competency standards, basic competencies, material descriptions, and indicators. Lines state the objectives to be measured or tested. To complete the contents of the grid, subject syllabus or applicable curriculum and textbooks are needed to control so as not to get out of the subject.

3. Choose the test form

The selection of the right test form is determined by the purpose of the test, the scope of the test material and the characteristics of the subjects tested.²⁰

4. Determine the length of the test

Determination of the length of the test is based on the scope of the material tested and fatigue of the test participants. For the purposes of a long diagnostic test, the test will be related to how many

²⁰ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 197-200.

misconceptions there are, how much coverage the material will be tested and will be considered fatigue of the test participant.

b. Write test questions

Writing the questions is a step in describing the indicators into questions whose characteristics are in accordance with the detailed standards of competence and basic competence on the grid made. This step needs to be done carefully so that the whole test can be of good quality.

c. Review test questions

After the items are made, then examine the items in question. This is done to improve the item if it turns out that in the making there are still deficiencies or errors. Professional expert validation is needed for the perfection of the tests made. Validation can be from senior teachers and experts in their fields.

d. Testing the instrument

For the purposes of standardizing diagnostic tests that have been compiled, empirical data collection is conducted through trials in a limited environment. The purpose is to examine whether the diagnostic test can function or not. Trials were also conducted to improve and select the best items to be used as final items in accordance with the purpose of developing diagnostic tests. The purpose of the trial is to identify the level of difficulty of the test items, differentiation power, determine the appropriate time allocation and reliability of the test. If

indeed the questions compiled do not meet the expected quality, based on the results of these trials, then improvements or improvements are made.²¹

e. Analyze items

Analysis of the items was carried out for each item so that the difficulty level of the item, distinguishing power, reliability and validity of the tests were identified.

f. Repair the test

After the trial is done and then analyzed, the next step is to make improvements about the part of the question that is still not as expected. This is done on each item.²²

g. Assemble the test

After all the items are analyzed and corrected the next step is to assemble the items into a single test unit. In assembling questions it is necessary to group items which reveal the same concepts. For diagnostic tests, the order of items needs to be sorted in the same material or concept.

h. Carry out the test

Tests that have been prepared are given to testee to be described. The test is carried out in accordance with the right time because if the time is not right then the misconceptions that exist in students who have

²¹ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 197-200.

²² *Ibid.*, page. 197-200.

learning difficulties will still be there because the next learning improvement process cannot take place.

i. Interpret test results

The test results produce quantitative data in the form of scores. This score is then interpreted so that the test taker can make a decision about the weaknesses he has. For the purposes of this interpretation, a criterion rating criterion is needed, because the purpose of the diagnostic test is to know which concepts are weak and what causes them.²³

4. Two Tier Diagnostic Test

a. Two-tier Multiple Choice Diagnostic Test Concept

Treagust has described the development of a two-tier diagnostic test to measure student conceptions. Haslam and Treagust once conducted research in the field of biology, the diagnostic test used were two-tier diagnostic tests. This two tiers diagnostic test is used to investigate students' misconceptions of photosynthesis and respiration.²⁴

The use of ordinary multiple-choice instruments can only assess knowledge content without considering the reasons behind that choice.

²³ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 197-200.

²⁴ *Ibid.*, page. 137.

As an improvement from this, a multiple choice instrument was developed which included responses and alternative conceptions of students. Students are required to justify their answer choices by giving reasons. The use of reasons when answering multiple choice test items is a sensitive and effective way to assess meaningful learning. The positive results of the findings related to student reasons led to the development of a two-tier Multiple Choice Diagnostic Test that specifically aimed to identify alternative student conceptions in clear and limited content. Two-tier Multiple Choice (TTMC) is a more sophisticated form of multiple choice questions.²⁵

In the TTMC there are two parts. The first part contains questions that contain various choices of answers, the second part contains reasons that refer to the answers contained in the first part. This makes this instrument more effective in providing knowledge as the reason underlying student answers. TTMC can reduce students answering questions by guessing. TTMCs are easier to implement and score than other diagnostic tools, so they are more accurate and practical to be used by teachers in evaluating students' understanding in the classroom.²⁶

²⁵Ari Syahidul Shiddiq, dkk., *Pengembangan Instrumen Penilaian Two-Tier Multiple Choice untuk Mengukur keterampilan Berpikir Tingkat Tinggi (Higher Order Thinking Skills) pada Materi Kelarutan dan Hasil Kali Kelarutan untuk Siswa SMA /MA Kelas XI*, Jurnal Pendidikan Kimia Universitas Sebelas Maret, Vol 3 No. 4 2014, page. 84.

²⁶Nurlaela Agustina, "Pengembangan Instrumen Tes Diagnostik Pilihan Ganda Dua Tingkat untuk Mengidentifikasi Miskonsepsi Siswa pada Materi Ikatan Kimia", *Skripsi*, Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam UPI, 2014, page. 3.

With regard to the activities of overcoming the problem of understanding concepts and misconceptions, there are several ways commonly used to determine the level of understanding of concepts and student misconceptions. One of them uses a two-tier multiple choice diagnostic test (TTMC).

TTMC is a form of test that can be used to determine students' understanding of the concepts that have been given. Questions that contain various choices of answers and reasons that refer to the answers contained in the TTMC make it more effective in providing knowledge as the reasons underlying the students' answers. Treagust further explained that the TTMC was developed in two levels compiled through interviews, written tests, and Two-Tier tests. Each test question has two to five answer choices for the first tier or level and a set of reasons for the second tier. Reason must include the correct answer with two to five trick choices.²⁷

TTMC is a diagnostic test in the form of a two-tiered MCQ that was first developed by Treagust.

²⁷ Isnaini, dkk., “Pemahaman Konsep Larutan Penyangga Menggunakan Two Tier Multiple Choice Diagnostic Instrument di SMA”, *Jurnal Pendidikan dan Pembelajaran FKIP UNTAN Pontianak*, Vol 4 No 12 (2015), page. 3.

The first level contains questions about the concept being tested while the second level contains the reasons for each answer to the question at the first level as a form of diagnostic tests.²⁸

5. Strength and Weakness of Two-Tier Diagnostic Test

a. The advantages of the Multiple Level 2 Choice Diagnostic Test are:

1. Reducing the level of measurement error. In ordinary PG with five answer choices, there are 20% of the answers correctly chosen. Correct answers that are randomly selected will also be counted in the assessment, this causes the assessor not to know for certain the ability of students. In TTMC, students are only considered correct if they answer both levels correctly, thereby reducing the rate of misjudgment,
2. TTMC allows assessing two aspects in a phenomenon (symptom). At the first level students are asked to answer symptoms that occur, then at the second level students are asked to explain. This allows us to assess student knowledge and understanding of students' concepts.²⁹ By using this instrument the possibility of students to guess the correct answer can be reduced to 4%.³⁰

²⁸ Mia Putri Safruddin, dkk., "Penggunaan Tes Diagnostik Two-Tier untuk Mengidentifikasi Miskonsepsi Siswa dan Cara Memperbaikinya dengan Model Somatic Auditory Visualization Intellectually (Savi) pada Materi Sistem Saraf", *Jurnal Pendidikan Biologi Fakultas Tarbiyah dan Keguruan UIN Sunan Gunung Djati Bandung*, (2017), page. 3.

²⁹ Isnaini, dkk., "Pemahaman Konsep Larutan Penyangga Menggunakan Two Tier Multiple Choice Diagnostic Instrument di SMA", page. 3.

³⁰ Mia Putri Safruddin, dkk., "Penggunaan Tes Diagnostik Two-Tier untuk mengidentifikasi miskonsepsi siswa Dan Cara Memperbaikinya dengan Model Somatic Auditory Visualization Intellectually (Savi) Pada Materi Sistem Saraf", page. 3.

b. Weaknesses of Multiple Level 2 Choice Diagnostic Tests are:

1. Students' understanding can be measured through the choice of answers and the choice of reasons for the questions that have been done.³¹
2. To find out the causes of the difficulties experienced by students (both types of misconceptions and patterns of errors) are still not enough, so interviewing some students is still necessary.³²
3. The construction of selected test items is more difficult and requires more time than the preparation of other objective form test items.
4. Test items provide opportunities for students to guess answers.³³

6. Misconception

a. Understanding of Misconception

Suparno in Suwanto stated that misconception is an inaccurate understanding of concepts, usage, wrong concepts, classification of wrong examples, the chaos of different concepts and hierarchical relationships of incorrect concepts. the misconception arises if the

³¹ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 139

³² *Ibid.*, page. 139

³³ Dr Mochtar Kusuma, M.Pd, *Evaluasi Pendidikan*, (Yogyakarta: Parama Ilmu, 2016), page.

results of the construction of student knowledge do not match the results of the construction of knowledge of scientists.³⁴

Menis and Phrases view misconceptions that exist in students as a failure of students to apply concepts from the curriculum. The conception of students who do not fit the conception of scientists. The conception is generally built on common sense or built intuitively in an effort to give meaning to the world of their daily experiences and is only a pragmatic explanation of the world of relativity.³⁵

b. The occurrence of Misconception

According to Gabel, misconceptions students have can be caused by several things, including:

1. The observation of natural phenomena around students, sometimes feelings can deceive them in understanding the phenomenon.
2. The concepts taught are not covered by students' mental development. This means that information originating from outside and within the class has the potential to be a source of misconception if the information captured by students is not a mental picture of students being right.³⁶

³⁴ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 76

³⁵ *Ibid.*, page. 76-77

³⁶ *Ibid.*, page. 77

Misconceptions can occur because of someone's fault in building a conception based on the information on the surrounding physical environment or the theory it receives. Therefore, misconceptions in students occur when the teaching-learning process is in the class where students experience errors in assimilating concepts that can be said as new things for these students.³⁷

7. Study of Hadith

a. Hadith As An Authoritative Source Of Islamic Law

All of his words, deeds, and *takrir* are used as guidelines and role models by Muslims in everyday life. Even more so if it is believed that the Prophet always received the guidance of revelation so that anything relating to him must bring theological guarantees.³⁸ When listening to the verses of the Qur'an, at least about 50 verses³⁹ are found which explicitly instruct Muslims to obey Allah and also to His Messenger, among others, as follows:

وَمَا آتَاكُمُ الرَّسُولُ فَخُذُوهُ وَمَا نَهَاكُمْ عَنْهُ فَانْتَهُوا

Meaning: And what the Apostle gives you, accept and what is forbidden, then leave. (QS. Al-Hasyr: 7)

³⁷ *Ibid.*, h. 78

³⁸ Muhammad Arkoun, *Rethinking Islam Comon Question Uncomon Answers*, terj. Yudian Asmin dan Latiful Huluq dengan judul "Rethinking Islam", (Yogyakarta: Pustaka Pelajar, 1996), h. 73. Sebagaimana dikutip Tasbih, Fakultas Ushuluddin dan Dakwah Institut Agama Islam Negeri (IAIN) Sultan Amai Gorontalo, *Kedudukan dan Fungsi Hadis Sebagai Sumber Hukum Islam AL-FIKR Volume 14 Nomor 3 Tahun 2010*

³⁹ Muhammad Fuad Abul Baqi, *al-Mu'Jam al-Mufahras Li Alfaz al-Qur'an al-Karim* (Bandung: Maktabah Dahlan, t.th.), page. 314-319.

According to the *ulama'*, the verse gives general instructions that all orders and prohibitions originating from the Prophet must be obeyed by those who believe.⁴⁰

Thus this verse confirms the position of the hadith as a source of Islamic teachings. Therefore the obligation to obey the Prophet is a logical consequence of one's faith. In Surat al-Nisa 'verse 80 also stated:

مَنْ يُطِيعِ الرَّسُولَ فَقَدْ أَطَاعَ اللَّهَ
وَمَنْ تَوَلَّى فَمَا أَرْسَلْنَاكَ عَلَيْهِمْ حَفِظًا

Meaning: Whoever obeys the Apostle, actually he has obeyed Allah. And whoever turns away (from obedience), We do not send you to be their caretakers. (QS. Nisa ': 80).

b. The Function of Hadith in the Establishment of Islamic Law

The above has been mentioned that the main function of the Hadith of Prophet Muhammad was to explain the contents of the Qur'an. Because most of the verses of the law in the Qur'an are still in the outline form which - *amaliah* - cannot be implemented, in this case, the explanation of the hadith can be needed. Thus the main function of the hadith is to explain the Qur'an. This is in accordance with the explanation of the Qur'an:

⁴⁰ Abu Abdillah Muhammad bin Ahmad al-Ansari al-Qurtubi, *al-Jami li Ahkam al-Qur'an*, juz xviii (Kairo; Dar al-Kitab al-Arabi, 1976), page. 17.

وَمَا أُنزِلْنَا عَلَيْكَ الْكِتَابَ إِلَّا لِتُبَيِّنَ لَهُمُ الَّذِي اخْتَلَفُوا فِيهِ ۖ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

Meaning: "And We have not revealed to you the Book, [O Muhammad], except for you to make clear to them that wherein they have differed and as guidance and mercy for a people who believe". (QS. An- Nahl: 64)

If the Qur'an is referred to as the original source of fiqh law, the sunnah is called bayani. In its position as bayani, in relation to the Qur'an, the hadith performs the following functions:

1. Strengthen and explain the laws in the Qur'an known as the ta'kid and taqrir functions.
2. Give an explanation of what is meant in the Qur'an in terms of:
 - a. Explain the meaning that is still vague or normal as the word prayer, because prayer can only mean prayer as used in general at that time. Then the Prophet carried out a series of actions consisting of words and deeds in order to explain what the prayer meant in the verse.
 - b. Specifying what is in the Qur'an is outlined, for example, determining the times of prayer mentioned in the Qur'an c. Limiting what is mentioned in the Qur'an in general, for example, inheritance rights for boys and girls.
 - c. Extending the intent of something in the Qur'an, for example, Allah forbade a man to combine two female brothers, the

Prophet expanded that not only his father's brother but also his mother's brother.

3. Establishing a law in the hadith which is clearly not in the Qur'an.

The function of the Sunnah in this form is known as *Itsbat*.⁴¹

c. Hadith learning characteristics

The hadith is the term of the *tahdits*, which means conversation⁴². Hadith according to language (*lughat*) namely:

1. *Al-jadid* (something new), opponent said *al-qadim* (something old).
2. *Al-Khabar* (news), which is something that is entrusted and transferred from someone to someone else.
3. *Al-qarib* (which is close, not long ago).⁴³

The limited Ta'rif al-Hadith as stated by *jumhur al-Muhaddisin* are something that is based on the Prophet Muhammad. Both in the form of words, deeds, statements (*taqrir*) and so on.⁴⁴

Hadith that can be used as a basis for the legal basis of something deeds must be believed to be truly true. Because we don't hear the hadith directly from the Prophet Muhammad SAW, then the way to deliver the hadith must be able to give beliefs about the truth of the hadith.

⁴¹ Amir Syarifuddin, *Ushul Fiqh I* (Jakarta: Logos, 2000), page. 85.

⁴² Subhi As-Shalih, *Membahas Ilmu-Ilmu Hadits* (Jakarta: Pustaka Firdaus, 1997), page. 15.

⁴³ Teungku Muhammad Hasbi Ash-Shiddieqy, *Sejarah dan Pengantar Ilmu Hadits* (Semarang: PT. Pustaka Rizki Putra, 1999), page 1.

⁴⁴ Rahman, *Ikhtisar Musthalahul Hadits*, (Cet. IV; Bandung: PT. Al-Maarif, 1985), page. 20.

A number of hadith narrated by some friends and tabiin, however a number of other hadith are only quoted by a friend, then continued by a tabiin, who only have a student who narrates hadith. Because of it is necessary to see the existence of these hadith judged based on the number of *rawi*.⁴⁵

Indonesian Hadist Expert KH Mustafa Ali Yakub said, the low interest in hadith learning is not only in Indonesia, but also generally in other Islamic countries. Mustafa admitted, to study hadiths is indeed more difficult than studying the Qur'an, Jurisprudence, Sufism and other fields of Islamic studies.

The difficulty of learning the hadith is mentioned by Mustafa because it must first ascertain whether a hadith that was found is valid whether it comes from the prophet or not. Or also have a strong transmission or not. Mustafa said this was very different when compared to learning interpretations where the validity of all the verses of the Qur'an is not questionable anymore.⁴⁶

d. Material Categorization of Hadith

Hadith from one aspect can be divided into two, namely in quantity and quality. What is meant by quantity is the Categorization of Hadith in terms of the number of *rawi* that narrate hadith. Whereas

⁴⁵ Saifuddin Zuhri, Predikat Hadis Dari Segi Jumlah Riwayat Dan Sikap Para Ulama Terhadap Hadis Ahad *Suhuf*, Vol. 20, No. 1, Mei 2008, page, 53 - 65

⁴⁶ Tahta Aidilla, *Pakar Hadist: Pelajari Hadist Memang Sulit* (<http://m.republika.co.id> access on May 16th, 2019 at 08.00 a.m)

the hadith based on its quality is the classification of the hadith seen from the aspect accepted or rejected.

1. Hadith In Terms of Quantity

a. Mutawatir Hadith

The word Mutawatir is etymologically meaning Muttabi 'or which means that it comes in a row and there is no distance. Whereas in the terminology of mutawatir hadith is "Mutawatir Hadith is a hadith which is a sensory response, which is narrated by a large number of narrators, which according to the custom it is impossible for them to gather and agree to a lie."

Mutawatir Hadith is divided into three types; first, *mutawatir lafdzi*, *mutawatir ma'awi*, and *mutawatir amali*.

Mutawatir lafdzi namely mutawatir hadith which is narrated by many narrators and reaches mutawatir terms with the same editorial and hadith meanings between history one and another history.

Mutawatir ma'nawi is a hadith which has a degree of mutawatir but the composition of the editor is different between the one narrated with another, but the content of the meaning is the same.

Mutawatir amali is Something that is easily known, that he is religious and has been mutawatir between Muslims, that the Prophet SAW did it to him, or otherwise.

b. *Ahad* Hadith

The meaning of hadith *ahad* is a hadith narrated by one, two, three people or more but does not reach the level of *mutawatir*. *Ahad* hadith are divided into three types, namely the *masyhur* hadith, the *aziz* hadith, and the *garib* hadith.

1) Masyhur Hadith

The definition of *Masyhur* Hadith is "Hadith narrated by three or more people, but have not reached the degree of *mutawatir*."

From the definition above, it can be concluded that the *Masyhur* Hadith is a hadith narrated from the Prophet. by some friends but did not reach the *mutawatir* level. it could be, on *thabaqah* (level) *tabiin* or after that hadith narrated *mutawatir*. However, this does not happen to every *thabaqah*. In terms of its level, famous traditions are among the highest, because these famous traditions are the closest to reaching the degree of *mutawatir*. It's just that, on one of the raw levels it doesn't reach the degree of *mutawatir*.

2) Hadith *Aziz*

The definition of *aziz* hadith is: "Hadith narrated by two people on one *thabaqah*. Then in the next *thabaqah* there are many *rawi* who narrate it."

From the definition above, it is clear that what is meant by the *aziz* hadith is the hadith which in one or every *thabaqah* (level) is only found in two *rawi*. A hadith categorized as *aziz* hadith, namely:

- In each *thabaqah* (level) there are only two verses.
- On one of the *thabaqah* (levels) there are only two narrations, even though the other *thabaqah* are more than three *rawi*.

3) *Garib* Hadith

Etymologically the word *garib* from *garaba* - *yagribu* which means to be alone, foreign, or separate. Whereas in the terminology of the *Garib* hadith are:

"The hadith narrated by a *rawi*, wherever the place of sanad occurs."

From the above definition, it can be said that what is meant by the *Garib* hadith is the hadith narrated by only one narrator, both in all levels of the sanad or at one of the levels of the sanad. As for what is meant by a solitary sanad in a hadith that is narrator who narrates hadith alone without any other narration.

Garib hadiths are also commonly called *fardun* hadiths which are alone. *Ibn Hajar* considers that between *garib* and *fardun* are synonyms, both in language and in terms.

However, most hadith experts distinguish between *garib* and *fardun*, in the term *fardun* refers to absolute *garib*, while the term *garib* is used in relative terms. This is in accordance with the classification of *Garib* hadith which are indeed divided into two parts, namely:

a. *Garib Mutlak* Hadith (*fardun*)

Garib Hadith Absolute (*fardun*) is a hadith which is *gariban* located in the origin of the *sanad*. That is, the hadith when delivered by the Prophet. Only accepted by one friend.

b. Hadith of *Garib Nisbi*

Included in the *Garib* tradition is relative if the turbulence occurs in the middle of the *sanad*, not the origin of the *sanad*. That is to say one hadith narrated by more than one narrator at the origin of the *sanad*, then from all the narrations, this hadith is narrated by one narrator who took from the narrators.

2. Hadith in terms of quality

a. *Sahih* Hadith

Shahih hadith is the hadith *musnad* (hadith which has a *sanad*) which is connected to the *sanad*, and quoted by a just and *dabit* from a person who is just and *dabit*, until the end of his *sanad*, without any irregularities and defects.

From the definition above, it can be said that what is meant by authentic hadith is a hadith whose sanad is continuous (not broken) and the narrators who narrate the hadith are fair and dabit, and in the tradition of the hadith there are no irregularities and defects.

To make it easier to understand the definition of authentic hadith above, it can be explained that the authentic hadith is a hadith that fulfills the following conditions:

- Hadith of the *Musnad*. That is to say that the hadith is based on the Prophet, accompanied by a sanad.
- Sanad continues. That is, between the narrators of the hadith sanad had met directly with his teacher.
- All the raw is fair and *dhabit*. The meaning of fair narration is rawi. who are cautious and keep their honor, and can stay away from bad deeds and big sins like shirk, wickedness, and bid'ah. The meaning of dabit is the ability of a narrator in memorizing hadith.
- Nothing wrong. That is, the hadith does not conflict with hadith from other narrators that are stronger than him.
- There is no ah illah. That is, in this hadith no defect was found which damaged the validity of the hadith.

Shahih Hadith are classified into two, namely *sahih li zatihi* and *sahih li gairihi*.

1. *Sahih li zatihi*

That is the Hadith that fulfills the requirements of the authentic hadith, such as *rawi* must be fair, strong memory (*dabit*), the sanad does not break up, the *matan* has no defects, and there are no irregularities.

2. *Sahih li Gairihi*

The meaning is valid because of the others, which is valid because it is strengthened by the *sanad* or other information. The law of using *shahih* hadith is mandatory, as agreed by hadith experts and jurists. The argument is that *shahih* hadith is one source of *Shari'a* law, so there is no reason to deny it.

b. *Hasan* Hadith

The word *hasan* comes from the word *al-husnu* which means *al-jamalu*, which means beauty and piety. As for the definition of hadith *hasan*, there are differences of opinion among the *muhadditsin*.

Hadiths in which there are no people accused of lying in the *sanad*, the hadith is not strange, and it is narrated not only in one raw line.

The definition of *hasan* hadith put forward by *at-Tirmizi* is still general and almost the same as the definition of *shahih* hadith. Because, the *shahih* hadith also requires that the sanad not be accused of lying, the hadith is not strange, and there is not only one *rawi* path.

A clearer and more detailed definition is what most hadith scholars say, namely:

Hadith quoted by a person who is just but not as strong as his memory, continued with his sanad, and there are no defects and irregularities in his *matan*.

The difference between *shahih* hadith and *hasan* hadith is indeed very few and thin. Even some scholars of 'hadith say that between the *shahih hadiths li gairihi* and *hasan li zatihi* hadith are the same. This can be seen from the definition put forward by *Ibn Hajar al-Asqalani* that the *hasan* hadith is a hadith narrated by a just man, his sanad is continuous, has a strong memory, there is no 'god, and no doubt. So this is what is called *sahih li zatihi*. However, if memory (*dabit*) narration is lacking, then the hadith narrated is called *hasan li zatihi*.

The law uses the hadith *hasan* as the *shahih* hadith, although in terms of its strength the *hasan* hadith is below the level of the *shahih* hadith. Thus according to jurisprudence (*fuqaha* ') and the majority of hadith experts also use *hasan*

hadith as *hujjah*, such as *al-Hakim*, *Ibn Hibban*, and *Ibn Khuzaimah*. However, the grouping of *hasan* hadith in the *shahih* hadith is accompanied by the opinion that the *hasan* hadith is below the quality of the *shahih* hadith.

c. *Daif* Hadith

The definition of *daif* hadith is:

"Hadiths that do not fulfill the conditions for receiving a hadith are due to the loss of one of the conditions of some conditions."

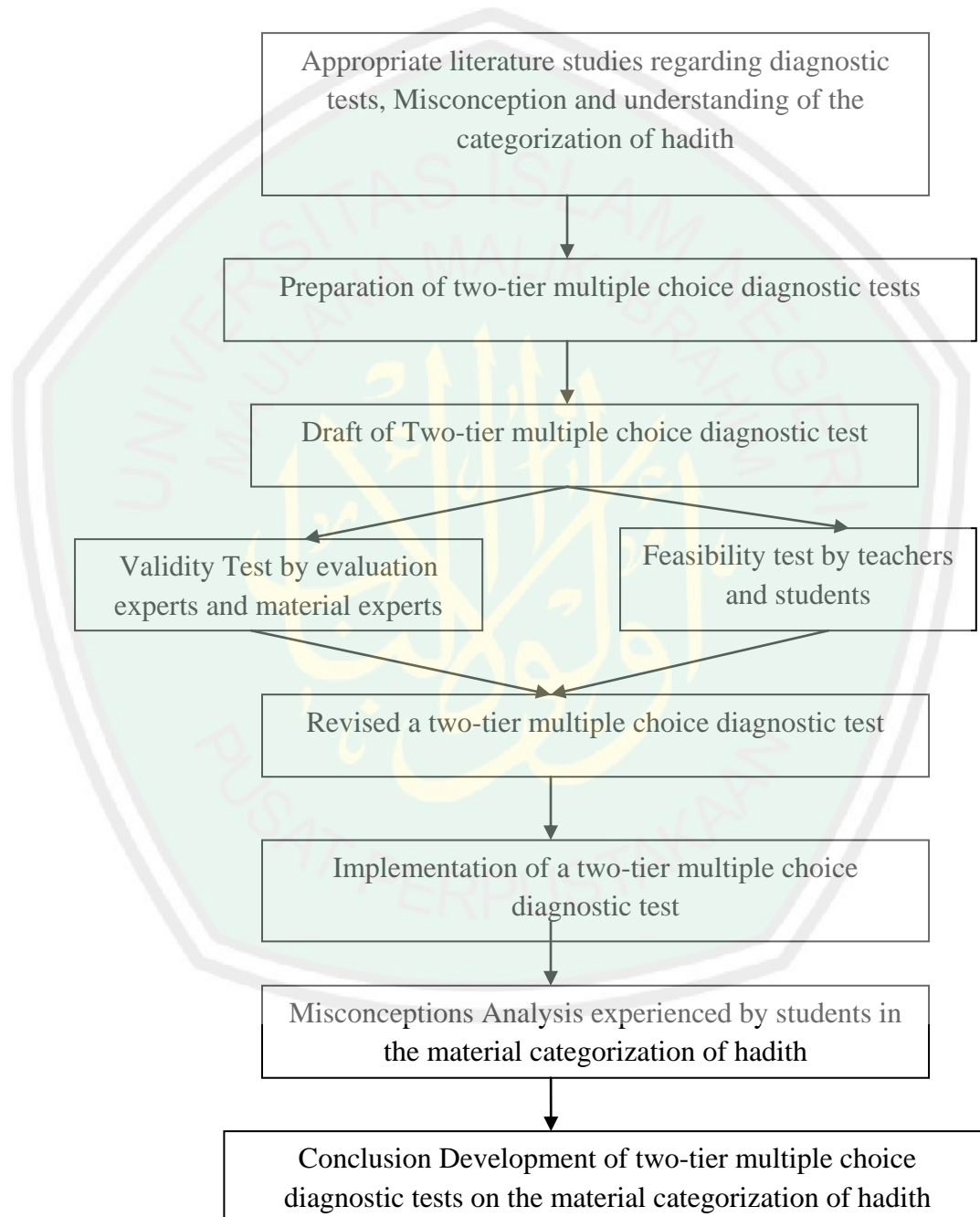
From the definition above, it can be said that if one of the conditions of some conditions for receiving a hadith does not exist, then the hadith is classified into the *daif* hadith.

The scholars have disagreements regarding legal issues using *daif* hadith. The majority of scholars allow taking *daif* traditions as proof, if limited to the problem of *fadhailul a'mal*.⁴⁷

⁴⁷ Kementerian Agama, *Buku Al- Qur'an Hadis Pendekatan Saintific Kurikulum 2013 MA kelas X*, (Kementerian Agama: Jakarta, 2014) page. 115

B. Framework

The thinking framework of developing two-tier multiple choice diagnostic tests in the material of the categorization of hadith is as follows:



CHAPTER III

METHOD OF THE RESEARCH

A. Types of research

This research belongs to the type of research and development. Research and Development (R & D) is the process of developing and validating educational products. Borg and Gall (1979) on his footnote about "products" explain: " Our use of the term" "product" includes not only material objects, such as textbooks, instructional films and so forth but is also intended to refer to established procedures and processes, such as a method of teaching or method for organizing instruction.⁴⁸

The Concept of Research and Development Borg and Gall suggests "research and development is a powerful strategy for improving practice. "The educational products referred to in this research and development contain three main understandings.

First, the product does not only include hardware, such as modules, textbooks, learning videos, and films or hardware. the like, but also software such as curriculum, evaluation, learning models, learning procedures and processes, etc. Second, the product can mean new products or modify existing products. Third, the product developed is a product that is truly really useful for the world of education, especially for teachers in facilitating

⁴⁸ Wina Sanjaya, *Penelitian Pendidikan, Jenis, Metode dan Prosedur*, (Jakarta: Kencana Prenada Media Group, 2013),page. 129

(to facilitate) the implementation of learning. Fourth, the product can be accounted for both practically and scientifically.⁴⁹

Research and Development aim to produce products in various aspects of learning and education, which are usually directed towards meeting certain needs.⁵⁰

The steps of the development process consist of a literature review of products developed, developing products based on existing findings, carrying out initial field tests, and revising products to safeguard operational findings from field tests.⁵¹

B. Model of Development

The steps of the research or development process in this study followed the development model of Thiagarajan Sivasailam, the development of the main 4-D stage namely Define, Design, Develop, and Disseminate.⁵² However, this research and development are only carried out until the developing stage.

C. Procedures of Development

1. Define Stage

The define stage is done by compiling and defining the data needed in the study including conducting a study of the literature on diagnostic tests, especially two-level diagnostic tests, misconceptions and material about

⁴⁹ Drs. Zainal Arifin. *Penelitian Pendidikan Metode dan Paradigma Baru*, (Bandung: PT. Remaja Rosdakarya, 2014), page. 127

⁵⁰ *Ibid.*, page. 132

⁵¹ Djunaidi Ghony dan Fauzan Al Manshur, *Petunjuk Praktis Penelitian Pendidikan*, (Malang: UIN Malang Press, 2009), page. 220

⁵² Trianto, *Model Pembelajaran Terpadu*, (Jakarta: Bumi Aksara. 2010), page. 93

the categorization of hadith. Study literature comes from books, previous research in the form of related theses and journals.

Not only conducting literature studies but at this stage, interviews were also conducted to obtain information and data in the field. The interview was conducted with the Al-Qur'an Hadith teacher in MAN 1 Pasuruan, Mr. Luqman Hakim, S.Pd.I as follows:

Table 3.1 Grid of Interviews with Islamic Education Teachers

Kisi- kisi	Pertanyaan
1. Mengetahui jumlah siswa dalam kelas	Berapa Jumlah siswa dalam satu kelas di Madrasah Aliyah Negeri (MAN) 1 Pasuruan?
2. Mengetahui penerapan kurikulum disekolah.	Apakah di sekolah ini sudah menerapkan kurikulum 2013?
3. Mengetahui kemampuan dari siswa dalam ranah kognitifnya.	Bagaimanakah kemampuan siswa dalam ranah kognitifnya?
4. Mengetahui materi yang dianggap sulit dan terjadi miskonsepsi pada siswa.	Menurut Bapak, pada materi apakah siswa mengalami kesulitan dan terjadi miskonsepsi?
5. Mengetahui nilai dari siswa pada materi yang dianggap sulit.	Berapakah prosentase siswa yang mendapatkan nilai diatas kkm dan dibawah kkm?

2. Stage Design (Design)

The Design Phase has the purpose of preparing the test evaluation instrument developed. Evaluation instruments in the form of two-level diagnostic test questions are prepared to be able to identify misconceptions from students in the material categorization of hadith. The design of the test instrument is in the form of problem questionnaires, as well as the preparation of reasoned multiple choice tests totaling 15 questions. The

two-level multiple choice test developed has a multiple choice format with 5 answer options on the first level and on the second level, there are 5 answer options as well as the reason for the answer.

3. Stage Develop (Development)

The develop phase is carried out to present the results of the instruments developed and have been through revisions with suggestions and criticisms from evaluation experts and material experts. The product developed is a two-tier multiple choice test to identify misconceptions of the tenth- grade students, especially in the material categorization of hadith.

The steps at the developing stage include:

a. Expert validation

Validation is carried out by evaluation experts and material experts regarding the test format, language, and suitability of the contents of the test material. Based on critics and suggestions from experts, the test instrument was revised to get improvements, accuracy and high levels of quality.

b. Development trial

The development trial aims to obtain comments and suggestions directly from material experts and evaluation experts, Al-Qur'an hadith teachers and students. Small-scale trials are carried out first before testing on large fields. Small scale test consists of 5 students. Then test

the wide field, which is one of the X classes who have received material on the categorization of hadith.

4. Disseminate stage

The dissemination stage is a stage of the use of devices that have been developed on a wider scale, for example in other classes, or other teachers even in other schools. The aim is to test the effectiveness of product use.⁵³

This research was not carried out until the disseminated stage. The product in the form of a two-tier diagnostic test instrument is only used in MAN 1 Pasuruan as a school which is the subject of research.

D. Product Testing

1. Product Testing Design

Two-level multiple-choice diagnostic test instruments will be tested on the validator team of material experts and evaluation experts, responded by the Al-Quran Hadith teacher and tested on a limited scale to determine students' responses to the readability of test questions. After going through revisions, the questions were tested on a wider scale, namely in one class with 30 students in the X-MIA 2 class.

2. Subject of Trial

This research was conducted at the State Aliyah Madrasah (MAN) 1 Pasuruan, located at Jl. Glanggang 3 A Village Hall Glanggang Village, Beji District, Pasuruan Regency, East Java Province.

⁵³Trianto, *Model Pembelajaran Terpadu*, (Jakarta: Bumi Aksara. 2010), page. 192

The research subjects were class X students majoring in MIA 2 academic year 2018/2019 which numbered 30 people in one class.

3. Type of Data

The types of data collected from the validator team are included in quantitative and qualitative data. Quantitative data in the form of average scores obtained from questionnaires filled by the validator team. Data use the Likert scale reference, namely:

Table 3.2 Likert Scale

Number 4	Very well
Number 3	Well
Number 2	Not good
Number 1	Bad

The numbers from the questionnaire are quantified so that the percentage of feasibility is known. Whereas qualitative data was obtained from suggestions, criticisms, and inputs which were used as the basis for the revision of the two-level multiple-choice diagnostic test.

4. An Instrument of Data Collection

The instruments in this research and development are as follows:

a. Interview

Interviews were conducted with teachers of the Qur'an and Hadith at the State 1 Madrasah (MAN) Pasuruan, namely Mr. Luqman Hakim,

S.Pd. I to get data about the character of students and their level of knowledge about the material of the Qur'an and Hadith especially in the material distribution of traditions in terms of quantity and quality.

b. Two-level multiple-choice diagnostic test instrument

The two-level multiple choice diagnostic test instrument in this study is in the form of Al-Quran and Hadith class X. Tests are conducted to identify students' misconceptions regarding the material distribution of hadith in terms of quantity and quality.

c. Validation Sheet

Instrument validation sheet A two-level multiple-choice diagnostic test was obtained from three validators, namely two validators from the material expert and one evaluation expert validator. The validation sheet contains an assessment of the instrument in terms of material, instructions for working on the questions and the language used.

d. Questionnaire

Questionnaire as an instrument to get information about student responses and responses to two-level multiple-choice diagnostic tests that have been done by students of class X MIA 2.

e. Documentation

Secondary sources were also used in this study, namely in the form of documents regarding the value of student tests in the material distribution of hadith in terms of quantity and quality.

5. Analysis of Data

a. Item Analysis Two-level multiple choice diagnostic test questions

Data collection techniques in this study were based on diagnostic tests. Researchers need to compile diagnostic test instruments on the material distribution of hadith. The test instruments prepared will be tested for the level of validity, reliability, level of excitement, power difference, and function of the distractor. Diagnostic test instruments in the form of a two-level multiple choice with a 15-point question and the answers there are 5 answers are tricky. In this analysis include:

1. Validity Analysis

The validity of a test refers to the level of truth of the interpretation of the test score. This interpretation is based on the purpose of using the test. Valid predicate as in the statement "this test is valid is not true. Valid statements must be accompanied by information that points to the goal, which is valid for measuring what. Furthermore, it is valid for ready. Therefore, a test that is very valid for making a decision can be useless in other decisions.⁵⁴

Validity analysis is used to find out whether the item is valid or not. Validity testing is carried out by material experts and

⁵⁴ Djemari Mardapi, *Teknik Penyusunan Instrumen tes dan non tes*, (Yogyakarta: Mitra Cendikia Press, 2008), page. 17

evaluation experts, both of whom are academics who are experts in the field of material distribution of hadith and also experts in the field of evaluation and hadith subject matter teachers. In assessing products, experts and teachers are given an assessment questionnaire. The formula used in the questionnaire analysis can be seen as follows

$$\% = \frac{n}{N} \times 100\%$$

Information:

% = percentage score

n = Σ score

N = Σ total score

Table 3.3 Level of Product Validity

Percentage (%)	Feasibility Criteria
76-100	Valid
56-75	Valid enough
40-45	Less Valid
0-39	Invalid

2. Reliability Test

Reliability relates to trust problems. A test can be said to have a high level of trust if the test can give a fixed result. So the definition of test reliability, related to the problem of the determination of test

results, or if the results change, changes that occur can be said to be meaningless.⁵⁵

In this study, to find out the reliability of the test, the KR-20 formula was used⁵⁶:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \Sigma pq}{s^2} \right)$$

r_{11} = overall test reliability

p = proportion of subjects who answered items correctly

q = proportion of subjects who answered items incorrectly

n = many items

s = standard deviation of the test

3. Difficulty level analysis

A good question is a question that is not too easy or not too difficult. Questions that are too easy do not stimulate students to enhance efforts to solve them. Conversely, the problem that is too difficult will cause students to become discouraged and not have the enthusiasm to try again because it is out of reach.⁵⁷

⁵⁵ Prof. Dr. Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, ((Jakarta: Bumi Aksara, 2005), page. 86

⁵⁶ *Ibid.*, hlm. 100-101

⁵⁷ Prof. Dr. Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, ((Jakarta: Bumi Aksara, 2005), page. 207

To measure the level of difficulty used the formula:

$$P = \frac{B}{JS}$$

P = index of difficulty

B = the number of students who answered the question correctly

JS = total number of students in the test

Questions with P 0.00 to 0.30 are difficult questions

The problem with P 0.31 to 0.70 is a matter of being

Questions with P 0.71 to 1.00 are easy questions⁵⁸

4. Differential Analysis

Distinguishing power is the ability of a problem to be able to distinguish between students who are clever (highly capable) with students who are stupid (low ability).⁵⁹

To analyze the different power used formulas:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

⁵⁸ Prof. Dr. Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, ((Jakarta: Bumi Aksara, 2005), page. 210

⁵⁹ *Ibid.*, page. 211

J = number of test takers

JA = number of top group participants

JB = number of lower group participants

BA = the number of top group participants who answered the question correctly

BB = the number of lower group participants who answered the question correctly

PA = proportion of group participants who answered correctly (remember, P is the index of difficulty)

PB = the proportion of participants in the lower group who answered correctly.⁶⁰

Differentiation classification:

$D: 0.00-0.20$ = bad

$D: 0.21-0.40$ = enough

$D: 0.41-0.70$ = good

$D: 0.71-1.00$ = very good

D : negative, everything is not good. So all items that have a negative

D value should be discarded.⁶¹

⁶⁰ Prof. Dr. Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, ((Jakarta: Bumi Aksara, 2005), page. 213-214

⁶¹ *Ibid.*, page. 218

5. Distractor

Deceivers or distractors who function properly are fools who are at least chosen by 5% of test followers. A distractor can be treated in 3 ways, namely

1. accepted because it is good
2. rejected because it is not good
3. rewritten because it is not good.⁶²

6. Test Scoring

In managing the value or the score is formulated as follows:

$$S = R$$

Information:

S = Score obtained (total score 100)

R = Correct answer

7. Interpretation of two-level multiple choice diagnostic test results

This study aims to develop a two-tier multiple-choice diagnostic test.

Students will get a score of 2 if the answer is correct and the reason chosen is also correct. If the student chooses the correct answer but the reason is wrong, or the answer is wrong but the reason is correct then get a score of 1, and if the student chooses the wrong answer and reason, the student gets a score of 0.

⁶² Prof. Dr. Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, ((Jakarta: Bumi Aksara, 2005), page. 233

Analysis of diagnostic tests is based on the research of Sri Rahayu (2015)⁶³ which categorizes students' understanding. The categories of student understanding are as follows:

Table 3.4 Interpretation of results from a two-level multiple-choice diagnostic test

Criteria	Student Answer Criteria
Understand the concept	Choice of right - right reasons
Misconception	The Right choice - wrong reasons
Misconception	Wrong choice - the right reasons
Not understand the concept	Wrong choice wrong reasons

Based on the criteria of student understanding, the percentage of each item is calculated using the formula:

$$KNP = \frac{X}{N} \times 100\%$$

KNP = percentage of understanding

X = number of students in each category

N = total number of students

⁶³ Sri Rahayu, *Pengembangan Tes Diagnostik Pilihan Ganda Dua Tingkat Untuk Mengidentifikasi Miskonsepsi Pada Konsep Gerak Dua Dimensi*, Skripsi, Fakultas Tarbiyah UIN Jakarta, 2015, page. 51

E. Procedure of Research

In the initial stage, it is looking for and establishing a literature review regarding the development of a two-tier multiple-choice diagnostic test and reviewing the subjects that were used as trials in this study.

Next is the design stage for diagnostic test instruments by referring to indicators and question grids. The questions that have been prepared are validated by material experts and evaluation experts, tested on a limited scale with several students to get input and measure the readability of students on test questions.

The revision of the product is that the test questions are revised according to input from several validators and students, then tested on a wider scale with 30 students. The collected data was analyzed using ANATES software.

Writing reports is based on the existing structure in the thesis writing manual of the Faculty of Tarbiyah and Teacher Training at State Islamic University of Malang in the format of research and development.

CHAPTER IV

RESULT OF THE RESEARCH

D. Presentation of Trial Data

This product which is the research and development is a two-level multiple-choice diagnostic test instrument to identify students' misconceptions in the material distribution of hadith. Product development is in accordance with the procedures of Sivasailam Thiagarajan, Dotothy S. Semmel, and Melvyn I. Semmel with the 4-D development model including Define, Design, Develop, and Disseminate.

1. The first stage is to Define

Data at the define stage were obtained from literature studies as well as the results of interviews with Islamic Education Teacher in MAN 1 Pasuruan, namely Mr. Luqman Hakim, S.Pd.I

a. Study of literature

Literature studies are conducted with the aim of finding references that can be used as guidelines and foundation in research. Literature studies are conducted in the UIN Malang library as well as the MAN 1 Pasuruan library and the internet. References obtained in the form of books about diagnostic tests, previous research in the form of journals and thesis about the development of diagnostic tests and concepts about the categorization of hadith in class X material in *Madrasah Aliyah*.

b. Teacher interview

From the results of interviews with Islamic Education Teacher in MAN 1 Pasuruan namely Mr. Luqman Hakim, S.Pd.I explained that the MAN 1 Pasuruan has implemented the 2013 curriculum that requires students to play an active role in learning activities in class. In teaching, the teacher uses a variety of learning methods ranging from mind mapping, problem- based learning and contextual teaching-learning. In the second semester of class X material on the categorization of hadith, the teacher explained that there were still many students who did not understand the concept and stated that it had not been completed. Misconceptions occur because students find this material difficult.

The development of this diagnostic test is in accordance with the aim that diagnostic tests are one way to find out the difficulties of students.

Diagnostic evaluation is aimed at diagnosing various student difficulties during learning.⁶⁴

Diagnostic tests are conducted to observe and record errors that occur in students and see if there are patterns of errors that occur. Diagnostic tests not only find the kinds of mistakes students make but also gain a deep understanding of how students answer.⁶⁵

⁶⁴ Kusaeri Suprananto, *Pengukuran dan Penilaian Pendidikan*, (Yogyakarta: Graha Ilmu, 2012), page. 11

⁶⁵ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran*, h. 124-125.

The answers from students can determine the category that is having complete understanding, experiencing misconceptions or not understanding the concept. Everything is based on the percentage of misconceptions from students in answering these two-level diagnostic test questions.

2. Design

In the design stage, the data generated in the form of a product of a diagnostic test instrument product is developed. The contents of the diagnostic test instrument on the material for the categorization of hadith among them

a. Question indicator

The question indicator is the elaboration of the questions to be developed, namely the diagnostic question of the two-level test to observe the cognitive domains of the students.

The indicators are made as a foundation in the preparation of the questionnaire and are used as a reference for the learning indicators formulated by the Al-Qur'an Hadith teacher in the MAN 1 Pasuruan according to the Al-Qur'an Hadith book in the 2013 X class curriculum.

b. Questionnaire

A Questionnaire is the most basic framework for structuring questions. In making a question it will be easy if a question grid has been compiled. In this diagnostic test instrument, the questionnaire covers the sub concepts of the hadith categorization chapter, the question number, the question indicator, and the question level in the cognitive domain. These two-level multiple choice diagnostic test questions number 15 questions along with the reasons consisting of:

3 questions at level C1

2 questions at level C2

6 questions at level C3

4 questions at level C4

c. The instructions for working on the question are instructions or appeals to answer a question. The instructions for questions are clearly written so students understand the things to do and things to avoid when working on test questions. There are several points between them

1. Pray before answer the question.
2. Write the name, absent number, and class on the answer sheet provided.
3. Read the questions carefully.
4. Cross (X) the choice of answers and the reasons you think are right on the answer sheet.
5. Do it honestly and thoroughly.

6. Review your answer before submitting it to the teacher.

d. A two-tier diagnostic test instrument

The questions on this two-level multiple-choice diagnostic test have a multiple-choice format with answer options 5, namely A to E at the first and second level.

At the first level, students must choose answers to each item, while at the second level students must choose the reason for each item in question. So, in working on this two-tier multiple choice diagnostic question, students must choose the answer that is considered correct then determine the reason that is considered most appropriate in accordance with the chosen answer. (Appendix 3).

The purpose of developing this two-tier diagnostic test is to find out and detect misconceptions from students in the material distribution of hadith. In its development, there are 15 questions which consist of identification of hadith based on their quantity and quality.

e. Answer key

The answer key is the correct answer from each question. The answer key is used as a guideline in providing values and corrections to questions that have been answered by students. The answer key consists of two components, namely answers to questions 1 to 15, answers to reasons number questions 1 to 15. (Appendix 4).

f. Answer sheet

The answer sheet is a sheet that is used as a place to fill answers from students. The answer sheet contains names, absent numbers, classes and there are tables 1 to 15 containing answers A to E and tables containing choices of reasons A to E. (Appendix 5).

g. Scoring guidelines

Scoring guidelines are references that are used as a basis for giving scores or scores to students according to the answers to each item chosen by students.

1. Students will get a maximum score of 2 if they successfully answer the question or reason correctly.
2. Students will get a score of 1 if they successfully answer the question correctly but the reason is wrong.
3. Students will get a score of 1 if they succeed in answering the wrong question, but the reason is correct.
4. Students will get a score of 0 if they do not succeed in answering the questions and reasons correctly. (Appendix 6)

h. Interpretation guidelines are used to determine the level of understanding of students. Interpretation guidelines are presented in the form of tables containing columns of answer combinations and student answer categories. (Appendix 7)

3. Develop

Research and development in the developing phase obtained the following results:

a. Expert validation

Products in the form of diagnostic tests at the design stage must obtain validation from two experts, namely the evaluation expert and expert on the hadith categorization material.

The two experts are lecturers who are experts in both fields, which in this research and development are:

1. Mr. Abdul Fattah, M.Th.I as the expert on the material of hadith categorization.
2. Mrs. Sulistya Umie Ruhmanasari, M.Sc as an evaluation expert.

The two experts are Lecturers of Islamic Education at UIN Malang.

b. Development trial

Development trials were obtained from the validation of material experts and evaluation experts. The results of the two experts' validation were accompanied by responses from the Al-Qur'an Hadith teacher MAN 1 Pasuruan. The development trial results are as follows:

1. Test the experts on the hadith categorization material

Material experts were asked to provide an assessment regarding the suitability of hadith categorization material with the diagnostic test instruments that had been developed. Validation

results from experts on hadith distribution material as listed in the following table:

Table 4.1 Results and Score of Material Validation

Assessment Indicator	Rating Item	Score
Instructions	The instructions for the diagnostic test of the material for the categorization of hadith are clearly stated	4
The coverage aspect of diagnostic tests is the material for the distribution of hadith	The diagnostic test items are in accordance with the material for the categorization of hadith in the <i>Madrasah Aliyah</i>	4
	The order of diagnostic tests according to the material sequence	4
	The items of a diagnostic test are made to diagnose student learning difficulties in studying the categorization of hadith	3
Language aspects	Use language in accordance with the rules of Indonesian	4
	The statement on each item is declared communicative	4
	Use easy-to-understand sentences and words.	3
Value	total	26
	Percentage	92,8%

Based on the table above, from the results of the material expert's assessment, it can be concluded that the product is declared valid with a percentage of 92.8%. But there still needs to be a revision in accordance with the criticism and suggestions given by the material experts.

2. Test evaluation experts

Evaluation experts were asked to provide an assessment of the feasibility of a diagnostic test instrument in terms of evaluating the material distribution of hadith that had been developed. Validation results from evaluation experts are listed in the following table:

Table 4.2 Results and Score Validation of Evaluation Experts

Assessment Indicator	Rating Item	Score
Instructions	The instructions for the diagnostic test of the material for the categorization of hadith are clearly stated	4
The coverage aspect of diagnostic tests is the material for the distribution of hadith	The diagnostic test items are in accordance with the material for the categorization of hadith in the <i>Madrasah Aliyah</i>	3
	The order of diagnostic tests according to the material sequence	4
	The items of a diagnostic test are made to diagnose student learning difficulties in studying the categorization of hadith	3
Language aspects	Use language in accordance with the rules of Indonesian	3
	The statement on each item is declared communicative	4
	Use easy-to-understand sentences and words.	4
Value	total	25
	Percentage	89,2%

Based on the table above, namely from the results of expert evaluation, it can be concluded that the product is declared valid

with a percentage of 89.2%. But there still needs to be a revision in accordance with the criticisms and suggestions given by the evaluation expert.

3. The teacher's response

Products that have been validated by material experts and evaluation experts were also assessed by the Teacher Al-Qur'an Hadith who taught at MAN 1 Pasuruan to get advice and comments about the feasibility of the tests that had been developed.

Assessment data as in the table below:

Table 4.3 Results and Scores of the Teacher's Validation

Assessment Indicator	Rating Item	Score
Instructions	The instructions for the diagnostic test of the material for the categorization of hadith are clearly stated	4
The coverage aspect of diagnostic tests is the material for the distribution of hadith	The diagnostic test items are in accordance with the material for the categorization of hadith in the <i>Madrasah Aliyah</i>	3
	The order of diagnostic tests according to the material sequence	4
	The items of a diagnostic test are made to diagnose student learning difficulties in studying the categorization of hadith	3
Language aspects	Use language in accordance with the rules of Indonesian	4
	The statement on each item is declared communicative	4
	Use easy-to-understand sentences and words.	4
Value	Total	26
	Percentage	92,8%

Field trials are conducted with the aim of knowing whether or not a product is developed after going through the validation stage by several experts and getting suggestions for revision. Field trials were carried out at MAN 1 Pasuruan. Some students from IBB 2 class X became classes that were used as small-scale trials, in this case, there were 5 students. While the class used for large-scale trials is class X MIA 2 with the number of students 30 students.

a. Limited Field Test Results

Small-scale trials were conducted on several students from class X IBB 2, in this case, there were 5 students. The selection of students was done randomly to determine the readability of the test questions developed. Limited field testing is carried out by providing a test instrument to assess whether or not the test questions are developed. From this, the product is judged about its readability, and the sentences used are easy to understand or not. The data obtained are as follows:

Table 4.4 Limited Scale Test Results and Scores

Assessment Indicator	Rating Item	Score
Instructions	The instructions for the diagnostic test of the material for the categorization of hadith are clearly stated	20
The coverage aspect of diagnostic tests is the material for the distribution of hadith	The diagnostic test items are in accordance with the material for the categorization of hadith in the <i>Madrasah Aliyah</i>	19
	The order of diagnostic tests according to the material sequence	20
	The items of a diagnostic test are made to diagnose student learning difficulties in studying the categorization of hadith	17
Language aspects	Use language in accordance with the rules of Indonesian	18
	The statement on each item is declared communicative	19
	Use easy-to-understand sentences and words.	20
Value	Total	133
	Percentage	95%

Based on the results of a limited trial it can be concluded that the two-level multiple-choice diagnostic test developed includes feasible scores of 133. And a percentage of 95%, of the 5 students who assessed diagnostic test instruments. Products are revised based on suggestions and input given by students. Suggestions in the form of sentences that are considered still difficult to understand.

Extensive field testing to get an assessment of the feasibility of the test instrument and its objectives achieved to identify misconceptions from students. Extensive field tests were conducted on students of class X MIA 2, amounting to 30 students. Before the test is tested on students, students are given a stimulus and invited to review the material for the categorization of hadith classes in the even semester X, then spread the questions to be answered by students.

From the students' answers, then analyzed the reliability, discrimination power, the level of difficulty and functioning of the distractor. In terms of validity based on the assessment given by material experts and evaluation experts.

a. Reliability

Based on the results of the calculation of the reliability of the diagnostic test developed is equal to 0.85, it can be concluded that the developed questions are reliable.

b. Level of difficulty

The level of difficulty of the diagnostic items developed is listed in the table as follows:

Table 4.5 Difficulty level

No.	Criteria	Question Number	Total
1.	Easy	2, 3, 6	3
2.	Medium	1, 4, 7, 8, 9, 10, 12, 13, 14	9
3.	Hard	5, 11, 15	3

c. Discrimination power

Discrimination power aims to differentiate students in the upper and lower groups. The results of the analysis are as follows:

Table 4.6 Differential Power

DAYA PEMBEDA						
=====						
Jumlah Subyek= 30						
Klp atas/bawah(n)= 8						
Butir Soal= 15						
Nama berkas: D:\X MIA 2.ANA						
No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks	DP (%)	
1	8	1	7		87,50	
2	8	4	4		50,00	
3	8	4	4		50,00	
4	7	2	5		62,50	
5	7	2	5		62,50	
6	8	4	4		50,00	
7	8	1	7		87,50	
8	7	2	5		62,50	
9	8	3	5		62,50	
10	7	2	5		62,50	
11	6	1	5		62,50	
12	8	2	6		75,00	
13	8	2	6		75,00	
14	8	3	5		62,50	
15	6	1	5		62,50	

d. Distractor functioning

The Distractor function is known through the number of students who choose answers a, b, c, d or e in each item. Impostors are considered functioning if many are chosen by students.

Based on the results of extensive field trials there are a number of deceivers that are not good, while at the choice of reasons there are some ill-editors who are not good.

B. Data Analysis

Data analysis aims to analyze data that has been collected during the study. The types of data obtained from the research are qualitative and quantitative data. Qualitative data is sourced from teacher interviews of the Qur'an Hadith. While the quantitative data from the test questionnaire scores on a scale limited by 5 students of class X MIA1 and the results of trials on a wide scale by 30 students in class X MIA2.

The choice of material regarding the categorization of hadith is based on interviews with teachers of the Al-Qur'an Hadith in MAN 1 Pasuruan which states that many students experience difficulties in the material categorization of hadith.

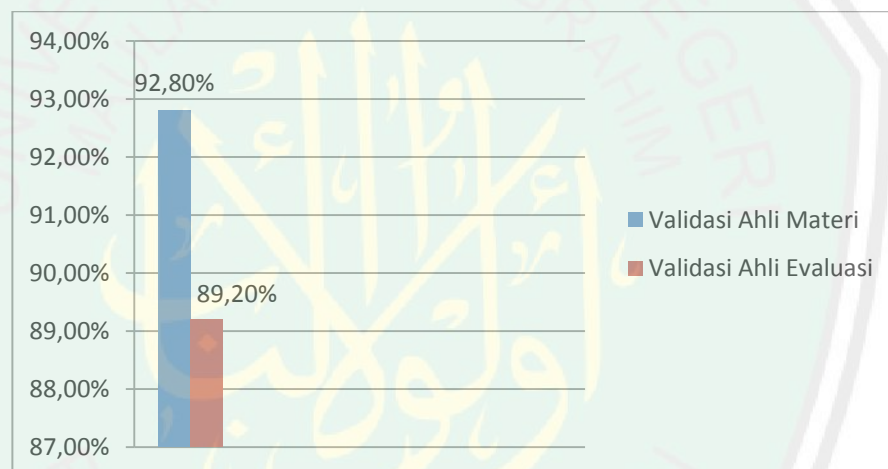
The product produced in this development is in the form of a two- tier multiple-choice diagnostic test material for the categorization of hadith with 15 two-level multiple choice questions.

Components arranged in diagnostic test instruments include:

1. Question indicator (Appendix 1)
2. Questionnaire (Appendix 1)
3. Instructions for answer the test (Appendix 2)
4. Two-tier multiple choice diagnostic test questions (Appendix 3)
5. Answer key (Appendix 4)
6. Answer sheet (Appendix 5)
7. Scoring Guidelines (Appendix 6)
8. Guidelines for interpreting results (Appendix 7)

In the development phase, the product is validated by two experts including material experts and evaluation experts.

The assessment sheet is in the form of a validation questionnaire which consists of three assessments, namely the assessment in terms of instructions on the question, the aspects of the diagnostic test coverage of the material for the categorization of hadith and in terms of the language used in the test questions.



Picture 4.1 Graph of validation results from material experts and evaluation experts

The graph shows that the expert judgment of the hadith categorization material is shown by the first graph with a percentage value of 92.8% while in the second graph the evaluation results from expert evaluators are 89.2%.

The two validators stated that the diagnostic test instrument was included in the feasible category for use, but the product still needed to be

revised according to the input that had been given to improve the product and minimize deficiencies and errors.

The product in the form of a two-level diagnostic test instrument was responded to as new and innovative by Islamic Education teacher. Instruments are very useful to be able to identify misconceptions from students regarding the material categorization of hadith. With the existence of research on student misconception, the Al-Qur'an hadith teacher can take steps to follow up and provide justification for students who still do not understand the concept of sharing hadith in full. Teacher Al-Qur'an Hadith in MAN 1 Pasuruan gives an assessment score for the instrument of 92.8%, this shows that the instrument developed is included in the valid category.

Based on the validation of material experts and experts on evaluation and teacher responses from the Al-Qur'an Hadith, it can be concluded that feasible products are used to identify misconceptions from students regarding the material categorization of hadith.

After the test instrument is validated, the next stage is develop, which is the testing stage on a limited scale consisting of 5 students, to determine the readability of the test instruments that have been developed.

The percentage of the results of limited scale trials regarding the readability of the test instrument is 95%. So the instrument can be categorized as feasible.

However, the diagnostic test instrument must still be corrected according to the student's advisor. Things that need to be improved include the selection of more familiar words so as not to confuse students.

After going through a limited scale trial and improved instrument, the next step is to test the test instrument on a wide scale conducted by 30 students of class X MIA 2. Students are given direction to review the material before conducting a diagnostic test. Two-level multiple choice diagnostic test with 15 questions given the processing time of 45 minutes. From the results of student answers then analyzed to determine students' misconceptions in the material categorization of hadith.

Analysis of items to determine reliability, level of difficulty, different power questions and foolish functions. Then an analysis of students' misconceptions was carried out on the material of the hadith categorization.

The concept referred to in this study is the material concept of the categorization of class X hadith *Madrasah Aliyah*.

This diagnostic test in research and development is a two-level multiple choice diagnostic test with the number of 15 questions divided into two levels, namely the first level contains questions with 5 answer choices and the second level there are 5 choices of reasons. So, with the choice of reasons, students can be identified with the ability to understand the concept intact.

The advantages of Multiple Level 2 Choice Diagnostic Tests are:
TTMC allows assessing two aspects in a phenomenon (symptom). At the first level students are asked to answer symptoms that occur, then at the second

level students are asked to explain. This allows us to assess student knowledge and understanding of students' concepts.⁶⁶ By using this instrument the possibility of students to guess the correct answer can be reduced to 4%.⁶⁷

The advantages of a two-level diagnostic test are being able to find out the answers of students based on reasons as well so as to reduce students in working on the questions originally and not knowing the reasons behind the choices.

Weaknesses of Multiple Level 2 Choice Diagnostic Tests: Student understanding can be measured through the choice of answers and choice of reasons for the problem that has been done.⁶⁸

To find out the causes of the difficulties experienced by students (both types of misconceptions and patterns of errors) are still not enough, so interviewing some students is still necessary.⁶⁹

However, the two-level diagnostic test also has weaknesses, in which the preparation of the problem requires a long time and the data must be supported by interviews with students who have answer the test.

In a two-level diagnostic test, in identifying student misconceptions, students are divided into 3 categories, namely students with a complete

⁶⁶ Isnaini, dkk., *Pemahaman Konsep Larutan Penyangga Menggunakan Two Tier Multiple Choice Diagnostic Instrument di SMA*, page. 3.

⁶⁷ Mia Putri Safruddin, dkk., *Penggunaan Tes Diagnostik Two-Tier untuk mengidentifikasi miskonsepsi siswa Dan Cara Memperbaikinya dengan Model Somatic Auditory Visualization Intellectually (Savi) Pada Materi Sistem Saraf*, page. 3.

⁶⁸ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 139

⁶⁹ *Ibid.*, page. 139

understanding of concepts, students with misconceptions and students who do not understand the concept.

The three categories are based on the choice of answers for each item done by students.

-If the student answers correctly on the first and second level questions (reason) then he will be given a score of 2,

-If one of the levels in the answer test question is wrong, then the score is 1, but if the answer to the first and second level questions are wrong, then the score is 0.

Based on the results of trials in class X MIA 2 as large-scale trials, student scores are listed in the table below:

Tabel 4.7 Score from student answer

No	Student	Answer				Total score A+B+C+D+10
		F score (A)	F score (B)	F score (C)	F score (D)	
		True-True (2)	True-False (1)	False-True (1)	False-False (0)	
1.	Achmad Husen	8.2=16	3.1=3	2.1=2	2.0=0	73
2.	Akmal Al Fajriyanto	14.2=28	1.1=1	0.1=0	0.0=0	97
3.	Alviani Nur Laili	8.2=16	2.1=2	2.1=2	3.0=0	70
4.	Anisah Nur Azizah	14.2=28	0.1=0	1.1=1	0.0=0	97
5.	Ba'dhiva Yusviar Novia	5.2=10	3.1=3	5.1=5	2.0=0	64
6.	Choirul Aliyah	14.2=28	0.1=0	0.1=0	1.0=0	94
7.	Dwi Nurul Ariyanti	8.2=16	3.1=3	2.1=2	2.0=0	73
8.	Firman Febrian Jaya	5.2=10	4.1=4	3.1=3	3.0=0	61
9.	Fitriya Dwi Santi	4.2=8	4.1=4	3.1=3	4.0=0	55
10.	Haning Firdausi	14.2=28	1.1=1	0.1=0	0.0=0	97

11.	Indah Hasanatul Amaliyah	9.2=18	2.1=2	3.1=3	1.0=0	79
12.	Indi Rahmaning Budiarti	8.2=16	3.1=3	2.1=2	2.0=0	73
13.	Liya Pungky Susanti	14.2=28	0.1=0	1.1=1	0.0=0	97
14.	M. Ali Zainal Abidin	5.2=10	4.1=4	4.1=4	2.0=0	64
15.	M. Irfani	4.2=8	5.1=5	3.1=3	3.0=0	58
16.	M. Muchlisin	4.2=8	3.1=3	4.1=4	3.0=0	55
17.	M. Dimas Firmansyah	14.2=28	1.1=1	0.1=0	0.0=0	97
18.	M. Syarifudin	7.2=14	4.1=4	2.1=2	2.0=0	70
19.	Nabila Shidqiyyah	14.2=28	0.1=0	1.1=1	0.0=0	97
20.	Nanda Prastika Ananta Putri	9.2=18	3.1=3	2.1=2	1.0=0	79
21.	Maulia Ananda	10.2=20	2.1=2	2.1=2	1.0=0	82
22.	Pandu Rinto Lacsono	4.2=8	4.1=4	4.1=4	3.0=0	58
23.	Ratna Yulis Teaningrum	4.2=8	3.1=3	5.1=5	3.0=0	58
24.	Revo Caesar Putra Yudo	8.2=16	2.1=2	3.1=3	2.0=0	73
25.	Sayyidaturrohmah	14.2=28	0.1=0	1.1=1	0.0=0	97
26.	Silvia Putri Rahmawati	9.2=18	2.1=2	3.1=3	1.0=0	79
27.	Sylvia Aulia Rahma	9.2=18	3.1=3	1.1=1	2.0=0	76
28.	Vitria Desiwarissa	9.2=18	2.1=2	3.1=3	1.0=0	79
29.	Yeni Askiyatul Faricha	4.2=8	3.1=3	5.1=5	3.0=0	58
30.	Sofi Ambar Sari	7.2=14	2.1=2	3.1=3	3.0=0	67

Based on the results of the diagnostic test, it can be concluded that the highest score is 29, while the lowest score is 15. Through answers from students, it can be seen the category of answers from students including full understanding, misconception or not understanding. For more details, it is presented in the table below:

Table 4.8 Interpretation of Two-Level Diagnostic Test Results

Combination of Answers	Student Answer Categories
First level: Right Second level: Right	Comprehensive understanding
First level: Right Second level: False	Misconception
First level: False Second level: Right	Misconception
First level: False Second level: False	Not understand

Based on the answer categories, a percentage of students' understanding can be searched through the formula:

$$KNP = \frac{x}{N} \times 100\%$$

KNP = Percentage of understanding

X = Number of students in each category

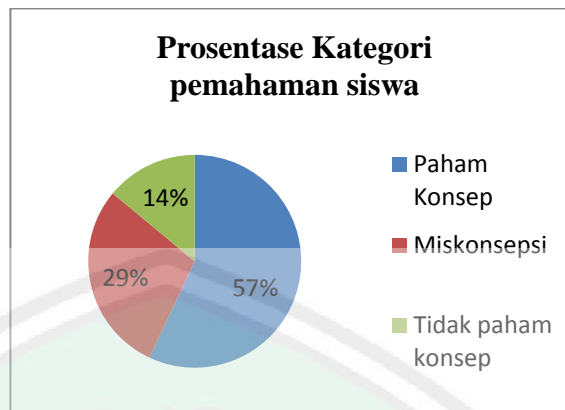
N = Number of students in the whole

The percentage of students who understand concepts, misconceptions and not understand each item can be seen as follows:

Table 4.9 Percentage of student understanding of each item

No.	Criteria					
	Understanding the concept		Misconception		Not Understanding	
	F	%	F	%	F	%
1	19	63%	8	27%	3	10%
2	24	80%	4	14%	2	6%
3	24	80%	3	10%	3	10%
4	16	53%	10	34%	4	13%
5	9	30%	14	47%	7	23 %
6	24	80%	3	10%	3	10%
7	21	70%	6	20%	3	10%
8	21	70%	5	17%	4	13%
9	19	63%	8	27%	3	10%
10	10	33%	13	44%	7	23%
11	8	26%	13	44%	9	30%
12	20	66%	6	21%	4	13%
13	20	66%	7	24%	3	10%
14	17	56%	10	34%	3	10%
15	8	26%	17	58%	5	16%
Jumlah		862		431		207
Rata-rata		57%		29%		14%

Based on the above percentage, it can be seen the percentage of students who understand the concept is 57%, students who experience 29% misconception and students who do not understand the concept are 14%. For more details, please see the following:



Picture 4.2 Percentage of student understanding

According to Suwarno categorizing the level of misconception as follows:

$0\% \leq P < 30\%$: low

$30\% \leq P < 60\%$: medium

$60\% \leq P \leq 100\%$: high⁷⁰

Based on the tables and categories, it can be seen that most misconceptions are number 5 and 15 while the lowest misconception can be seen in question number 3 and number 6.

To identify misconceptions from students, interviews were also conducted to support existing data. The findings in the misconception focus on the results of answers from students who have experienced and identified misconceptions. (Appendix 17).

By conducting interviews can be known the causes and sources of student misconceptions in understanding the material distribution of hadith.

⁷⁰Faridatul Abidah, Pengembangan Instrumen Tes Diagnostik Two-Tier Dalam Mengidentifikasi Miskonsepsi Materi Ekologi Untuk Siswa Kelas XII SMA, Skripsi, Fakultas Sains Dan Teknologi UIN Walisongo Semarang, hlm.109

Some sources of misconception from students are from errors in interpreting concepts that he gets from the internet, books or from teacher explanations.

Misconceptions can occur because of someone's fault in building a conception based on the information on the surrounding physical environment or the theory it receives. Therefore, misconceptions in students occur when the teaching-learning process is in the class where students experience errors in assimilating concepts that can be said as new things for these students.⁷¹

In the analysis of misconceptions as much as 29% were categorized into 9% male students and 20% female students from the large scale number that had been tested.

Based on the results of interviews with several students, it is known that the cause of the misconception is that there are other sources that are used as a foothold, namely from the internet and explanations from teachers that are not fully understood, causing misconception.

C. Product Revision

The test instrument was validated by material experts, evaluation experts and teachers of the Al-Qur'an hadith with some suggestions for improvement. The things that become a revised note include the clarity of the instructions for working on the questions, several points of answer options (distractors), and improvements in terms of language. The results of the improvements are described in the following table:

⁷¹ Suwanto, *Pengembangan Tes Diagnostik dalam Pembelajaran: Panduan Praktis Bagi Pendidik dan Calon Pendidik* (Cet. I; Yogyakarta: Pustaka Pelajar, 2013), page. 78

Table 4.10 Revision of the test instrument

No. Soal	Bagian yang diperbaiki	Kalimat sebelum direvisi	Kalimat sebelum direvisi
	Pada petunjuk soal penggunaan titik dan koma lebih dipertegas.	Tulislah nama nomor absen dan kelas pada lembar jawab yang disediakan	Tulislah nama, nomor absen dan kelas pada lembar jawaban yang telah disediakan.
2	Soal nomer 2	Yang disebut hadis mutawatir adalah apabila suatu hadis diriwayatkan oleh...	Hadis mutawatir adalah suatu hadis yang diriwayatkan oleh...
3	Distraktor b	Jumlah rawinya banyak dan mereka mustahil sepakat untuk berdusta	Jumlah rawinya banyak disetiap tingkatan dan mereka mustahil sepakat untuk berdusta
7	Soal nomer 7	Yang disebut hadis masyhur adalah apabila suatu hadis diriwayatkan oleh...	Hadis masyhur adalah suatu hadis yang diriwayatkan oleh...
8	Soal nomer 8	Yang termasuk kedalam perbedaan antara hadis aziz dan hadis garib yaitu...	Perbedaan antara hadis aziz dan hadis garib yaitu...
11	Distraktor E yang diubah	Sanadnya bersambung, rawinya adil dan dabit, tidak ada cacat, tidak ada kejanggalan	Sanadnya bersambung, rawinya adil dan dabit, ada cacat, ada kejanggalan

Suggestions from several validators generally exist in the use of the language of each sentence, including the use of sentences in the instructions in the execution of questions and a few sentences on items that are considered less communicative.

Based on the results of validation and trials, it can be concluded that the two-level multiple-choice diagnostic test instrument developed through improvement and considered feasible to be used to identify students' misconceptions in the material categorization of hadith.

The product of this research and development is a two-level multiple choice diagnostic test instrument to identify misconceptions in the material for the categorization of hadiths at the *Madrasah Aliyah* level. Some components arranged in a test instrument include:

1. Question indicators with descriptions of the questions to be compiled.
2. Lattice of questions that contain sub-material, question number, indicator indicators and level questions in cognitive aspects
3. Instructions for working on the questions with a description of the procedures for answering questions and order in the execution of the questions
4. Two-level diagnostic test questions that contain questions with 5 answer choices and 5 choices of close reasons
5. The answer key that contains the correct answer choices from the first and second level questions
6. Scoring guidelines that contain instructions for giving scores or scores from test results that have been answered by students
7. Guidelines for interpreting results that contain instructions for identifying misconceptions from students based on answers to the questions that have been worked on.

The products developed in this study have been validated by experts on the material categorization of hadith, evaluation experts and teachers.

Scores obtained from material experts The categorization of hadith in the form of percentages is equal to 92.8% which is included in the valid category, the percentage score obtained from the expert evaluation is 89.2% including the valid category, while the percentage score obtained from the teacher is 92.8 % is included in the valid category.

The final product prototype in this research and development is the result of a revision based on criticism as well as suggestions from the validator, namely experts on hadith categorization material, evaluation experts, teachers and student responses to small-scale trials.

No.	Indikator Soal	Aspek Kognitif					
		C1	C2	C3	C4		
	Mengidentifikasi Hadis berdasarkan kuantitasnya						
	Siswa dapat menentukan hadis yang ditinjau dari segi kuantitas			√		1	
	Siswa dapat mengidentifikasi jenis hadis mutawatir	√				2	
	Siswa dapat menentukan jenis hadis mutawatir			√		3	
	Siswa dapat menentukan ciri hadis mutawatir			√		4	
	Siswa dapat menganalisis hadis mashur				√	5	
	Siswa dapat mengidentifikasi jenis hadis gharib	√				6	
	Siswa dapat mengidentifikasi jenis hadis mashur	√				7	
	Siswa dapat membedakan hadis aziz dan gharib		√			8	

Picture 4.3 Final Indicator Two-tier Diagnostic Test

Petunjuk Mengerjakan Soal Tes Diagnostik Two-Tier
Materi Pembagian Hadis dari segi Kuantitas dan Kualitas

1. Berdo'alah sebelum mengerjakan soal.
2. Tulislah nama, nomor absen dan kelas pada lembar jawaban yang telah disediakan.
3. Bacalah soal dengan teliti.
4. Silanglah (X) pilihan jawaban dan alasan yang anda anggap tepat pada lembar jawaban.
5. Kerjakanlah dengan jujur dan teliti.
6. Periksalah kembali jawaban anda sebelum diserahkan kepada pengawas.

Picture 4.4 Final Product Instructions

NASKAH SOAL TES DIAGNOSTIK TWO-TIER
MATERI PEMBAGIAN HADIS

1. Berikut ini merupakan pembagian hadis berdasarkan kuantitasnya adalah...
 - a. Mutawatir, aziz, dan dhaif
 - b. Hasan, mutawatir dan gharib
 - c. Mutawatir, aziz, dan gharib
 - d. Mutawatir, masyur, dan Da'if
 - e. Shahih, hasan dan da'if
 Alasan...
 - a. Hadis yang ditinjau dari segi banyaknya jumlah rawi yang meriwayatkan
 - b. Hadis yang ditinjau dari segi kandungan suatu hadis
 - c. Hadis yang ditinjau dari segi kuat atau lemahnya suatu hadis
 - d. Hadis yang ditinjau dari segi sanad dan matan hadis
 - e. Hadis yang ditinjau dari segi redaksi dan makna suatu hadis
2. Hadis mutawatir adalah suatu hadis yang diriwayatkan oleh.....
 - a. Banyak rawi
 - b. Satu rawi
 - c. Dua rawi
 - d. Minimal dua rawi
 - e. Imam Bukhari, Imam Muslim dan abu Daud
 Alasannya...
 - a. Tiga orang perawi dan mustahil untuk berdusta
 - b. Tiga orang perawi pada tingkatan yang sama
 - c. Satu orang perawi pada tingkatan paling atas

Picture 4.5 Final Product of the Two-tier Diagnostic Test Question

**Kunci Jawaban Soal Tes Diagnostik pilihan Ganda 2 Tingkat
materi Pembagian Hadis**

No.	Jawaban	Alasan
1	C	A
2	A	E
3	C	B
4	D	B
5	D	B
6	E	E
7	A	E
8	E	E
9	E	C
10	A	D
11	D	A
12	B	B
13	A	A
14	D	A
15	C	A

Picture 4.6 Final Product Answer Key Question

NAMA : NO. ABSEN : KELAS :																																																																																																																																																																																																											
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Picture 4.7 Final Product Answer Sheet

Scoring Guidelines OF Diagnostic Test		
Answers	Category	Score
First level: Right Second level: Right	A	2
First level: Right Second level: False	B	1
First level: False Second level: Right	C	1
First level: False Second level: False	D	0
Score total		$(A+B+C+D) \times 3 + 10$

Picture 4.8 Final Products of Scoring Guidelines

Interpretation of Two-Level Diagnostic Test Results		
Combination of Answers	Student Answer Categories	
First level: Right Second level: Right	Comprehensive understanding	
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First level: False Second level: Right	Misconception	
First level: False Second level: False	Not understand	

Based on the answer categories, a percentage of students' understanding can be searched through the formula:

$$KNP = \frac{X}{N} \times 100\%$$

KNP = Percentage of understanding
 X = Number of students in each category
 N = Number of students in the whole

Picture 4.9 Final Interpretation Product Guidelines

CHAPTER V

CONCLUSION

A. Conclusion

1. Product development in the form of a two-tiers diagnostic test consisting of 15 multiple choice questions along with a choice of reasons declared valid by the validator from the material expert and evaluation expert.

The percentage of scores from the validator is 92.8% of material experts, and 89.2% of the evaluation experts, Al-Qur'an Hadith teacher in MAN 1 Pasuruan give responses 92.8%, and from the 95% student readability questionnaire.

The test reliability result obtained that is 0,85 categorized high on range of $0,60 < r_{11} < 0,80$. The result of discrimination power test developed is categorized well with an average of 0,65 located on range of $0,40 < D_p < 0,70$. The option effectiveness on test question is categorized good.

2. A two-tier multiple-choice diagnostic test instrument can be used according to its purpose to identify students' misconceptions from the material categorization of hadith. Based on the results of a large-scale trial found 57% understood the concept, misconceptions in the categorization of hadith material were 29% and did not understand the concept of 14%.

The question instrument has advantages, namely: it is possible to assess two aspects in one phenomenon (symptom). At the first level students are asked to answer symptoms that occur, then at the second level

students are asked to explain. This allows us to assess student knowledge and understanding of students' concepts. By using this instrument the possibility of students to guess the correct answer can be reduced to 4%.

However, it also has the Weaknesses of the Two-Tiers Multiple Choice Diagnostic Tests, namely: Student understanding can be measured through the choice of answers and choice of reasons for the problem that has been done. To find out the causes of the difficulties experienced by students (both types of misconceptions and patterns of errors) are still not enough, so interviewing some students is still necessary. The construction of selected test items is more difficult and requires more time than the preparation of other objective form test items.

b) Suggestions

1. This diagnostic test instrument can be used to identify misconceptions from students regarding the material distribution of hadith for class X *Madrasah Aliyah*. After knowing from students' misconceptions, they are followed up for remedial and repair processes.
2. This research and development is still limited to one madrasa institution and is expected to be tested for other madrasas.
3. Product development in the form of a diagnostic test instrument can be carried out for other concepts in the Qur'an Hadith or other religious subjects, such as Akhah Akhlak, Fiqh or Islamic Cultural History.

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Appendix 1

INDICATOR OF TWO-TIER DIAGNOSTIC TEST

No.	Indikator Soal	Aspek Kognitif					
		C1	C2	C3	C4		
	Mengidentifikasi Hadis berdasarkan kuantitasnya						
	Siswa dapat menentukan hadis yang ditinjau dari segi kuantitas			√		1	
	Siswa dapat mengidentifikasi jenis hadis mutawatir	√				2	
	Siswa dapat menentukan jenis hadis mutawatir			√		3	
	Siswa dapat menentukan ciri hadis mutawatir			√		4	
	Siswa dapat menganalisis hadis mashur				√	5	
	Siswa dapat mengidentifikasi jenis hadis gharib	√				6	
	Siswa dapat mengidentifikasi jenis hadis mashur	√				7	
	Siswa dapat membedakan hadis aziz dan gharib		√			8	
	Mengidentifikasi Hadis berdasarkan kualitasnya			√		9	
	Siswa dapat menentukan hadis yang ditinjau dari segi kualitas						
	Siswa dapat menganalisis hadis sahih dan hasan				√	10	
	Siswa dapat menganalisis hadis yang paling sahih				√	11	
	Siswa dapat menentukan ciri hadis yang bukan termasuk sahih dan hasan			√		12	
	Siswa dapat membedakan hadis sahih dan hasan		√			13	
	Siswa dapat menentukan ciri hadis sahih			√		14	
	Siswa dapat menganalisis hadis Kategori sahih				√	15	

Appendix 2

Instruction of the Test

Petunjuk Mengerjakan Soal Tes Diagnostik Two-Tier Materi Pembagian Hadis dari segi Kuantitas dan Kualitas

1. Berdo'alah sebelum mengerjakan soal.
2. Tulislah nama, nomor absen dan kelas pada lembar jawaban yang telah disediakan.
3. Bacalah soal dengan teliti.
4. Silanglah (X) pilihan jawaban dan alasan yang anda anggap tepat pada lembar jawaban.
5. Kerjakanlah dengan jujur dan teliti.
6. Periksalah kembali jawaban anda sebelum diserahkan kepada pengawas.

Appendix 3

Instrument Test

NASKAH SOAL TES DIAGNOSTIK *TWO-TIER* MATERI PEMBAGIAN HADIS

1. Berikut ini merupakan pembagian hadis berdasarkan kuantitasnya adalah...
 - a. Mutawatir, aziz, dan dhaif
 - b. Hasan, mutawatir dan gharib
 - c. Mutawatir, aziz, dan gharib
 - d. Mutawatir, masyur, dan Da'if
 - e. Shahih, hasan dan da'if

Alasan...

 - a. Hadis yang ditinjau dari segi banyaknya jumlah rawi yang meriwayatkan
 - b. Hadis yang ditinjau dari segi kandungan suatu hadis
 - c. Hadis yang ditinjau dari segi kuat atau lemahnya suatu hadis
 - d. Hadis yang ditinjau dari segi sanad dan matan hadis
 - e. Hadis yang ditinjau dari segi redaksi dan makna suatu hadis
2. Hadis mutawatir adalah suatu hadis yang diriwayatkan oleh
 - a. Banyak rawi
 - b. Satu rawi
 - c. Dua rawi
 - d. Minimal dua rawi
 - e. Imam Bukhari, Imam Muslim dan abu Daud

Alasannya...

 - a. Tiga orang perawi dan mustahil untuk berdusta
 - b. Tiga orang perawi pada tingkatan yang sama
 - c. Satu orang perawi pada tingkatan paling atas
 - d. Dua orang perawi dalam satu tingkatan
 - e. Sejumlah besar rawi berkumpul dan mustahil untuk berdusta
3. Di bawah ini adalah pembagian pada Hadis mutawatir yaitu.....
 - a. Mutawatir lafzi, mutawatir aziz, mutawatir 'amali
 - b. Mutawatir ahad, mutawatir ma'nawi, mutawatir 'amali
 - c. Mutawatir lafzi, mutawatir ma'nawi, mutawatir 'amali
 - d. Mutawatir ahad, mutawatir ma'nawi, mutawatir 'amali
 - e. Mutawatir lafzi, mutawatir ma'nawi, mutawatir gharib

Alasan...

 - a. Rawinya dari para sahabat yang terpilih dan terjaga hafalannya
 - b. Jumlah rawinya banyak disetiap tingkatan dan mereka mustahil sepakat untuk berdusta
 - c. Rawi dari generasi tabi'in bertemu dengan sahabat minimal sudah baligh
 - d. Rawi yang meriwayatkan hadis semua harus laki-laki
 - e. Jumlah Tingkatan pada sahabat minimal dua orang

4. Jumhur Ulama bersepakat bahwa hadis mutawatir mempunyai nilai ilmu.....

- a. Rijalul Hadis
- b. Riwayah
- c. Dirayah
- d. Daruri
- e. Ma'nawi

Alasannya...

- a. Keharusan untuk menerima dan meyakinkannya
- b. Keharusan untuk menerima dan mengamalkannya
- c. Keharusan untuk menerima dan mempercayainya
- d. Keharusan untuk mengamalkannya
- e. Keharusan untuk meyakini dan membenarkannya

5. Hadis ditinjau dari kuantitasnya terbagi kedalam hadis mutawatir dan hadis ahad. Salah satu jenis hadis ahad adalah hadis masyhur. adapun hadis masyhur adalah yang diriwayatkan oleh. . . rawi

- a. Satu
- b. Dua
- c. Tiga
- d. Empat
- e. Lima

Alasannya...

- a. Empat orang perawi dan mustahil untuk berdusta
- b. Tiga orang perawi pada tingkatan yang sama (masyhur)
- c. Satu orang perawi pada tingkatan paling atas
- d. Dua orang perawi dalam satu tingkatan
- e. Sejumlah besar rawi berkumpul dan mustahil untuk berdusta

6. Hadis yang ke-gariban-nya terletak pada asal sanad adalah...

- a. *Garib Mutawatir*
- b. *Garib Aziz*
- c. *Garib Ma'nawi*
- d. *Garib Nisbi*
- e. *Garib Mutlak*

Alasannya...

- a. Hadis pada saat disampaikan oleh Rasul SAW hanya diterima oleh satu orang sahabat
- b. Hadis diterima oleh tiga orang perawi pada tingkatan yang sama
- c. Hadis diterima oleh Dua orang perawi dalam satu tingkatan
- d. Sejumlah besar rawi berkumpul dan mustahil untuk berdusta
- e. Hadis pada saat disampaikan oleh Rasul SAW hanya diterima oleh beberapa sahabat

7. Hadis masyhur adalah suatu hadis yang diriwayatkan oleh

- a. Banyak rawi
- b. Satu rawi
- c. Dua rawi
- d. Tiga rawi
- e. Imam Bukhari, Imam Muslim

Alasannya...

- a. Dua orang perawi dan mustahil untuk berdusta
- b. Tiga orang perawi pada tingkatan yang sama
- c. Satu orang perawi pada tingkatan paling atas
- d. Dua orang perawi dalam satu tingkatan
- e. Sejumlah besar rawi berkumpul dan mustahil untuk berdusta

8. Perbedaan antara hadis aziz dan hadis garib yaitu...

- a. Hadis aziz: 1 rawi dan hadis garib: 2 rawi
- b. Hadis aziz: 3 rawi dan hadis garib: 2 rawi
- c. Hadis aziz: 1 rawi dan hadis garib: 3 rawi
- d. Hadis aziz: 1 rawi dan hadis garib: 4 rawi
- e. Hadis aziz: 2 rawi dan hadis garib: 1 rawi

Alasannya:

- a. Hadis aziz: hadis yang diriwayatkan satu orang perawi pada tingkatan manapun dan hadis garib: hadis yang diriwayatkan dua orang perawi dalam satu tingkatan
- b. Hadis aziz: hadis yang diriwayatkan tiga orang perawi pada tingkatan manapun dan hadis garib: hadis yang diriwayatkan dua orang perawi dalam satu tingkatan
- c. Hadis aziz: hadis yang diriwayatkan satu orang perawi pada tingkatan manapun dan hadis garib: hadis yang diriwayatkan tiga orang perawi dalam satu tingkatan
- d. Hadis aziz: hadis yang diriwayatkan satu orang perawi pada tingkatan manapun dan hadis garib: hadis yang diriwayatkan empat orang perawi dalam satu tingkatan
- e. Hadis aziz: hadis yang diriwayatkan dua orang perawi dalam satu tingkatan dan hadis garib: hadis yang diriwayatkan satu orang perawi pada tingkatan manapun

9. Berikut ini merupakan pembagian hadis berdasarkan kualitasnya adalah

- a. Mutawatir, aziz, dhaif
- b. Hasan, mutawatir dan gharib
- c. Mutawatir, aziz, dan gharib
- d. Mutawatir, masyur, dan Da'if
- e. Shahih, hasan dan da'if

Alasannya...

- a. Termasuk kedalam hadis yang ditinjau dari segi banyaknya jumlah rawi yang meriwayatkan

- b. Termasuk kedalam hadis yang ditinjau dari segi keseimbangan antar perawi pada tingkatannya
 - c. Termasuk kedalam hadis yang ditinjau dari segi hadis tersebut dapat diterima atau ditolak
 - d. Termasuk kedalam hadis yang ditinjau dari segi tanggapan panca indera
 - e. Termasuk kedalam hadis yang ditinjau dari segi redaksi dan makna suatu hadis
10. Ulama' hadis sulit sekali membedakan antara hadis Shahih dan Hasan dan di kalangan ahli hadis pada umumnya hanya membedakan pada sisi
- a. Ke dabitn para rawinya
 - b. Keadilan rawinya
 - c. Ketegasan rawinya
 - d. Status sosial rawinya
 - e. Istiqomah rawinya
- Alasannya...
- a. Rawinya bijaksana dan teliti dalam penulisan hadis
 - b. Rawinya berwibawa dan teliti dalam penulisan hadis
 - c. Rawinya mempunyai ingatan yang kuat dan bijaksana menghadapi situasi apapun
 - d. Rawinya mempunyai ingatan yang kuat dan teliti dalam penulisan hadis
 - e. Rawinya mempunyai ingatan yang kuat dan cerdas dalam segala bidang
11. Hadis yang tingkat keshahihiannya paling tinggi yaitu diriwayatkan oleh
- a. Ibnu Hubban, Imam Muslim
 - b. Imam Muslim, Abu Daud
 - c. Imam Bukhari, Imam Ahmad
 - d. Imam Bukhari, Imam Muslim
 - e. Ibnu Khuzaimah, Imam Bukhari
- Alasannya...
- a. Sanadnya bersambung, Rawinya adil dan Dabit, Tidak ada cacat, Tidak ada kejanggalan
 - b. Sanadnya terputus, Rawinya adil dan Dabit, Tidak ada cacat, Tidak ada kejanggalan
 - c. Sanadnya bersambung, Rawinya adil dan Dabit, mengandung illat, Tidak ada kejanggalan
 - d. Sanadnya bersambung, Rawinya adil dan Dabit, Tidak ada cacat, Terdapat syaz
 - e. Sanadnya bersambung, Rawinya adil dan Dabit, ada cacat, ada kejanggalan
12. Hadis yang tidak memenuhi syarat sebagai hadis sahih dan hasan disebut hadis....
- a. Qudsi
 - b. Da'if
 - c. Aziz

- d. Gharib
 - e. Masyhur
- Alasannya...
- a. Sanadnya bersambung, Rawinya adil dan Dabit, Tidak ada cacat, Tidak ada kejanggalan
 - b. Sanadnya terputus, Rawinya adil tetapi keDabitannya kurang
 - c. Rawinya cerdas, Rawinya mempunyai ingatan yang kuat dan cerdas dalam segala bidang
 - d. Rawinya mempunyai ingatan yang kuat dan bijaksana menghadapi situasi apapun
 - e. Rawinya bijaksana dan teliti dalam penulisan hadis
13. Apabila anda menjumpai sebuah hadis dan setelah anda teliti ternyata dari sisi kekuatannya hadis berada di bawah level hadis sahih, maka hadis tersebut dikategorikan sebagai hadis
- a. Hasan
 - b. Aziz
 - c. Shahih
 - d. Dha'if
 - e. Garib
- Alasannya...
- a. Daya ingat (kedlabithan) rawi kurang,
 - b. Rawinya satu tingkatan ada dua orang
 - c. Rawinya bijaksana dan teliti dalam penulisan hadis
 - d. Rawinya dabit dan adil
 - e. Rawinya dari satu tingkatan / thabaqah lebih dari satu orang
14. Salah satu syarat hadis shahih adalah tidak berillat, maksudnya adalah...
- a. Tidak memiliki sanad bersambung
 - b. Tidak adil
 - c. Tidak memiliki kekurangan
 - d. Tidak memiliki cacat
 - e. Tidak memiliki kecurangan
- Alasannya...
- a. Tidak terdapat suatu sebab yang tersembunyi , yang karenanya dapat merusak kesahihan hadis
 - b. Tidak sejalan dengan hadis lain yang lebih shahih
 - c. Tidak bertentangan dengan hadis lain yang sudah diketahui tingkat kualitas kesahihannya
 - d. Tidak terdapat kejanggalan , yang karenanya dapat merusak kesahihan hadis
 - e. Tidak terdapat kejanggalan , yang karenanya mengurangi syarat hadis shahih

15. Sahih dapat diartikan...

- a. Yang baik
- b. Yang kuat
- c. Yang benar
- d. Yang terkenal
- e. Yang menyeluruh

Alasannya...

- a. Hadis shahih memenuhi syarat sanadnya bersambung, rawinya adil dan dabit, tidak ada cacat dan tidak ada kejanggalan
- b. Hadis shahih memenuhi syarat sanadnya terputus, rawinya adil dan dabit, tidak ada cacat dan tidak ada kejanggalan
- c. Hadis shahih memenuhi syarat sanadnya bersambung, rawinya cerdas dan bijaksana, tidak ada cacat dan tidak ada kejanggalan
- d. Hadis shahih memenuhi syarat sanadnya bersambung, rawinya adil dan dabit, ada illat dan syaz
- e. Hadis shahih memenuhi syarat sanadnya bersambung, rawinya adil dan dabit, tidak ada cacat dan terdapat syaz

Appendix 4

Answer Key

Kunci Jawaban Soal Tes Diagnostik pilihan Ganda 2 Tingkat
materi Pembagian Hadis

No.	Jawaban	Alasan
1	C	A
2	A	E
3	C	B
4	D	B
5	D	B
6	E	E
7	A	E
8	E	E
9	E	C
10	A	D
11	D	A
12	B	B
13	A	A
14	D	A
15	C	A

Appendix 5

Answer Sheet

Lembar Jawaban Soal Tes Diagnostik

NAMA	:
NO. ABSEN	:
KELAS	:

LEMBAR JAWABAN TES DIAGNOSTIK *TWO-TIER*

No	Pilihan Jawaban				
	A	B	C	D	E
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

No	Pilihan Alasan				
	A	B	C	D	E
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Appendix 6

SCORING GUIDELINES OF DIAGNOSTIC TEST

Answers	Category	Score
First level: Right Second level: Right	A	2
First level: Right Second level: False	B	1
First level: False Second level: Right	C	1
First level: False Second level: False	D	0
Score total		$(A+B+C+D) \times 3 + 10$

Appendix 7

INTERPRETATION OF TWO-LEVEL DIAGNOSTIC TEST RESULTS

Combination of Answers	Student Answer Categories
First level: Right Second level: Right	Comprehensive understanding
First level: Right Second level: False	Misconception
First level: False Second level: Right	Misconception
First level: False Second level: False	Not understand

Based on the answer categories, a percentage of students' understanding can be searched through the formula:

$$KNP = \frac{X}{N} \times 100\%$$

KNP = Percentage of understanding

X = Number of students in each category

N = Number of students in the whole

Appendix 8

INTERVIEW WITH ISLAMIC EDUCATIONTEACHER

Pertanyaan	Jawaban
Berapa Jumlah siswa dalam satu kelas di Madrasah Aliyah Negeri (MAN) 1 Pasuruan?	30 Siswa
Apakah di sekolah ini sudah menerapkan kurikulum 2013?	Sudah mengikuti kurikulum 2013
Bagaimanakah kemampuan siswa dalam ranah kognitifnya?	Kalau siswanya itu tergantung juga dari materi mbak, misalnya materi nya mudah maka siswa akan gampang memahami dan nilainya tuntas. Namun, jika materi itu dirasa sangat sulit dan butuh pemahaman lebih detail maka terkadang nilainya banyak yang jauh dari standart minimal.
Menurut Bapak, pada materi apakah siswa mengalami kesulitan dan terjadi miskonsepsi?	Pada pembagian hadis, siswa merasa kesulitan dengan pembagiannya yang cukup banyak dan memerlukan beberapa pertemuan untuk menuntaskannya. Tapi tetap saja ada yang salah dalam pemahaman dan tidak hafal pembagian hadis.
Mengapa materi pembagian hadis sulit dipelajari, pak?	Karena materi ini sebelumnya tidak cukup dipelajari di jenjang yang sebelumnya, jadi ini merupakan konsep yang baru dan perlu cukup waktu untuk dapat memahami mengenai pembagian hadis.

Appendix 9

Result of Expert in Evaluation

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Bapak/ Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Bapak/ Ibu tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

- Berilah tanda check (v) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek penilaian yang ada
- Kriteria penilaian:
 - 1= Tidak Baik
 - 2= Kurang Baik
 - 3= Baik
 - 4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah			✓		
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis			✓		
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia			✓		Susunan spak kalimat diperjelas
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.				✓	

PENILAIAN (VALIDASI) UMUM		A	B	C	D
	Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:

- A: Dapat digunakan tanpa revisi
- B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

Beberapa soal perlu dirubah redaksinya
agar sesuai SPOK

Malang, 22-02-2019

Validator

(SULISTYA UMIE R.S., M.S.)

Appendix 10

Result of Expert content validation in Qurdis subject

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Bapak/ Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Bapak/ Ibu tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

- Berilah tanda check (v) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek penilaian yang ada
- Kriteria penilaian:
 - 1= Tidak Baik
 - 2= Kurang Baik
 - 3= Baik
 - 4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah				✓	
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis			✓		
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia				✓	
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.			✓		

PENILAIAN (VALIDASI) UMUM					
		A	B	C	D
	Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:

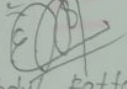
- A: Dapat digunakan tanpa revisi
- B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

Petunjuk soal lebih diperjelas
Pilihan jawaban ada beberapa yang harus dirubah

Malang, 22-02-2019

Validator


(Abdul Fattah)

Appendix 11

Result of Teacher validate in Qurdis subject

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Bapak/ Ibu yang terhormat,

Saya memohon bantuan Bapak/ Ibu untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Bapak/ Ibu tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Bapak/ Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

- Berilah tanda check (v) pada kolom yang Bapak/ Ibu anggap sesuai dengan aspek penilaian yang ada
- Kriteria penilaian:
1= Tidak Baik
2= Kurang Baik
3= Baik
4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah				✓	
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis			✓		
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia				✓	
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.			✓		

PENILAIAN (VALIDASI) UMUM				
	A	B	C	D
Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		


Keterangan:

- A: Dapat digunakan tanpa revisi
- B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

- soal sudah cukup banyak
- Diperbesar ukuran font
- Penilaian max 100

Pasuruan, 23-05-2019

Validator

 (Lugman Hakim S.Pd.)

Appendix 12

Result of student validation

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Siswa/ siswi yang terhormat,

Saya memohon bantuan Siswa/ siswi untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Siswa/ siswi tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Siswa/ siswi akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

- Berilah tanda check (v) pada kolom yang Siswa/ siswi anggap sesuai dengan aspek penilaian yang ada
- Kriteria penilaian:
 - 1= Tidak Baik
 - 2= Kurang Baik
 - 3= Baik
 - 4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah				✓	
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis			✓		
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia				✓	
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.				✓	

PENILAIAN (VALIDASI) UMUM					
		A	B	C	D
	Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:


- A: Dapat digunakan tanpa revisi
- ☒ B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

Ukuran fontnya diperbesar

Pasuruan, 23-02-2019

Validator


(Lailatul Muftidah)

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Siswa/ siswi yang terhormat,

Saya memohon bantuan Siswa/ siswi untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Siswa/ siswi tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Siswa/ siswi akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

1. Berilah tanda check (V) pada kolom yang Siswa/ siswi anggap sesuai dengan aspek penilaian yang ada
2. Kriteria penilaian:
 1= Tidak Baik
 2= Kurang Baik
 3= Baik
 4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah			✓		
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis			✓		
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia				✓	
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.				✓	

PENILAIAN (VALIDASI) UMUM				
	A	B	C	D
Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:


- A: Dapat digunakan tanpa revisi
- ☒ B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

Tulisan agak diperbesar

Pasuruan, 23-02-2019

Validator


(Ana Mahda Jamila)

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Siswa/ siswi yang terhormat,

Saya memohon bantuan Siswa/ siswi untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Siswa/ siswi tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Siswa/ siswi akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

1. Berilah tanda check (✓) pada kolom yang Siswa/ siswi anggap sesuai dengan aspek penilaian yang ada
2. Kriteria penilaian:
 - 1= Tidak Baik
 - 2= Kurang Baik
 - 3= Baik
 - 4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah				✓	
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis				✓	
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia				✓	
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif			✓		
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.				✓	

PENILAIAN (VALIDASI) UMUM					
		A	B	C	D
	Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:

- A: Dapat digunakan tanpa revisi
- ☒ B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

Pilihan gandanya butuh waktu agak lama

Pasuruan, 23-02-2019

Validator

Fayyih
M. Fayyih Zamharir

**LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X**

Siswa/ siswi yang terhormat,

Saya memohon bantuan Siswa/ siswi untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Siswa/ siswi tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Siswa/ siswi akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

1. Berilah tanda check (v) pada kolom yang Siswa/ siswi anggap sesuai dengan aspek penilaian yang ada
2. Kriteria penilaian:
 1= Tidak Baik
 2= Kurang Baik
 3= Baik
 4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah				✓	
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis				✓	
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia			✓		
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.				✓	

PENILAIAN (VALIDASI) UMUM					
		A	B	C	D
	Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:

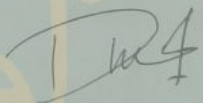
- A: Dapat digunakan tanpa revisi
- ☒ B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

gudah cukup soalnya

Pasuruan, 23-02-2019

Validator


(Nuri Nuz Digna)

LEMBAR VALIDASI INSTRUMEN TES DIAGNOSTIK PILIHAN GANDA DUA TINGKAT UNTUK
MENGIDENTIFIKASI MISKONSEPSI SISWA PADA MATERI PEMBAGIAN HADIS KELAS X

Siswa/ siswi yang terhormat,

Saya memohon bantuan Siswa/ siswi untuk mengisi angket ini. Angket ini ditujukan untuk mengetahui pendapat Siswa/ siswi tentang aspek penilaian instrumen evaluasi tes diagnostik ini dari komponen penilaian aspek kelayakan. Penilaian, saran dan koreksi dari Siswa/ siswi akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas instrumen evaluasi tes diagnostik. Atas perhatian dan kesediaannya untuk mengisi angket ini, saya ucapkan terimakasih.

A. Petunjuk Pengisian

1. Berilah tanda check (v) pada kolom yang Siswa/ siswi anggap sesuai dengan aspek penilaian yang ada
2. Kriteria penilaian:
1= Tidak Baik
2= Kurang Baik
3= Baik
4= Baik Sekali

B. Aspek Penilaian

Indikator Penilaian	Butir Penilaian	Validasi				Catatan
		1	2	3	4	
Petunjuk	1. Petunjuk tes diagnostik materi pembagian hadis dinyatakan dengan jelas				✓	
Aspek cakupan tes diagnostik materi pembagian hadis	1. Butir- butir tes diagnostik sesuai dengan materi pembagian hadis di Madrasah Aliyah				✓	
	2. Urutan tes diagnostik sesuai dengan urutan materi				✓	
	3. Butir- butir tes diagnostik dibuat untuk mendiagnosis kesulitan belajar siswa dalam mempelajari pembagian hadis			✓		
Aspek Bahasa	1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Indonesia			✓		
	2. Pernyataan pada setiap butir tes dinyatakan komunikatif				✓	
	3. Menggunakan kalimat dan kata- kata yang mudah dipahami.				✓	

PENILAIAN (VALIDASI) UMUM					
		A	B	C	D
	Penilaian (validasi) umum terhadap tes diagnostik untuk mendiagnosis kesulitan belajar siswa dalam mempelajari materi pembagian hadis		✓		

Keterangan:

- A: Dapat digunakan tanpa revisi
- ☒ B: Dapat digunakan dengan sedikit revisi
- C: Dapat digunakan dengan banyak revisi
- D: Belum dapat digunakan

Catatan/ komentar dan saran

Penggunaan titik koma diperjelas

Dagurvan, 23-02-2019

Validator

(Signature)
(Aliflon Kusuma Bahlian)

Appendix 13

Reliability

RELIABILITAS TES

Rata2= 8,67
 Simpang Baku= 3,75
 KorelasiXY= 0,74
 Reliabilitas Tes= 0,85
 Nama berkas: D:\X MIA 2.ANA

No.Urut	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	ACHMAD HUSEN	3	5	8
2	AKMAL AL FAJR...	6	7	13
3	ALVIANI NUR L...	5	3	8
4	ANISAH NUR AZ...	7	7	14
5	BA'DHIVA YUSVIAR	1	4	5
6	CHOIRUL ALIYAH	7	6	13
7	DWI NURUL ARI...	5	3	8
8	FIRMAN FEBRIA...	3	2	5
9	FITRIYA DWI S...	2	2	4
10	HANING FIRDAUSI	6	7	13
11	INDAH HASANAT...	5	4	9
12	INDI RAHMANING	4	4	8
13	LIYA PUNGKY	6	7	13
14	M. ALI ZAINAL...	3	2	5
15	M. IRFANI	1	3	4
16	M. MUCHLISIN	3	1	4
17	M. DIMAS FIRM...	7	6	13
18	M. SYARIFUDIN	4	2	6
19	NABILA SHIDQIYAH	7	7	14
20	NANDA PRASTIKA	5	4	9
21	MAULIA ANANDA	5	5	10
22	PANDU RINTO L...	2	1	3
23	RATNA YULIS	3	1	4
24	REVO CAESAR	4	4	8
25	SAYYIDATURROHMAH	7	6	13
26	SYLFIA AULIA	4	5	9
27	SILVIA PUTRI	6	3	9
28	VIFTIA DESIWA...	5	4	9
29	YENI ASKIYATUL	2	2	4
30	SOFI AMBARSARI	4	3	7

Appendix 14

Difficulty Level Analysis

TINGKAT KESUKARAN

Jumlah Subyek= 30

Butir Soal= 15

Nama berkas: D:\X MIA 2.ANA

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	19	63,33	Sedang
2	24	80,00	Mudah
3	24	80,00	Mudah
4	16	53,33	Sedang
5	9	30,00	Sukar
6	24	80,00	Mudah
7	21	70,00	Sedang
8	21	70,00	Sedang
9	19	63,33	Sedang
10	10	33,33	Sedang
11	8	26,67	Sukar
12	20	66,67	Sedang
13	20	66,67	Sedang
14	17	56,67	Sedang
15	8	26,67	Sukar

Appendix 15

Discrimination power

DAYA PEMBEDA

=====

Jumlah Subyek= 30

Klp atas/bawah(n)= 8

Butir Soal= 15

Nama berkas: D:\X MIA 2.ANA

No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	8	1	7	87,50
2	8	4	4	50,00
3	8	4	4	50,00
4	7	2	5	62,50
5	7	2	5	62,50
6	8	4	4	50,00
7	8	1	7	87,50
8	7	2	5	62,50
9	8	3	5	62,50
10	7	2	5	62,50
11	6	1	5	62,50
12	8	2	6	75,00
13	8	2	6	75,00
14	8	3	5	62,50
15	6	1	5	62,50

KORELASI SKOR BUTIR DG SKOR TOTAL

=====

Jumlah Subyek= 30

Butir Soal= 15

Nama berkas: D:\X MIA 2.ANA

No Butir	Korelasi	Signifikansi
1	0,625	Sangat Signifikan
2	0,519	Signifikan
3	0,519	Signifikan
4	0,495	Signifikan
5	0,572	Signifikan
6	0,497	Signifikan
7	0,611	Sangat Signifikan
8	0,493	Signifikan
9	0,550	Signifikan
10	0,524	Signifikan
11	0,504	Signifikan
12	0,549	Signifikan
13	0,549	Signifikan
14	0,559	Signifikan
15	0,524	Signifikan

Appendix 16

Distractor Functioning

KUALITAS PENGECOH
=====

Jumlah Subyek= 30

Butir Soal= 15

Nama berkas: D:\X MIA 2.ANA

No Butir	a	b	c	d	e	*
1	3++	2+	19**	3++	3++	0
2	24**	1+	2+	1+	2+	0
3	2+	2+	24**	1+	1+	0
4	5+	3++	3++	16**	3++	0
5	7+	9**	4++	3+	7+	0
6	1+	1+	2+	2+	24**	0
7	21**	2++	2++	3+	2++	0
8	3+	2++	2++	2++	21**	0
9	4+	3++	2+	2+	19**	0
10	10**	6++	4++	5++	5++	0
11	6++	6++	6++	8**	4+	0
12	4-	20**	2++	3++	1-	0
13	20**	3++	2++	3++	2++	0
14	3++	4++	3++	17**	3++	0
15	7+	5++	8**	6++	4+	0

Keterangan:

** : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

---: Sangat Buruk

Appendix 17

The Results Of Student Interviews

<p>Absen 9:</p> <p>Q: Dari pengerjaan soal tes diagnostik, kuantitas suatu hadis ditinjau dari apa?</p> <p>A: banyaknya jumlah rawi yang meriwayatkannya bu</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Karena kuantitas itu berdasarkan matematisnya, berkaitan angka- angka bu</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Tidak bu</p> <p>Q: Dimana anda mengetahui konsep tersebut?</p> <p>A: Dari pemikiran saya bu..</p>	<p>Absen 24:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Hadis mutawatir itu hadis yang diriwayatkan oleh berapa rawi?</p> <p>A: Banyak rawi</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Karena mutawatir itu paling banyak rawi yang meriwayatkan</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: pada pembagian kuantitas yang paling awal itu hadis mutawatir.</p> <p>Q: Dimana anda mengetahui konsep tersebut?</p> <p>A: Dari buku bu</p>	<p>Absen 28:</p> <p>Q: Dari pengerjaan soal tes diagnostik, yang termasuk dari hadis mutawatir itu apa saja?</p> <p>A: lafzhi, aziz, ‘amali bu</p> <p>tadi jawaban saya itu</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Mengarang aja sih bu kurang hafal</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Tidak bu</p> <p>Q: Dimana anda mengetahui konsep tersebut?</p> <p>A: Dari saya sendiri bu</p>
<p>Absen 30:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, apa pentingnya ilmu daruri itu?</p> <p>A: Keharusan untuk menerima dan mengamalkannya</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Karena ilmu daruri dimiliki oleh hadis mutawatir</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: tidak bu</p> <p>Q: Dimana anda mengetahui konsep tersebut?</p>	<p>Absen 25:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, hadis masyhur adalah yang diriwayatkan oleh berapa rawi?</p> <p>A: Satu mungkin bu</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Menebak aja bu</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: yang paling sedikit</p> <p>Q: Dimana anda mengetahui konsep tersebut?</p> <p>A: Dari diri saya.</p>	<p>Absen 21:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Hadis yang kegariban-nya terletak pada asal sanad itu termasuk garib apa?</p> <p>A: Garib nisbi</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Dari rasul dan beberapa sahabat</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Tidak bu</p> <p>Q: Dimana anda mengetahui konsep tersebut?</p> <p>A: Dari internet</p>

A: Dari pak guru.		
<p>Absen 15:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, jika Sejumlah besar rawi yang meriwayatkan, maka hadis itu termasuk hadis apa?</p> <p>A: Hadis mashur bu</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Sejumlah besar dari rawi itu berkumpul</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>Kan banyak jadi mustahil untuk berdusta bu</p> <p>Q: Darimana anda mengetahui konsep tersebut?</p> <p>A: Dari bapak guru</p>	<p>Absen 13:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Perbedaan antara hadis aziz dan hadis garib itu bagaimana?</p> <p>A: Hadis aziz: 1 rawi dan hadis garib: 3 rawi</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: tidak hafal bu, mengarang aja</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Tidak bu</p> <p>Q: Darimana anda mengetahui konsep tersebut?</p> <p>A: Dari teman bu hehe</p>	<p>Absen 20:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, pembagian hadis berdasarkan kualitasnya itu berarti dilihat dari apanya?</p> <p>A: Kebenarannya</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Kalau benar kan pasti diterima hadis nya bu</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Kalau bicara kualitas itu biasanya ada kaitannya dengan mutunya bu</p> <p>Q: Darimana anda mengetahui konsep tersebut?</p> <p>A: Dari internet bu hehe</p>
<p>Absen 19:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, apa yang membedakan antara hadis Shahih dan Hasan?</p> <p>A: Ke dabitn para rawinya</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: Kalau hadis sahih itu rawinya harus dabit sadran dan kitaban</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Karena Rawinya harus mempunyai ingatan yang kuat dan teliti dalam penulisan hadis</p> <p>Q: Darimana anda</p>	<p>Absen 17:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Hadis yang tingkat keshahihannya paling tinggi diriwayatkan oleh siapa?</p> <p>A: Imam Bukhari, Imam Ahmad</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: dua imam itu kan yang terkenal bu</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Tidak bu</p> <p>Q: Darimana anda mengetahui konsep tersebut?</p> <p>A: Dari internet bu.</p>	<p>Absen 1:</p> <p>Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Hadis yang tidak memenuhi syarat sebagai hadis sahih dan hasan termasuk kedalam hadis apa?</p> <p>A: Da'if bu</p> <p>Q: Apa alasan anda memilih jawaban itu?</p> <p>A: karena yang paling bawah kualitasnya itu hadis da'if</p> <p>Q: Apakah anda memiliki jawaban selain itu?</p> <p>A: Iya karena hadis da'if ada cacat dan kejanggalannya bu</p> <p>Q: Darimana anda mengetahui konsep tersebut?</p>

mengetahui konsep tersebut? A: Dari buku bu.		A: dari buku bu.
<p>Absen 2: Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Apa hadis yang berada di bawah level hadis sahih? A: Hadis hasan bu.</p> <p>Q: Apa alasan anda memilih jawaban itu? A: Rawinya lebih dari satu bu. Q: Apakah anda memiliki jawaban selain itu? A: Apa ya bu... Bingung sih bu. Q: Darimana anda mengetahui konsep tersebut? A: Dari saya sendiri bu.</p>	<p>Absen 4: Q: Dari pengerjaan soal tes diagnostik, Menurut anda, yang dimaksud tidak berillat pada syarat hadis shahih itu apa? A: Tidak memiliki sanad bersambung.</p> <p>Q: Apa alasan anda memilih jawaban itu? A: Tidak sejalan dengan hadis lain yang lebih shahih Q: Apakah anda memiliki jawaban selain itu? A: Tidak bu. Q: Darimana anda mengetahui konsep tersebut? A: dari pemikiran sendiri bu.</p>	<p>Absen 13: Q: Dari pengerjaan soal tes diagnostik, Menurut anda, Apa saja syarat hadis dikategorikan shahih? A: sanadnya bersambung, rawinya adil dan dabit, tidak ada cacat dan tidak ada kejanggalan.</p> <p>Q: Apa alasan anda memilih jawaban itu? A: Iya itu yang tercantum dibuku dan saya hafalkan bu. Q: Apakah anda memiliki jawaban selain itu? A: tidak bu. Q: Darimana anda mengetahui konsep tersebut? Q: di buku bud an penjelasan bapak guru.</p>

Appendix 18

Documentation



Appendix 19

Letter Permission From Faculty


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http://fitk.uin-malang.ac.id. email : fitk@uin-malang.ac.id

Nomor **85 /Un.03.1/TL.00.1/01/2019** 14 Januari 2019
 Sifat **Penting**
 Lampiran **-**
 Hal **Izin Penelitian**

Kepada
 Yth. Kepala MAN 1 Pasuruan
 di
 Pasuruan

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	Miftakhul Khusnah
NIM	15110087
Jurusan	Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik	Ganjil - 2018/2019
Judul Skripsi	The Development of Diagnostic Test Evaluation in Qur'an Hadis at MAN 1 Pasuruan
Lama Penelitian	Januari 2019 sampai dengan Maret 2019 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


 Dr. H. Agus Maimun, M.Pd
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

Appendix 20

Certificate of Research


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH ALIYAH NEGERI 1 PASURUAN
Jl. Balai Desa Glanggang 3A, Beji, Kab. Pasuruan, Jawa Timur
Telp. (0343) 742690 PO. BOX 17 Bangil 67154

SURAT KETERANGAN
 Nomor : B-399/Ma.13.09.01/PP.00.6/11/2018

Memperhatikan Surat masuk dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Maulana Malik Ibrahim Malang, Fakultas Ilmu Tarbiyah dan Keguruan. Nomor: 85/Un.03.1/TL.00.1/01/2019 Tanggal 14 Januari 2019. Perihal Permohonan izin Penelitian, maka kami yang bertanda tangan dibawah ini :

N a m a	: AGUS SUWITO, S.Ag, M.Pd.I
N I P	: 19630801 199002 1 001
Pangkat/Gol	: Pembina Utama Muda (IV/c)
Jabatan	: Kepala Madrasah Aliyah Negeri 1 Pasuruan

Menerangkan dengan sebenarnya, bahwa Mahasiswa tersebut dibawah ini :

Nama	: MIFTAKHUL KHUSNAH
NIM	: 15110087
Instansi	: Universitas Islam Negeri Maulana Malik Ibrahim Malang
Program Studi	: Pendidikan Agama Islam (PAI)

Yang bersangkutan telah selesai melaksanakan Penelitian dengan Judul **"THE DEVELOPMENT OF DIAGNOSTIC TEST EVALUATION IN QUR'AN HADIS AT MAN 1 PASURUAN"** terhitung pada tanggal 21 Januari s.d 23 Maret 2019, dengan baik dan lancar dalam rangka untuk penyusunan Skripsi.


Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pasuruan, 25 Maret 2019


 AGUS SUWITO








Appendix 21

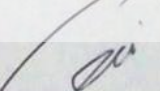
Evidence Of Colsultation


MAULANA MALIK IBRAHIM
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EVIDENCE OF CONSULTATION

Name : Miftakhul Khusnah
 NIM : 15110087
 Department : Islamic Education
 Advisor : Dr. Hj. Rahmawati Baharuddin, M.A
 Thesis Title : The Development of Two Tiers Diagnostic Test for Identifying Tenth- Grade Student's Misconception about Categorization of Hadith in MAN 1 Pasuruan

NO	Date of Consultation	Consultation Material	Signature
1	January 19 th 2019	Chapter 1	
2	March 12 nd 2019	Chapter 2	
3	March 19 th 2019	Chapter 3	
4	April 30 th 2019	Revisi	
5	April 30 th 2019	Chapter 4	
6	May 9 th 2019	Chapter 5	
7	May 16 th 2019	Whole Draft .ACC	

Acknowledged by,
 Head of Department,

Dr. Marno, M.Ag
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BIODATA

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Malang, May 16th 2019

Writer,

Miftakhul Khusnah
NIM. 15110087