

**THE ITEM ANALYSIS OF FIQH TEST FOR ACCELERATED
STUDENTS OF MTsN KEDIRI II**

RESEARCH REPORT

By:

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ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
JUNE, 2014

**THE ITEM ANALYSIS OF FIQH TEST FOR ACCELERATED
STUDENTS OF MTsN KEDIRI II**

*Presented to Faculty of Tarbiyah and Teacher Training of State
Islamic University Maulana Malik Ibrahim Malang in partial
fulfillment of the requirement for the Bachelor degree on Islamic
Education (S.Pd.I)*

By:

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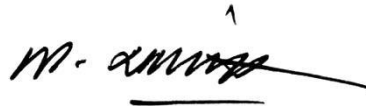
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FACULTY OF TARBİYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
JUNE, 2014**

APPROVAL SHEET
THE ITEM ANALYSIS OF FIQH TEST FOR ACCELERATED
STUDENTS OF MTsN KEDIRI II

RESEARCH REPORT

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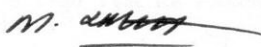
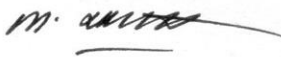

LEGITIMATION SHEET

THE ITEM ANALYSIS OF FIQH TEST FOR ACCELERATED STUDENTS OF MTsN KEDIRI II

RESEARCH REPORT

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Has been defended in front of the board of examiners on June 09, 2014
And has been approved by the board of examiners as the requirement for the
bachelor degree of Islamic Education (S.Pd.I) on June 09, 2014

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Appendixes : 4 (four) Exemplar

Dear,
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at
Malang

Assalamu'alaikumWr. Wb,

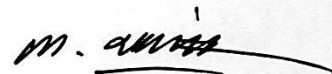
After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following research report:

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Title of Research report : The Item Analysis of Fiqh Test for Accelerated Students of MTsN Kediri II

As the advisor, we argue that this research report has been proposed and tested decent.
So, please tolerate presence.

Wassalamu'alaikumWr. Wb.

Advisor,



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CERTIFICATE OF RESEARCH REPORT AUTHORSHIP

I wrote this research report to fulfill the requirement for Bachelor degree on Islamic Education (S.Pd.I) entitled *The Item Analysis of Fiqh Test for Accelerated Students of MTsN Kediri II*. It is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I will responsible for the research report if there is any objection or claim for others.

Malang, May 12, 2014



Uswatun Khasanah

MOTTO

أَحْسِبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا ءَامَنَّا وَهُمْ لَا يُفْتَنُونَ ﴿٢﴾ وَلَقَدْ فَتَنَّا
الَّذِينَ مِنْ قَبْلِهِمْ ۗ فَلْيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلْيَعْلَمَنَّ الْكٰذِبِينَ ﴿٣﴾

The meaning: Do man imagine that they will be left (at ease) because they say, We believe, and will not be tested with affliction? Lo! We tested those who were before them. Thus Allah knoweth those who are sincere and knoweth those who feign. (Surah Al-Ankabut verse 2-3)¹

¹ Muhammed Marmaduke Pickthall, *The Holy Qur'an* (New Delhi: Idara Isha'at-E-Diniyat (P) Ltd, 2005), p. 389.

DEDICATION

Give thanks to Allah who gives me mercy and blessing to finish my research report. Shalawat and salam also always be given to prophet Muhammad SAW who deliver us from the darkness to the lightness.

This Research Report proudly presents to:

My Father, Mr. Ibnu Malik and my mother, Mrs. Umi Kulsum who have taken care of me, always support me and pray for me all the times. Every Al fatichah that you are sending for me likes the power that makes me stronger. My Father, who trusted and permitted me to study in this university. My Father and My Mother, who always motivate me in every condition, always give an advice when I feel this life is so hard. But from you, I learn the meaning of this life. Thank you so much for your greatest love my Mom and Dad.

My beloved brother, M. Bahrin Nasihin and My beloved grandmother, Hj. Nasriqah and Hj.

Siti Hikmah thanks to all your loving and affection.

All of the teachers who has taught me and who still teaches me until now. You are really the lights of my life, may be Allah always blessed you in this world and here after.

My Advisor, Mr. Dr. H. M. Zainuddin, MA who has guided me to finish this research report.

I thank you so much for your patient, and I do apologize for all the mistakes during the process of this research report.

Special thanks for Syaichul Ghulam, who always accompany me either in happiness or sadness, you make my life colorful.

All my beloved best friends in International Class Program of Islamic Education Department, 2010. When I have crazy friends, I have everything, Like you!

For everybody who has helped me in finishing this research report. May be Allah SWT give all goodness and happiness to You.

Jazakumullahukhair al Jaza'. Amin

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It was not easy for me to finish this research report without any help from others. Therefore, in this chance the author wants to thank a lot for:

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2. Mr. Prof. Dr. H. Mudjia Rahardjo. M.Si, as a Rector of the State Islamic University of Maulana Malik Ibrahim Malang.
3. Mr. Dr. H. Nur Ali, M.Pd as Dean of Tarbiyah and Teacher Training Faculty
4. Mr. Dr. Marno Nurullah, M.Ag as Head of Islamic Education department.
5. Mr. Dr. H. M. Zainuddin, MA as Advisor who has guided me to finish this research report.
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13. Everybody who has helped me in finishing this research report. I am sorry, I can mention one by one. May Allah bless you all.

As I know that in this research report will be found many mistakes both from the contents and from the technique of writing, so the writer really needs the critic and suggestion to repair this research report. This research report is aimed to realize the goals of education in this country, so it will be impossible if there is no awareness of our own selves about education. So critics and suggestions are waiting to repair this research report.

Malang, May 12, 2014

Author,

Uswatun Khasanah

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ABSTRACT

Khasanah, Uswatun. 2014. The Item Analysis of Fiqh Test for Accelerated Students of MTsN Kediri II. Research report, Islamic Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor Dr. H. M. Zainuddin, MA.

One of Islamic lesson which is necessary special attention is Fiqh. Because it's about how the way human as the slave worships to Almighty Allah as the creator. To make sure that students understand well about it by conducting learning evaluation. One of the important things from learning evaluation is doing item analysis. Item analysis has to be done by teacher to improve the item quality that has been written. It is the process of summarizing and using information from student's answer to make value decision. The purpose of it is to review every item in order to gain good item quality before used it.

The problem of research are: 1) How is the difficulty level of Fiqh test for accelerated students of MTsN Kediri II? 2) How is the discrimination level of Fiqh test for accelerated students of MTsN Kediri II? 3) How is the quality of whole Fiqh test for accelerated students of MTsN Kediri II?

Researcher used a quantitative approach with the type of descriptive research. Researcher use *ITEMAN (Item and Tes Analysis Manual)* program third version in analyzing Fiqh items in the first grade students of accelerated class program of MTsN Kediri II.

The result of this study are: 1) The difficulty level of Fiqh test for accelerated students of MTsN Kediri II can be concluded as follows: Item with difficult indication are 5 items or 12.5%, item with medium indication are 5 items or 12.5%, and Item with easy indication are 30 items or 75%. 2) The discrimination level of Fiqh test for accelerated students of MTsN Kediri II can be concluded as follows: Item with **good** item indication are 12 items or 30%, item with **accepted and corrected** item indication is 1 item or 2.5%, item with **corrected** item indication are 5 items or 12.5%, item with **rejected** item indication are 22 items or 55%. 3) The quality of whole Fiqh test for accelerated students of MTsN Kediri II is still low in both quantitative as well as qualitative analysis. Quantitative analysis can be seen from difficulty level i.e. 30 items or 75% stated that the difficulty level still **easy** as well as discrimination level i.e. 22 items or 55% stated that the item is **rejected**. Item distracters also have not been maximally functioning. Qualitative analysis can be seen from teacher of the subject has not been doing the procedure for arranging the items thoroughly. Writing the items also have not been fulfilled the writing of standard items.

Keyword: Item analysis, Fiqh and Accelerated Class Program

ABSTRAK

Khasanah, Uswatun. 2014. Analisis Butir Soal Fiqih pada siswa program kelas akselerasi di MTsN Kediri II. Skripsi, Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Malang. Pembimbing Dr. H. M. Zainuddin, MA.

Salah satu pelajaran agama Islam yang memerlukan perhatian khusus adalah pelajaran Fiqih. Karena pelajaran Fiqih merupakan pelajaran tentang bagaimana cara manusia beribadah kepada Allah SWT. Untuk meyakinkan bahwa siswa paham tentang pelajaran tersebut, maka dengan melakukan evaluasi pembelajaran. Salah satu hal terpenting dalam evaluasi pembelajaran adalah analisis soal. Kegiatan menganalisis butir soal merupakan suatu kegiatan yang harus dilakukan guru untuk meningkatkan mutu soal yang telah ditulis. Kegiatan ini merupakan proses pengumpulan, peringkasan, dan penggunaan informasi dari jawaban peserta didik untuk membuat keputusan tentang setiap penilaian. Tujuan analisis soal adalah untuk mengkaji dan menelaah setiap butir soal agar diperoleh soal yang bermutu sebelum soal digunakan.

Rumusan masalahnya adalah: 1) Bagaimana tingkat kesukaran butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II? 2) Bagaimana daya beda butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II? 3) Bagaimana kualitas butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II?

Peneliti menggunakan pendekatan kuantitatif dengan jenis penelitian deskriptif. Peneliti menggunakan ITEMAN (*Item and Tes Analysis Manual*) program, versi 3 untuk menganalisis butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II.

Hasil penelitian ini adalah : 1) Tingkat kesukaran butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II menunjukkan bahwa butir soal dengan indikasi sukar sebanyak 5 butir atau 12.5%, butir soal dengan indikasi sedang sebanyak 5 butir atau 12.5%, dan butir soal dengan indikasi mudah sebanyak 30 butir atau 75%. 2) Daya beda butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II menunjukkan bahwa butir soal dengan indikasi baik sebanyak 12 butir atau 30%, butir soal dengan indikasi diterima dan diperbaiki hanya 1 butir atau 2.5%, butir soal dengan indikasi diperbaiki sebanyak 5 butir atau 12.5%, dan butir soal dengan indikasi ditolak sebanyak 22 butir atau 55%. 3) Kualitas butir soal Fiqih di kelas program akselerasi tingkat pertama di MTsN Kediri II masih rendah baik evaluasi secara kuantitatif atau kualitatif. Secara kuantitatif dapat dilihat dari tingkat kesukaran soal yaitu sebanyak 30 soal atau 75% butir dinyatakan rendah dan dari daya beda yaitu 22 butir atau 55% soal dinyatakan ditolak. pengecoh soal juga belum berfungsi secara maksimal. Secara kualitatif dapat diketahui dari guru Fiqih belum melakukan prosedur penyusunan soal secara menyeluruh. Penulisan soal juga belum memenuhi standar penulisan soal.

Kata kunci: Analisis Butir Soal, Fiqih, Kelas Program akselerasi

مستخلص البحث

حسنة، أسوة. 2014. تحليل بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية (MTsN II) كاديري. بحث جامعي. التربية الإسلامية. كلية العلوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بالانج. المشرف. الدكتور الحاج محمد زين الدين الماجستير

الفقة هي إحدى المواد الدراسية الإسلامية التي يحتاج الى اهتمام الخاص. لأنها مادة تتعلم التلاميذ كيفية عبادة الله تعالى. لتأكيد التلاميذ أنهم يفهمون على المادة الدراسية فيحتاجون على التقويم التعليمي. وأهم التقويم هو تحليل البنود. هذا هو عملية لا بد للمدرس لترقية جودة البنود المكتوب. تحليل البنود عملية إجتماع و خلصة و استخدام الأجوبة من التلاميذ لإقرار نتائج التقويم. و أهداف تحليل البنود هو لتقويم كل البنود وتحليله كي تكون الأسئلة جودية قبل استخدامها.

إستنادا على أهمية تقويم التعليم المخصوص في تحليل البنود فأسئلة البحث هي: (1) كيف صعوبة بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري؟ (2) كيف مفرق بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري؟ (3) كيف جودة بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري؟

استخدمت الباحثة منهج البحث الكيفي بنوع وصفي. و استخدمت الباحثة ITEMAN (*Item and Tes Analysis Manual*) بالنسخة الثالثة لتحليل بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري.

و نتائج هذا البحث هي: (1) يدل أن صعوبة بنود الفقة في فصل برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري بإشارة صعوبة من خمسة بنود أو 12,5% و البنود بإشارة معتدلة خمسة بنود أو 12,5% و البنود بإشارة سهلة ثلاثون بنود أو 75% (2) مفرق بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري يدل الا أن إشارة البنود الجيد هو 12 بنود أو 30% و البنود بإشارة مقبولة و مصوبة بنودا واحد أو 2,5% و البنود بإشارة مصوبة 5 بنود أو 12,5% و البنود بإشارة مردودة 22 بنود أو 55%. (3) جودة بنود الفقة في برنامج التسارع الأولى في المدرسة المتوسطة الحكومية الثانية كاديري لا تزال منخفضة تقويمه كفيما كان أو كمي. من حيث كمي يمكن نظر من المستوى صعوبة السؤال هي 30 سؤال أو 75% بإشارة منخفضة و من مفرق هو 22 سؤال أو 55% بإشارة مردودة. كذلك الخداء لم يجر على نحو الأمثال. يمكن أن ينظر إليه من المعلم الفقه لم يعمل الإجراء لصناع الأسئلة كاملا. و في كتابة الأسئلة لم يملأ معايير كتابة السؤال.

الكلمة الرئيسية: تحليل البنود و الفقه و برنامج الفصل التسارع

CHAPTER I

INTRODUCTION

A. The Background of Study

Education is a program which involves some components that works together in the process of achieving the goal that has been programmed. As a program, education is a conscious and deliberate activity that is directed to achieve a goal. It is necessary to be evaluated with the reason to determine whether the implementation of this program can achieve its objectives effectively and efficiently.¹

In general terms, evaluation is a process of planning, acquiring and providing information which is necessary to make decision alternatives.² Meanwhile, according to Norman E. Grondlund evaluation is a systematic process to determine or make a decision how far the objectives of teaching have been achieved by students.³ According to that statement, we can take the main purpose of evaluation i.e. to measure the level of students understanding for subject that is given. Therefore, teacher must know about the curriculum and the quality of item arranged before making an instrument of item, in order to measure the true ability of students.

¹ Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Pelajar, 2009), ed.1st, p. 1.

² Subari, *Supervisi Pendidikan* (Jogjakarta: Bumi Aksara, 1994), ed.1st, p. 174.

³ M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran* (Bandung: PT Remaja Rosdakarya, 1992), ed. 6th, p. 3.

In Al-Qur'an also explained about the importance of doing an evaluation, as it is explained in surah Al-Ankabut verses 2-3:

أَحْسَبَ النَّاسُ أَنْ يُتْرَكُوا أَنْ يَقُولُوا ءَامَنَّا وَهُمْ لَا يُفْتَنُونَ ﴿٢﴾ وَلَقَدْ فَتَنَّا الَّذِينَ
 مِنْ قَبْلِهِمْ ^ط فَلْيَعْلَمَنَّ اللَّهُ الَّذِينَ صَدَقُوا وَلْيَعْلَمَنَّ الْكٰذِبِينَ ﴿٣﴾

The Meaning: Do man imagine that they will be left (at ease) because they say, We believe, and will not be tested with affliction? Lo! We tested those who were before them. Thus Allah knoweth those who are sincere and knoweth those who feign. (Surah Al-Ankabut verse 2-3)⁴

One of the important things of learning evaluation is doing item analysis. Item analysis has to be done by teacher to improve the item quality that has been written. It is the process of summarizing and using information from student's answer to make value decision. The purpose of item analysis is to review every item in order to gain good item quality before we use it. Besides, the purpose of the item analysis is also to improve the test quality through a revision or delete ineffective item. As well as to know diagnostic information from students, for knowing they have understood about the material or not. The items with high quality are the items which could differentiate the ability of students, which one has been understood and not been understood about the material.⁵

Generally, the purpose of education is to provide an environment that allows the students to develop their talents and abilities optimally, so they can realize their self and fully functioning in accordance with their personal needs and

⁴ Muhammed Marmaduke Pickthall, *The Holy Qur'an* (New Delhi: Idara Isha'at-E-Diniyat (P) Ltd, 2005), p. 389.

⁵ Wahidmurni, dkk. *Evaluasi Pembelajaran Kompetensi dan praktik* (Yogyakarta: Nuha Litera, 2010), p. 117.

community needs. Everyone have different talents, therefore requires a different education.⁶ Difference level of students intelligences were expected that the evaluation from the teacher is also in accordance with the level of student intelligence.

One of the special programs for the gifted child is organizing accelerated class program. Conceptually, the definition of accelerated is given by Pessey (1949) as the progress made in the teaching program, at the faster time or a younger age than is conventional. This definition indicates that the accelerated covers the requirements for avoiding obstacles of acquirements in teaching process and also proposes the processes that enable students through the provision of material faster than the average student progress.⁷

Students of accelerated class program were elected through a series of tests that actually test their intelligence. Therefore they could complete the study in only 2 years. Appropriate with Decree of the Minister of Education Number 054/U/1993. Decree of the Minister of Education Article 16 paragraph (1) states that: "Students who have special talents and extraordinary intelligence can complete learning program earlier than the allotted time with the requirement that has been followed junior high school for at least 2 years."⁸

The logical consequence of accelerated class program is teachers are challenged to create an item instrument that really can measure the ability of students. Teacher understands about item analysis well, from this condition they

⁶ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: PT Rineka Cipta, 2004), ed. 2nd, p. 6.

⁷ Reni Akbar-Hawadi, *Akselerasi A-Z Informasi Program Percepatan Belajar* (Jakarta: PT Grasindo, 2004), p. 31.

⁸ *Ibid.*, p. 19-20

can measure the ability of students. It is contrary with the reality. There is a teacher who doesn't know about the item analysis. There are students who have less capability for join the accelerated class program but they still follow this program. There are students who have less capability but they got try out about IQ test from elementary school. One of important requirements of students in accelerated class program is High score of IQ test. Therefore, students have been memorized the characteristic of IQ test that is used to select them in Accelerated class program. Finally students can join this program but they were difficult in teaching and learning process.⁹

One of Islamic lesson in accelerated class program which is necessary special attention is Fiqh. Fiqh is knowledge about Islamic law concerning human actions that are taken from arguments in detail. Fiqh aims to give lessons, knowledge or instructions about the law, what is ordered and what is forbidden, which is allowed and which is not, and shows how to implement an Islamic order.¹⁰ Thus the Fiqh lesson in school is one of the most urgent subjects. It is about how the way human as the slave worships to Allah swt as the creator. The scope of Fiqh subject at Islamic junior High school in Decree of the Minister of Education stated on 2008. The scopes of Fiqh subject in Islamic junior High school include:

- a. Fiqh aspects of worship include: determinations and procedures of *taharah*, obligatory prayers, *sunnah* prayers, and prayers in an emergency condition, prostration, azan and iqamah, remembrance and

⁹ Interview with Dra. Fasichatus Sa'nyah as Teacher of Fiqh lesson in accelerated class program, place in UKS room at April 1st 2014 at 11.10 am.

¹⁰ Ria Fauzia Hanum, *Strategi Pembelajaran Contextual Teaching and Learning dalam mewujudkan Life Skill Peserta Didik pada mata pelajaran Fiqih di MTs Surya Buana Malang*. Research Report. Tarbiyah Faculty of State Islamic University of Maulana Malik Ibrahim Malang.

- pray after praying, fasting, tithe (*zakat*), hajj and *umrah*, sacrifice and *Akikah*, food, care the corpse, and pilgrimage to grave.
- b. Aspects of *muamalah* Fiqh include: determination and trading law, *qirad*, usury (*riba*), lending and borrowing, debts, liens, *borg* and also wages.¹¹

The first step to ensure students understand the Fiqh material by preparing items is to measure students understanding of the matter. Therefore, the instrument or test must be valid. The instrument is valid when it can measure the students understanding accurately. Finally, students will be easy to implement the material of Fiqh in daily life, if students truly understand about the material.

To conclude those descriptions, researchers are encouraged to research instruments made by Fiqh teacher in the school. One of the schools offer accelerated class program in Kediri is MTsN Kediri II. MTsN Kediri II is well-known as the best Islamic school with national level. It is seen from the logo front of the school that says “*Madrasah berprestasi terbaik tingkat Nasional*”. Those words are evidenced by many achievements which were gained by students of MTsN Kediri II. One of the top programs in MTsN Kediri II is an accelerated class program. Accelerated class program of MTsN Kediri II has lasted almost 4 years. All of graduate students in the accelerated class program of MTsN Kediri II can continue their study to favorites Senior High school and even join in the accelerated class program again at the level of favorite State or Islamic Senior High School in Kediri and another city. In addition, students in accelerated class program have won various competitions both local and national levels.¹²

¹¹ Permenag nomer 2 tahun 2008

¹² According to the result of interview with Fiqh teacher and achievements data of MTsN Kediri II.

So, the researchers moved to research whether the instrument Fiqh items is made by Fiqh teacher in accelerated class program at MTsN Kediri II really suitable to measure the ability of the students, in order to the students is said understand to the lesson or not. Thus the researcher took the title of this study **“THE ITEM ANALYSIS OF FIQH TEST FOR ACCELERATED STUDENTS OF MTsN KEDIRI II”**.

B. The Problems of Study

Based on background of study, the research problems can be formulated as follows:

1. How is the difficulty level of Fiqh test for accelerated students of MTsN Kediri II?
2. How is the discrimination level of Fiqh test for accelerated students of MTsN Kediri II?
3. How is the quality of whole Fiqh test for accelerated students of MTsN Kediri II?

C. The Objectives of Study

Based on the problems of study, objectives of study can be formulated as follows:

1. To explain the difficulty level of Fiqh test for accelerated students of MTsN Kediri II.
2. To explain the discrimination level of Fiqh test for accelerated students of MTsN Kediri II.
3. To explain the quality of whole Fiqh test for accelerated students of MTsN Kediri II.

D. The Benefits of Study

People learn science not only about theory itself, but also about research.

This research has significant contribution for:

1. Students

Students can gain a suitable tool item according to the intelligence of students.

2. Teachers

As information for teachers, therefore it can be used as material to arrange and evaluate instruments used to measure the ability of students.

3. School

As a consideration to take the policy to improve the quality of learning, especially for students in accelerated class program, generally for all of students at MTsN Kediri II. It is also as a literature in the school.

4. Researchers

Expected to contribute and further research. Moreover, it can be strengthened creative thinking in the writing of scientific papers.

E. The Terms of Study

To provide the same perception and to avoid misunderstanding between the author and the reader then needs to be defined several terms as follows:

1. Item analysis: is determination the difficulty and discrimination level of each item. This term in Indonesian language: *analisis butir soal*.
2. Accelerated students: is explanation for students of accelerated class program. It is one of programs in MTsN Kediri II. There are two level of accelerated class program i.e. First Grade students and second grade students. This research just research in the First Grade students.

F. The Previous of Study

Several researches related to the study will be discussed as follow. Those previous studies will be guidance and useful to clarify the direction of this research.

The first study is conducted by M. Fachrur Roziqin.¹³ This study is conducted by qualitative and quantitative approach that is analyzed by *Micro CAT* ITEMAN.

The results of this study indicate that: 1) the validity of Qur'an Hadith subjects at MAN 1 Bojonegoro classified as maximum, as shown by the

¹³ M. Fachrur Roziqin, *Analisis Butir Soal Evaluasi Pembelajaran Pendidikan Agama Islam (Mata Pelajaran Al-Qur'an Hadits Kelas XII IPS dan IPA) di MAN 1 Bojonegoro*. Research Report. Faculty of Tarbiyah and Teacher Training. State Islamic University of Malang. 2010, p. xix.

maximum rate of 39.000 or were presented 85.3 %, with the average of difficulty level 0.696. 2) The discrimination level from the number of students with an average of 34.775 has a middle value of 35,000 indicated that discrimination level among 0.228 to 0.402. 3) Supporting and inhibiting factors at MAN 1 Bojonegoro in preparing questions are: a) Many teachers in the Qur'an Hadith subject still analyze by using manual and student test results are not archived in the question bank, b) there are still many forms of questions in writing which is still far from perfection, c) the supporting factors in the assessment of student test results, teachers just give the test results of students to the administration about the form to be processed by using a scanner, so the teacher only receives the result of scanner output.

The second study conducted by Binti Nurdjanah Fitria Wati.¹⁴ This study conducted by quantitative research by evaluative type. Researchers used documentation method to collect data. Researcher analyzed by product moment to process data with Ms. Excel as a tool to measure the extent to which it serves as a quantitative.

The results of this analysis indicate that: 1) the difficulty level from UAMBN Fiqh at MAN Kediri II is majority have easy difficulty level is shown by the difficulty level ranges 0.70 to 1.00. 2) Discrimination level of UAMBN in Fiqh items at MAN Kediri II have a weak difference that indicated more than half of which are a matter between the value of +0.220 to 0. 3) The validity of UAMBN in Fiqh items at MAN Kediri II is very low based on the results of the

¹⁴ Binti Nurdjanah Fitria Wati, *Analisis Butir Tes Mata Pelajaran Fiqih Kelas XII Bahasa di MAN Kediri II Kota Kediri*. Research Report. Faculty of Tarbiyah and Teacher Training. State Islamic University of Malang. 2012. p. xiv.

analysis, as were among 0.00 - 0.200. 4) Reliability of UAMBN in Fiqh items at MAN Kediri II has high reliability based on the results of the analysis indicated the reliability values of 0.999055683.

The third study conducted by Hardiah Ratna Sari Wulan.¹⁵ This study is conducted by qualitative and quantitative approach that is analyzed by *Micro CAT* ITEMAN.

The results of this analysis indicate that: 1) the average difficulty level is 0.215 and 70%. Discrimination level is 8.400 with median 8.000 shown by Discrimination level in the range 0.139 to 0.189 and 67.5% is rejected. 2) The effort of teacher to improve the items of Economic Final Examination in the eleventh grade students at MAN Kota Blitar is teacher together with MGMP team doing discussion about repairing rejected and revision items both qualitative and quantitative.

Table 1.1 Previous Researches

No	Previous Research	Similarities	Differences	Originality
1.	M. Fachrur Roziqin (2010) "Analisis Butir Soal Evaluasi Pembelajaran Pendidikan Agama Islam (Mata Pelajaran Al-Qur'an Hadits Kelas XII IPS dan IPA) di MAN 1	<ol style="list-style-type: none"> About Items analysis Analysis process by <i>ITEMAN</i> software 	<ol style="list-style-type: none"> Focus on Islamic education subject (AlQur'an Hadits) Object of research (twelfth grade students of Science and Social class 	<ol style="list-style-type: none"> Focus on Fiqh subject Object of research (First grade students of Accelerated class program of MTsN Kediri II) Approach of Research

¹⁵ Hardiah Ratna Sari Wulan, *Analisis Tingkat Kesukaran dan daya Beda Butir Soal serta Implikasinya bagi Guru untuk Meningkatkan Mutu Soal UAS Ekonomi Kelas XI di MAN Kota Blitar*, Thesis, Faculty of Tarbiyah and Teaching Sciences, State Islamic University of Malang, 2012, p. xvi-xvii.

	Bojonegoro”		program at MAN 1 Bojonegoro) 3. Approach of Research (Quantitative and Qualitative)	(Quantitative)
2.	Binti Nurdjanah Fitria Wati (2012) “Analisis Butir Tes Mata Pelajaran Fiqih Kelas XII Bahasa di MAN Kediri II Kota Kediri”	1. About Items analysis 2. Focus on Fiqh subject 3. Research approach(qua ntitative)	1. Object of research (twelfth grade students of Language class Program at MAN Kediri II) 2. Analysis process by Ms. Excel	1. Object of research (First grade students of Accelerated class program of MTsN Kediri II) 2. Analysis process by <i>ITEMAN</i> software
3.	Hardiah Ratna Sari Wulan (2012) “Analisis Tingkat Kesukaran dan daya Beda Butir Soal serta Implikasinya bagi Guru untuk Meningkatkan Mutu Soal UAS Ekonomi Kelas XI di MAN Kota Blitar”	1. About Items analysis 2. Analysis process by <i>ITEMAN</i> software	1. Focus on Economic subject 2. Object of research (eleventh grade students at MAN Kota Blitar) 3. Approach of Research (Quantitative and Qualitative)	1. Focus on Fiqh subject 2. Object of research (First grade students of Accelerated class program of MTsN Kediri II) 3. Approach of Research (Quantitative)

From those several researches, researcher more emphasize on research subjects, namely the first grade students of accelerated class program of MTsN Kediri II. Researcher took accelerated class program because the students in accelerated class program have been well-known with the intelligence up the

average, and they can take accelerated class program after a series of tests for admission in accelerated class program, so not just any student can take an Accelerated class program. Therefore, researcher wants to know about the items that used to measure the ability of students.

Researcher wants to know the items analysis is used to evaluate Fiqh lesson to the first grade students of accelerated class program of MTsN Kediri II. Researcher choose Fiqh subject because of Fiqh subject is considered very important in the daily worship concepts so that students have to be really complete in studying and understanding the fiqh material. It is expected that the students understand about the material provided, students are able to apply the material in everyday life completely.

G. The Procedure of Discussion

To get clear explanation and comprehensive, procedure of thesis discussion will be divided into six chapters:

CHAPTER I INTRODUCTION

This chapter explains about: the background of study, the problems of study, the objectives of study, the benefits of study, the previous of study, and the procedure of discussion.

CHAPTER II STUDY OF LITERATURES

This chapter explains about: An overview of learning evaluation and guidelines of using ITEMAN (item and test analysis manual), an overview of Accelerated class program, and an overview of Fiqh subject.

CHAPTER III THE METHOD OF RESEARCH

This chapter explains about: approach and the types of research, location of research, data and data sources, population, techniques of data collection, data analysis and research instrument.

CHAPTER IV THE RESULT OF RESEARCH

This chapter explains about: the background of school, the background of accelerated class program of MTsN Kediri II and item analysis data of Fiqh test for accelerated students of MTsN Kediri II by using ITEMAN program.

CHAPTER V DISCUSSION

This chapter explains about: discussion of the result of research which is explain in chapter IV. The objectives of this discussion to answer the problems of study: How is the difficulty level of Fiqh test for accelerated students of MTsN Kediri II, how is the discrimination level of Fiqh test for accelerated students of MTsN Kediri II and how is the quality of whole Fiqh test for accelerated students of MTsN Kediri II.

CHAPTER VI CONCLUSION AND SUGGESTION

This chapter explains about the conclusion of all discussions and suggestions which are constructive in order to all of effort that were done and everything which is gained could be increased.

CHAPTER II

STUDY OF LITERATURES

A. An Overview of Learning Evaluation

1. The Meaning, Purpose, and Function of Learning Evaluation

There is teaching and learning systematically in education consists of many components. Each learning component is not separated or running singly, but it should be running regularly, interdependent and continuous improvement. The process of teaching and learning is basically the interactions that occur between teacher and students to achieve educational goals. Teachers as counselor and guidance whereas students as people who have experiences and actively involved to obtain changes happened to the students after the teaching and learning process, so teacher has task to do assessment or evaluation of student's achievement in learning process. Besides having the ability to compile learning materials and the skills of presenting material to customize the active learning students, teachers are required to have the ability to evaluate student learning, because evaluation is an important component of the teaching and learning activities.

Literally the word evaluation derived from English language, in Arabic language evaluation is *A-Taqdir*, in Indonesian language means assessment. Base word of evaluation is value, in Arabic: *Al-Qimah*, in Indonesian language means "*nilai*". Thus literally, educational evaluation or

Al-Taqdir al - Tarbawiy means an assessment in the field of education or assessment concerning some cases related to educational activities.¹

According to Mehrens and Lehmann cited by Ngalim Purwanto, evaluation in general meaning is a process of planning, obtaining and providing information that is necessary to make the decision alternatives.²

The meaning of evaluation according to some experts as follows:

- a. Bloom said that evaluation is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.
- b. Stufflebeam said that evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.³

For teachers, the learning evaluation can determine the effectiveness of the teacher's performance. While for the students evaluation is often regarded as one make frightening. Therefore, through evaluation activities can be determined the fate of the students in the learning process. This presumption is indeed to be straightened out. Evaluation should be seen as something that is reasonable as an integral part of a process of learning activities. Thus, the evaluation should serve the needs of students, because of students will know about the success of learning that they did by conducting

¹ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Rajagrafindo Persada, 2006), p. 1.

² Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran* (Bandung: PT. Remaja Rosdakarya, 2004), ed. 12th, p. 3.

³ Daryanto, *Evaluasi Pendidikan* (Jakarta: PT Rineka Cipta, 1999), ed. 1st, p. 1.

the evaluation.⁴ Here are some benefits of learning evaluation according to Dr. H. Daryanto which reviewed by students, teachers and schools aspects:

a. The Benefits for Students

The student can find out to what extent has managed to follow the lesson by doing assessment. The results that were obtained by students have 2 possibilities which are:

1) Satisfactory

If the student obtained satisfactory results, and it's fun, surely its satisfaction wants taken again at another time. So, the students will have considerable motivation to study more actively in order to next time gets more satisfying results.

2) Unsatisfactory

If the students are not satisfied with their results, they will try to don't repeat again. Then they will learn by enterprising. However, there are some students who will despair.

b. The Benefits for Teachers

1) Teachers will know which students can continue their studies because of already mastered the material and also students who hadn't mastered the material from the results that were obtained. By having this values teachers can focus more on students who hadn't, so that could make students succeed.

⁴ Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Kencana, 2010), ed. 3rd, p. 338.

- 2) Teachers will find out whether the material being taught to the students is appropriated, then to give instruction on the future not need be changed.
- 3) Teachers will find out whether the method that is used is appropriated or not. If most of the students get a bad score, perhaps it is caused by the approach or method that is less precise so that teachers can make innovations in the methods that they used.

c. The Benefits for the Schools

- 1) When teachers conduct assessment and understand how the results of their students, it can be known whether the learning conditions that were created by the school has suitable with expectations or not. The result of study is school quality.
- 2) Information from teachers about appropriate or not of the curriculum of the school is a consideration for the school planning for the future.
- 3) Information of assessment results that is obtained from year to year can be used as guidance for schools, namely the policy which is done by school has fulfilled the standard or not. The fulfillment of the standard will be seen from the good score that is obtained by students.⁵

⁵ Daryanto, *op.cit.*, p. 09-11.

2. The Principles of Learning Evaluation

Principle is required as guidance in the evaluation activities. Therefore the evaluation can be done well if in its implementation always concern to the following principles:⁶

a. Continuity Principle (continuous/ongoing)

It means that the evaluation is not only a semester examination or graduation but also must be carried out continuously to get the certainty to the things that were measured in teaching and learning activities and encourage students to prepare their self for the next educational activities.

b. Comprehensive principle (whole)

All of the personality of student, all aspects of behavior, skills, crafts are the parts that tested, therefore the test items should be designed in according with that aspects (cognitive, affective, and psychomotor).

c. Objectivity Principle

Objective here concerns the form and assessment result i.e. on the assessment results must not include subjective factors, feelings factors, relationship factor between teacher and student.

d. Evaluation must use a good tool to measure

A good evaluation surely use a good tool to measure and valid. Validity of test is considered from the subject matter or curriculum, meaning that its items really measure the things to be measured.

⁶ Tayar Yusuf, Jurnalis Etek, *Keragaman Teknik Evaluasi dan Metode Penerapan Jiwa Agama* (Jakarta: IND-HILLCO,1987), ed. 1st, p. 48-51.

- e. Evaluation must be carried out seriously

That seriously will look from the teacher's intention; desire to conduct the test, that the implementation of the evaluation solely for the advancement of students and also the seriousness is expected from all parties involved in the teaching and learning activities.

3. Techniques of Learning Evaluation

Technical terms can be defined as a tool. So the evaluation technique is also called with the tools of evaluation. The evaluation tool or technique is all kinds of ways or procedures are taken in order to obtain information or data which is used as a basis for conducting the assessment.⁷ Learning Evaluation techniques are distinguished into 2 kinds, namely tests and non-test technique. By test techniques, then the results of the evaluation of the learning process in schools is carried out by testing the students. On the contrary, non-test technique is conducted without testing the students.⁸

a. Test Technique

Tests are tools or procedures used in the case of measurement and assessment. While according to F. L Goodenough, test is a task or a series of tasks is given to the individual or group, the mean is to compare their ability among one and another. While tests in educational world is an instrument or a procedure used to do measurement and assessment in educational field in the form of a task both in the form of the questions or orders by the testee so can be produced value that represents the behavior

⁷ Amin Daien Indra Kusuma, *Evaluasi Pendidikan : Penilaian Hasil-Hasil Belajar* (Fakultas Ilmu Pendidikan:IKIP Malang), p. 26.

⁸ Anas Sudijono,*op.cit.*, p. 63.

with the values achieved by other testee or compared to the certain standard value. The steps of test preparation as follows:

- 1) Determine the test objective
- 2) Determine the competence which will be tested
- 3) Determine the material which will be tested
- 4) Determine kinds of item test
- 5) Preparation of the lattice test
- 6) Writing the questions
- 7) Validation of questions
- 8) Compile question to be test device
- 9) Arrange scoring guidance
- 10) Trial of items
- 11) Item Analysis
- 12) Corrected of item based on the result of item analysis⁹

Generally, there are two kinds of test functions, namely:

First is as a tool to measure the students. In this case the test function measures the level of development or progress that has been achieved by the students after they have completed the process of teaching and learning within a certain period.

Second is as the tool to measure the successful of teaching program, because through those tests will be known is how far the teaching programs that have been determined could be achieved.¹⁰

⁹ Wahidmurni,dkk. *op.cit.*, p. 54.

From the functions side which is owned by the test as the measurement tool of student's developmental study, it differentiated into three groups:

- 1) Diagnostic test is a test used to analyze the study condition of students, either in the form of difficulty or learning barriers experienced by students.¹¹
- 2) Formative test is a test that aims to find out how far students have been formed in accordance with the purpose of teaching that has been determined after they follow the learning process within a certain period. Formative test in the schools is known by daily examination.
- 3) Summative test is a test of learning outcomes are implemented after a unit of instruction program is given, known by general examination where are the result used to fulfill the score of school report cards. This summative test usually on the basis of subject matter that has been given for 1 semester.

Two kinds of test techniques are subjective test and objective test. Subjective test is test consist of question or command which is need answer in the form of discussion or long sentence. Subjective test called by essay test. While, objective test is test consist of items which is

¹⁰ *Ibid.*, p. 66-67

¹¹ Tayar Yusuf, *Jurnal Etek*, *op cit.*, p. 53.

answered by choosing one of alternatives by some statements or symbols.¹² There are kinds of objective test:

- 1) Completion items is special form of the short-answer item, may be defined as a sentence in which certain important words or phrases have been omitted, with blanks inserted for the pupil to fill in.¹³
- 2) True-false item is test which is require students to consider the statement whether the true or false statement.
- 3) Matching test is test which is consisting of one premise and one answer.
- 4) Multiple-choice item is test which is consist of two main components i.e. stem or statement and two or more alternatives.¹⁴

Many of the suggestions for constructing good items appear to be just good common sense, but evidently the sense is not all the common, because virtually all teacher-made tests contain violations for this rules. These suggestions deal primarily with item form and format. It is presumed that the test constructor has used a table of specifications or some other procedure to ensure content validity. Special guidelines for constructing multiple-choice items as follows:

- a) The stem should ordinarily contain the central problem and all qualifications, including words that would otherwise be repeated in

¹² Dimiyati and Mudjiono, *Belajar dan pembelajaran* (Jakarta: PT Rineka Cipta, 1999), ed. 1st, p. 211.

¹³ Kenneth D. Hopkins, dkk. *Educational and Psychological Measurement and Evaluation* (Massachusetts: Allyn and Bacon, 1990), ed. 7th, p. 259.

¹⁴ Dimiyati and Mudjiono, *loc.cit.*

each alternative. The examinee should not be required to construct the question by consulting the options.

- b) Each item should be as short as possible, consistent with clarity. Otherwise, valuable testing time is wasted.
- c) Negatively stated stems must be used with care. Negatively phrased items tend to be more difficult than those phrased in a positive way. Negative items can be useful, but it is desirable to group them together and to emphasize the negative words such as not, never, etc. Another useful technique is to end the stem with the words select the exception.
- d) State the problem of the question fully in the stem. Incomplete stems tend to be more ambiguous and difficult than closed-stem phrasing.
- e) The omissions in incomplete statements should usually occur toward the end of the stem.
- f) The reading and linguistic difficulty of items should be low.
- g) Whenever possible, arrange the alternatives in a logical order of magnitude, temporal sequence, and so on.
- h) Avoid regular, recurring patterns of correct responses. Some examinees are likely to detect them.
- i) Distracters must be plausible and attractive if the item is to measure real understanding.

- j) To the extent possible, alternatives should be uniform in subject content, form, length, explicitness, and grammatical structure.
- k) The correct response should not occur in a regularly recurring pattern and should occur approximately equally at all response option positions.
- l) Use care in the repetition of words or phrases between the stem and the correct answer.
- m) Avoid items that reveal the answer to another item.
- n) Ordinarily, distracters should not overlap, subsume, or be synonymous with one another.
- o) Avoid arranging items in the order in which they were presented in the textbook.
- p) Paragraph each options, unless all the options are so brief that they easily fit on a single line.
- q) Punctuate the options correctly. If the stem of the item is an incomplete statement, each option is a possible completion of the statement.¹⁵

b. Non-Test Technique

By non-tests technique the assessment or evaluation carried out by students without testing the students. It is generally held an important

¹⁵ Kenneth D. Hopkins, dkk. *op.cit.*, p. 241-247.

role in order to evaluate the student learning results in affective domain and psychomotor domain. Non-test technique can be done with:¹⁶

1) Observation

In General, the observation is the way to compile a description of the materials which is done by holding observation and systematically recording of the phenomena that are being made observation target.

Observation as a tool of evaluation is widely used to assess the individual's behavior or process of an activity can be observed. Observation can measure or assess the results and the process of learning, for example student behavior when the teacher explains lessons in the classroom.

2) Interview

Interview is the way to compile a description of the materials which is implemented by performing oral questioning unilaterally, face to face, and by directions and objectives that have been determined.

3) Questionnaire

Questionnaire is a list of questions that must be filled out by the person that would be measured (the respondents).

¹⁶ Anas Sudijono, *op.cit.*, p. 75.

4) Documentary Analysis

That is does the examination of documents, for example a document about students life.

4. Steps of Learning Evaluation

Evaluation is an integral part of the education or the teaching so that the planning or preparation, implementation and its use cannot be separated from the overall education program or teaching. The results of evaluation that is obtained can be used to improve how student learning (formative function). In order to the evaluation can be carried out at exactly time and its result is appropriate and properly then need to follow the following steps:

a. Arrange the student assessment plan

Evaluation planning of student assessment generally includes 6 types of activities, namely:

- 1) Formulate the objective of conducting evaluation. This is due to the evaluation without the purpose will be run without direction and caused loss of meaning and function in evaluation.
- 2) Specify the aspects to be evaluated, such as aspects of cognitive, affective, or psychomotor.
- 3) Select and determine the techniques that will be used in the implementation of the evaluation such as use test or non-test technique.
- 4) Arrange the tool that will be used in the measurement and assessment of student learning outcomes, such as item test.

- 5) Determine norms or criteria that will be used as standard in giving an interpretation to the evaluation result data.
- 6) Determine the frequency of evaluation activities itself.
- 7) Collecting Data

In the learning evaluation, the real form of activities to collect data is doing measurements, for example by organizing study results test. In the evaluation of results of study, the real existence of activities gathers data is carrying out measurements, for example by organizing test results of study (if the evaluation used test technique), or make observations, interviews, or questionnaire by using specific instruments in the form of a rating scale, check list, interview guide, or questionnaire (if the evaluation using a nontechnical tests).

b. Conduct Data Verification

The Data has been successfully compiled has to be screened first before being processed further. The screening process is known by the term data research or data verification. Data verification is intended to separate good data (which can clarify the concept to be obtained regarding the individual or group who are being evaluated) from bad data (which will obscure the concept will be gained when the data is processed).

c. Processing and analyzing data

Processing and analyzing the results of the evaluation carried out by giving meaning to the data that has been successfully compiled in

evaluation activity. Processing and analyzing the results of the evaluation carried out in order to give meaning to the data that has been successfully compiled in activity evaluation. So data from evaluation results need to be compiled and arranged so that "can speak".

In processing and analyzing data of the evaluation result can be used statistical techniques or non-statistical techniques depend on the type of data to be processed or analyzed. The example of statistics analysis such as, collecting and presentation of data through tables, charts, or diagrams, calculations of average, standard deviation, correlation, test of objects mean, or test of object frequency and so on will be able to generate the information that is more complete and very valuable.

d. Provide interpretations and take conclusions

Interpretation toward the data of evaluation results on the fact of the matter is verbalization from the meaning contained in the data that have been processed and analyzed. On the basis of the interpretation to the evaluation results data can eventually put forward certain conclusions. Conclusion of the evaluation results of course must refer to the conducting evaluation purpose itself.

e. Follow-up to the evaluation results

Starting from evaluation result data that has been compiled, arranged, processed, analyzed and interpreted so could be known what is the meaning contained in this evaluation, then in the end of evaluation

will be able to take a decision or formulating policies that need to be viewed as a follow-up to the evaluation of the activities then the evaluator will ultimately take decisions and formulate policies that need to be considered as a follow-up of the activities of the evaluation results. Always keep in mind that every evaluation activity demands a concrete follow-up. Without being followed by a concrete follow-up, the evaluation just come to the statement, stating that; "I know that has this and it is so". If that case happens, then the evaluation activities were actually not much benefit for evaluator.¹⁷

5. Item Analysis

There are 4 ways to assess the tests according to Dr. H. Daryanto:¹⁸

- a. Examine honestly the question that's been compiled, sometimes can be obtained answers about the vagueness of the language, the difficulty level, and other circumstances of the item.
- b. Conduct item analysis

Item analysis is done by teacher to know whether the items in function or not. Commonly, item analysis is conducted by two ways i.e. qualitative and quantitative analysis. Qualitative analysis is called by logical validity. It is done before the item used, in order to know whether the items in function or not. It is item analysis from technique, content and language aspects. Quantitative analysis is called by empirical validity. It is conducted before the item used, in order to know whether

¹⁷ *Ibid.*, p. 59-62

¹⁸ Daryanto, *op.cit.*, p. 177.

the items in function or not. It is done after those items given to representative sample. It is item analysis from difficulty level, discrimination level, reliability and distracters.¹⁹

Item analysis is a systematic procedure which will provide very specialized information toward test item that we were arranged. The benefits of doing the items analysis are:

- 1) Helping teachers in identifying bad items
- 2) Obtaining information that can be used to complete item
- 3) Obtaining an overview in passing about item that we were arranged.

Especially, item analysis can be done for objective test. It does not mean that essay test cannot be analyzed, but indeed in analyzing essay test item has been no standard guidelines. Three things that are relate to the item analysis, namely the difficulty level, discrimination level and the pattern of item answers. Those would be described as follows:²⁰

- 1) Difficulty level

A good question is a question which is not too easy or too difficult. Easy item cannot stimulate students to finish it. Otherwise the item that is too difficult would cause students become desperate and do not have the spirit to try again because it is outside their scope.

¹⁹ Sumarna Surapranata, *Analisis, Validitas, reliabilitas dan Interpretasi Hasil Tes* (Bandung: PT Remaja Rosdakarya, 2009), ed. 4th, p. 1-2.

²⁰ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 2005), ed. 5th, p. 207-220.

The number that shows the difficult and the easy item is reserved called by difficulty level. The large of the difficulty level is between 0.00 up to 1.00. This is shows the extent of difficulty level. Item with difficulty level 0.0 has indicated that the item is too difficult; otherwise the index of 1.0 indicates that the item is too easy. The calculation of this difficulty level is done for each item number. In principle, the average score obtained by learners on the item is called difficulty level of that item. This formula is used for the objective questions.

In the terms of evaluation, the difficulty level is given P symbol, an abbreviation from proportions. Thus the item with P = 0.70 is easier when compared with P = 0.20. Rather reserved with P = 0.30 more difficult than item with P = 0.80.

The formula of looking for P is:

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

P = Difficulty level

B = the number of students who answered the question

JS = amount of all students who participate the test

According to the provision that is followed, difficulty level is classified as follows:

- Item with P 0.00 up to 0.30 is difficult

- Item with P 0.31 up to 0.70 is medium
- Item with P 0,71 up to 1.00 is easy

Difficulty level can also be used to predict the measuring instrument itself (item of question) and the ability of learners to understand the material that is taught by teachers. For example one item includes easy category then the prediction of this information is as follows:

- a) Distracters of the items are dysfunction.
- b) Most of the students answered correctly the question. It means that most of the students have understood the material that is asked or given.

If the item include difficult category then the prediction of this information are as follows:

- a) That item maybe has wrong answer keys.
- b) That item has 2 or more correct answers.
- c) The material that is asked has not taught yet or the lesson hadn't completed to learn, so the minimum competence that should be mastered by the students had not reached yet.
- d) The material that is measured does not match with the type of question (for the example: summarizing the story or fabricate is asked in the form of multiple choice).
- e) A statement or sentence of item is too complex and lengthy.

2) Discrimination level

Discrimination level is the ability of item to distinguish between high ability with low ability of students. The benefits of discrimination level are as follows:

a) To improve the quality of every item through its empirical data.

Based on the Discrimination level index, each item can be known whether the item is good, revised, or rejected.

b) To know how far each item can detect or distinguish the capabilities of students i.e. students who have understood or have not understood the material that has been taught by teachers. If an item is not be able to distinguish the two abilities of students, then it's item can be suspected of likely as follows:

- 1) The keys of item are not appropriate.
- 2) That item has 2 or more correct answer key
- 3) The competency that being measured is not clear
- 4) The distracters are dysfunction
- 5) The content that is asked is too difficult; so many students confuse to answer the question.

Discrimination level of each item also is explained in proportion form. The higher of item differential means more able to distinguish the students who have not understood the material. The discrimination level index ranges from -1.00 up to + 1.00. If the discrimination level index of question higher and higher, so the item

is stronger or better. If the discrimination level is negative (< 0) that means lower group (students who do not understand the material) answer the correct question more than upper group (students who understand the material). To know the discrimination level in form of multiple-choice is by using the following formula:

$$DP = \frac{BA - BB}{\frac{1}{2}N} \text{ or } DP = \frac{2(BA - BB)}{N}$$

DP = Discrimination level

BA = Number of correct answers on upper group

BB = Number of correct answers on lower group

N = Number of students who is doing tests

The result of calculation by using that formula can describe the level of item ability in differentiating between students who have already understood the material that was be tested with students who have not understood the material that was be tested. As for its classification is as follows:

- 0.40 up to 1.00 item is good
- 0.30 up to 0.39 item is accepted but need to be corrected
- 0.20 up to 0.29 item is corrected
- 0.00 up to 0.19 item is not used or rejected

3) The Item Answer Pattern

Item answer pattern is the distribution of testee regard to determine the answers choice in the form of multiple choice

questions. Item answer pattern is obtained by counting the number of answer options of testee who chose a, b, c or d or who did not choose any option. In terms of evaluation called by omit, abbreviated to O.

From the item answer pattern can be determined whether the distracters function as a good distracter or not. Distracters are not chosen by all students means bad distracter. Otherwise a distracters are functioning properly when distracter has a great interest for the testee who less understands the concept or less mastered the material. Good distracter when selected by at least 5% of the student or participant. While bad distracter when participant less than 5%.

c. Conduct checking validity

The most important validity from the test that is made by teacher is content validity. We have to formulate the objectives of any part of the lesson specifically and clearly so that each item could be paired with any specific goal to conduct checking content validity.

d. Conduct checking reliability

One indicator for tests that have high reliability is most of the item have a high discrimination level.

6. Evaluation in Islamic Perspective

Evaluation system in Islamic education based on evaluation system from Allah in Al-Qur'an as well as developed by Prophet Muhammad saw. The process of Islamic guidance by prophet as follows:²¹

- a. To measure the cognition, human memorize and learning that is given for them such as the evaluation process toward prophet Adam. It is about the names of goods which is taught by Allah in front of angels, as created in Al-Qur'an surah Al-Baqarah (2) verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

*31. The Meaning: And He taught Adam all the names, then showed them to the angels, saying: Inform me of the names of these if ye are truthful.*²²

- b. To determine the Islamic level as the evaluation from Allah toward prophet Ibrahim which is castrate his beloved son i.e. Ismail. Al-Quran explain about it in surah Ash-Shaffat (37) verses 103-107:

فَلَمَّا أَسْلَمَا وَتَلَّهُ لِلْجَبِينِ ﴿١٠٣﴾ وَنَدَيْنَاهُ أَنْ يَا إِبْرَاهِيمُ ﴿١٠٤﴾ قَدْ صَدَّقْتَ
الرُّبِّيَّ إِنَّا كَذَلِكَ نَجْزِي الْمُحْسِنِينَ ﴿١٠٥﴾ إِنَّ هَذَا هُوَ الْبَلَاءُ الْمُبِينُ
﴿١٠٦﴾ وَفَدَيْنَاهُ بِذَبْحٍ عَظِيمٍ ﴿١٠٧﴾

²¹ Mulyadi, *Evaluasi Pendidikan (Pengembangan Model Evaluasi Pendidikan di Sekolah)* (Malang: UIN-MALIKI PRESS, 2010), ed. 1st, p. 18.

²² Muhammed Marmaduke Pickthall, *The Holy Qur'an* (New Delhi: Idara Isha'at-E-Diniyat (P) Ltd, 2005), p. 5.

*The Meaning: Then, when they had both surrendered (to Allah), and he had flung him down upon his face. We called unto him: O Abraham! Thou hast already fulfilled the vision. Lo! thus do We reward the good. Lo, that verily is a clear test. Then We ransomed him with a tremendous victim.*²³

- c. Allah swt command to fair in evaluation something. He is forbidden to measure by animosity. It must be objective. Allah explain about it in Al-Qur'an surah Al-Maidah (5) verse 28:

لَئِنْ بَسَطْتَ إِلَيَّ يَدَكَ لِتَقْتُلَنِي مَا أَنَا بِبَاسِطٍ يَدِيَ إِلَيْكَ لِأَقْتُلَكَ إِنِّي
أَخَافُ اللَّهَ رَبَّ الْعَالَمِينَ

*The meaning: "Even if thou stretch out thy hand against me to kill me, I shall not stretch out my hand against thee to kill thee; lo! I fear Allah, the Lord of the Worlds."*²⁴

- d. To know how far the education result of Prophet Muhammad to his adherent. It is explain in Al-Qur'an Surah An-Naml (27) verse 40:

قَالَ الَّذِي عِنْدَهُ عِلْمٌ مِّنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ
طَرْفُكَ فَلَمَّا رآه مُسْتَقِرًّا عِنْدَهُ قَالَ هَذَا مِن فَضْلِ رَبِّي لِيَبْلُوَنِي
ءَأَشْكُرُ أَمْ أَكْفُرُ وَمَن شَكَرَ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَن كَفَرَ فَإِنَّ رَبِّي غَنِيٌّ
كَرِيمٌ

The meaning: One with whom was knowledge of the Scripture said: I will bring it thee before thy gaze returneth unto thee. And when he saw it set in his presence, (Sulaiman) said: This is of the bounty of my Lord, that He may try me whether I give thanks or am ungrateful. Whosoever giveth thanks he only giveth thanks for (the good of) his own soul: and

²³ *Ibid.*, p. 441.

²⁴ *Ibid.*, p. 114.

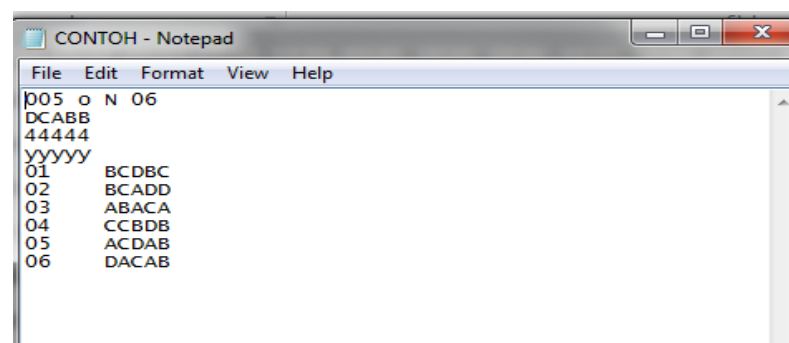
*whosoever is ungrateful (is ungrateful only to his own soul's hurt). For lo! my Lord is Absolute in independence, Bountiful.*²⁵

7. Guidelines of using ITEMAN (Item and Test Analysis Manual)

For a teacher doing item analysis either multiple choice questions or essay is quite troublesome and time-consuming. ITEMAN is one of item analysis program that can be used by teacher to analyze test results. ITEMAN (Item and Test Analysis Manual) is the empirical item analysis by classical model.²⁶

To analyze the objective question with multiple choices type and four alternative answers, the steps are as follows:

- a. Open the Notepad program and enter the test results data that will be analyzed and then save it in a folder ANALYSIS with ITEMAN program.exe. For the example the data recently completed is named by "CONTOH".



Description:

005 is the number of questions (max. 250 questions)

²⁵ *Ibid.*, p. 374.

²⁶ Heri Retnowati, Hand out Perkuliahan: *Menganalisis Butir soal Aspek Kognitif dengan ITEMAN* (Yogyakarta: FMIPA UNY, 2009).

O (omit) is a blank answer

N is the questions that has not been done (Not responses)

06 is the number of the students identity (max. 80)

DCABB ... (The second line) is the key of the answer to question number

1 until number 5

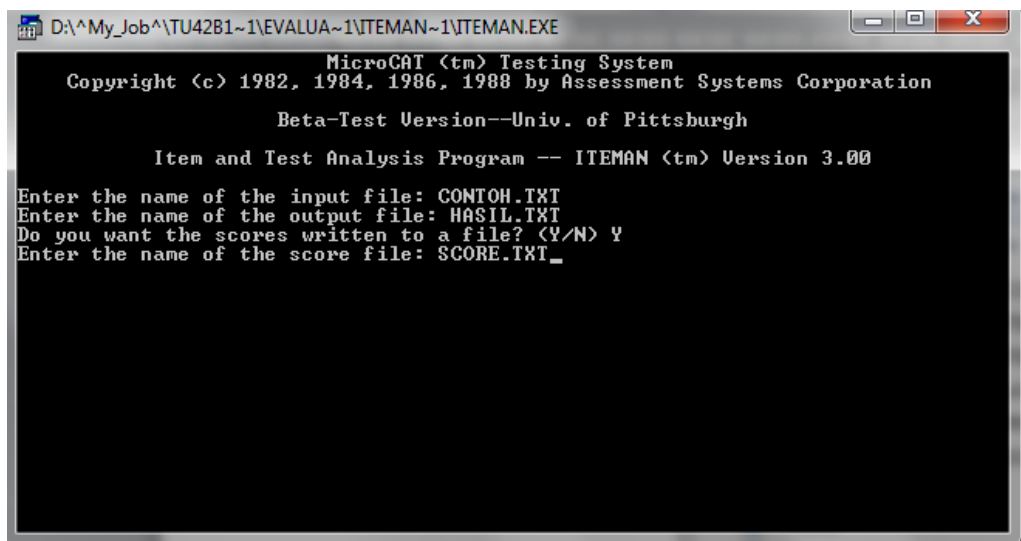
44444 is the number of alternatives (A, B, C, and D)

yyyyy is Y = Yes to the items that is analyzed. Type nnnnn to the items that is not analyzed (n is N = No)

01 is the testee numbers

BADCC is the testee answers of number 01, and the next.

- b. Run the ITEMAN program, then fill those questions:

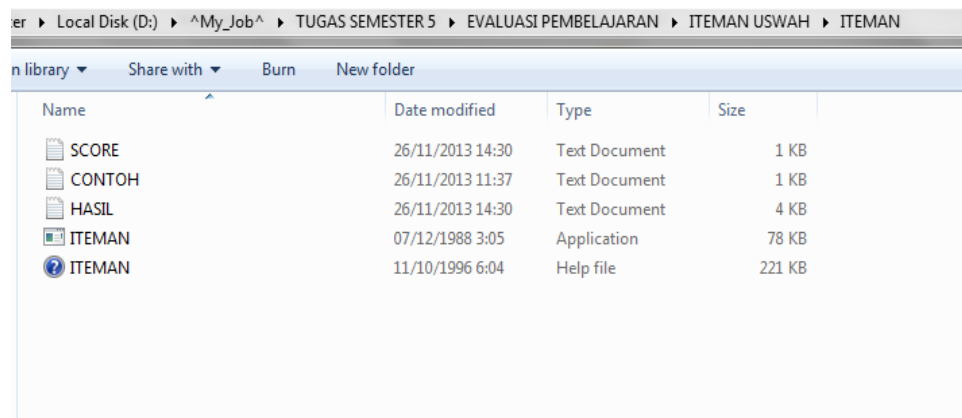


```

D:\^My_Job^\TU42B1~1\EVALUA~1\ITEMAN~1\ITEMAN.EXE
MicroGAT (tm) Testing System
Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation
Beta-Test Version--Univ. of Pittsburgh
Item and Test Analysis Program -- ITEMAN (tm) Version 3.00
Enter the name of the input file: CONTOH.TXT
Enter the name of the output file: HASIL.TXT
Do you want the scores written to a file? (Y/N) Y
Enter the name of the score file: SCORE.TXT_
  
```

- 1) **Enter the name of the input file:** type the name of the file that will be analyzed, for example “CONTOH.TXT” (don't forget to add the type of word ".txt", because if it's not added usually could not continue, so listed the file types) and press ENTER.

- 2) **Enter the name of the output file:** type the name of the output file (results) that is desired, for example: “HASIL.TXT” and press ENTER.
- 3) **Do you want the scores and written to a file?** Typing Y when want to analysis results is recorded, type N when analysis results is not recorded.
- 4) When you typed Y then would appear **Enter the name of the score file:** type a file name for the results of the score, for example “SCORE.TXT” and press ENTER.
- 5) In a few seconds will appear a display in the folder (the results are exist in the same folder with the files which will be analyzed) analysis results with ITEMAN program.



- c. The Result from SCORE are:

```

6 1 scores for examinees from file CONTOH.TXT
01 2.00
02 2.00
03 1.00
04 2.00
05 2.00
06 2.00

```

d. The result from HASIL are:

Seq. No.	Scale-Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.167	0.298	0.200	A	0.333	-0.820	-0.632	
					B	0.333	0.410	0.316	?
					C	0.167	0.298	0.200	
					D	0.167	0.298	0.200	*
					other	0.000	-9.000	-9.000	
					CHECK THE KEY D was specified, B works better				
2	0-2	0.667	0.820	0.632	A	0.167	0.298	0.200	
					B	0.167	-1.000	-1.000	
					C	0.667	0.820	0.632	*
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
					CHECK THE KEY A was specified, D works better				
3	0-3	0.333	-0.820	-0.632	A	0.333	-0.820	-0.632	*
					B	0.167	0.298	0.200	
					C	0.167	0.298	0.200	
					D	0.333	0.410	0.316	?
					other	0.000	-9.000	-9.000	
					CHECK THE KEY A was specified, D works better				
4	0-4	0.167	0.298	0.200	A	0.333	0.410	0.316	?
					B	0.167	0.298	0.200	*
					C	0.167	-1.000	-1.000	
					D	0.333	0.410	0.316	
					other	0.000	-9.000	-9.000	
					CHECK THE KEY B was specified, A works better				
5	0-5	0.500	0.560	0.447	A	0.167	-1.000	-1.000	
					B	0.500	0.560	0.447	*
					C	0.167	0.298	0.200	
					D	0.167	0.298	0.200	
					other	0.000	-9.000	-9.000	
					CHECK THE KEY B was specified, A works better				

The advantages of this program is the presence of an asterisk (*) on the results of analysis. So the teacher or the user easily differentiates between answer keys with options or distracters. From the example, the answer keys are DCABB. The question mark (?) at the option of answer indicates that the option is chosen by many students, whereas not the answer keys. Check the key again.

a. Description of Item Statistic:

- 1) Seq. No is the number of item
- 2) Scale-Item is the number of item or question in test/instrument
- 3) Prop Correct is the proportion of test participants who answered correctly test items.
- 4) Biser is discrimination level by using the coefficient of biserial correlation. A positive value indicates that the testee answer true

items, has a relatively score higher in the test. For statistics option (alternatives) with negative biserial correlation is highly undesirable for the keys.

- 5) Point biserial of differential index by using the coefficient of point-biserial correlation. More information same with Biser.

b. Description of the Test Statistics

```

MicroCAT (tm) Testing System
Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation
Item and Test Analysis Program -- ITEMAN (tm) Version 3.00
Item analysis for data from file CONTOH.TXT                               Page 2

There were 6 examinees in the data file.

Scale Statistics
-----
Scale:                0
N of Items            5
N of Examinees       6
Mean                  1.833
Variance              0.139
Std. Dev.            0.373
Skew                  -1.789
Kurtosis              1.200
Minimum              1.000
Maximum              2.000
Median                2.000
Alpha                 -7.500
SEM                   1.087
Mean P                0.367
Mean Item-Tot.       0.169
Mean Biserial        0.231

```

- 1) N of Items is the number of items
- 2) N of Examinees is the number of test participants
- 3) Mean is the average test participants score
- 4) Variance is a variant from the test participants score distribution that gives an overview about test participants score distribution.
- 5) Std. dev. is the deviation standard from the distribution of test participants score.
- 6) Skew is the slope of distribution from test participants score. Squint negative shows that most of the score is in the top level (high scores) from the score distribution, and the opposite.

- 7) Kurtosis is top score distribution which describes the flatness of a distribution from test participant score compared to a normal distribution. A positive value indicates the taper distribution, and a negative value indicates a more slope distribution (evenly distributed). Kurtosis for normal distribution is zero.
- 8) Alpha is alpha reliability coefficient for the tests.
- 9) SEM (Standard Error of Measurement) is the raw measurement error for each test.
- 10) Mean P is the average difficulty level of all items.
- 11) Mean Item-Tot is the average value of the discrimination level from all the items in a test that were obtained by calculating the average value of point biserial from all items in the tests/scale.
- 12) Mean Biserial is the average value of discrimination level from all the items test is obtained by calculating the average value of biserial from all of the items tests/scale.

B. An Overview of Accelerated Class Program

1. Definition of Accelerated Class Program

Conceptually, the meaning of accelerated is given by Pessey (1949) as the progress made in the teaching program, at the faster time or a younger age than is conventional. This definition indicates that the accelerated covers the requirements for avoiding obstacles in the fulfillment of the request and also proposes teaching processes that enable students through given material faster than the average student progress.

Therefore, there are three records from that definition. First is the necessary steadiness existence of a set of materials, tasks, skills, and knowledge requirements of each level of instruction. Secondly is requires the existence of the desired pace of progress and specific, through a curriculum that is suitable for all students. Third, there is notion when compared with age peers, smart student will be able to be more quickly speed through a standard teaching program.²⁷

According to Sutratinah Tirtonegoro, accelerated is a way of handling supernormal child by allowing them to jump to the next grade or complete the regular program in a shorter period of time.²⁸

2. The Objectives of Accelerated Class Program

In the book of Reni Akbar explained that the purpose of education is divided into 2 kinds, there are general and special purpose.

- a. The general purposes of the implementation of accelerated program are:
 - 1) Provide services to the students who have special characteristics from cognitive and affective aspects;
 - 2) Fulfilling the rights of learners according to their educational needs;
 - 3) Fulfilling the intellectual interests and future perspectives of students;
 - 4) Preparing students become the future leaders.

²⁷ *Ibid.*, p. 31

²⁸ Sutratinah Tirtonegoro, *Anak Supernormal dan Program Pendidikannya* (Yogyakarta : Bumi Aksara, 2001), p. 104.

- b. The specific objectives of accelerated program are:
 - 1) Respect the students who have extraordinary ability and intelligence to be able to complete his education more quickly;
 - 2) Stimulate the quality of the students in improving the spiritual, intellectual and emotional balanced;
 - 3) Improve the effectiveness and efficiency of the learning process of students.

3. The Benefits of Accelerated Class Program

According to Reni Akbar, who quoted from the opinion of Southern and Jones said that the benefits of an accelerated program are:

- a. Improve the efficiency

Students who has ready with materials and mastered curriculum in the previous level will learn better and more efficiently.

- b. Improve the effectiveness

Students are bound to learn at grade level that are prepared and master the previous skills is the most effective students.

- c. Achievement

Students who have been able to achieve certain level are appropriately obtaining the achievements that were achieved.

- d. Improve the time for career

Reduction in learning time will increase student productivity, income, and personal life at another time.

- e. Open the students in new group

Students are enabled to join with other students with same intellectual ability and academic from accelerated class program.

- f. Economical

The benefit for schools is no need to spend a lot of money to educate a special teacher of gifted children.

4. Basic Principle of Conducting Accelerated Class Program

- a. Legal Basis

Assurance of educational services for gifted academic or intellectual or commonly called the students who have the ability and extraordinary intelligence began to appear from the Law No. 2 of 1989 about National Education System.

The assertion is explicitly stated in Article 24 i.e. "every student in educational unit has the following rights:

- 1) First paragraph are treated according to their talents, interests, and abilities;
- 2) Second paragraph follow the relevant educational programs on the basis of gradually education, both to develop the ability of self and to gain recognition of a certain level of education that have been enacted;
- 3) Third paragraph complete the educational program earlier than the determining time."

Special for Junior High School that followed by Education Minister Decree No. 054/U/1993. Decree of the Minister of Education Article 16 first paragraph states that, " the students who have special gift and extraordinary intelligence can complete learning program earlier than the determining time, with the provision of secondary education has been followed for at least 2 years." ²⁹ It is also contained in Law no. 23/2002 on Child Protection Article 52, "the child who has the gift given the opportunity and accessibility to obtain special education."³⁰

Similarly Outlines of State Policy, 1993 which have been prepared with Pancasila as a foundation of ideology and the Constitution of 1945 as a constitutional foundation, in Chapter IV of the Sixth Five-Year development, especially on education, mandates that "Learners who have extraordinary intelligence need special attention in order to be driven development their achievements and gifts." ³¹

b. The Philosophical Basic

Implementation of accelerated program based on philosophy related to:

First, human beings as creatures of God Almighty has been equipped with various potentials and capabilities as a gift that should be exploited and developed, and should not be wasted. Education and

²⁹ *Ibid.*, p. 19-20

³⁰ Depdiknas, *Pedoman Penyelenggaraan Pendidikan Untuk Peserta Didik Berkecerdasan Istimewa (Program Akselerasi)* (Jakarta: Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Direktorat Pembinaan Sekolah Luar Biasa, 2007), p. 44.

³¹ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat* (Jakarta: PT Rineka Cipta, 2004), ed. 2nd, p. 16.

environmental functions in order to develop this potential can realize in the real life, so it is useful for their selves, communities and the nation, as well as being equipped to devote their selves to God.

Second, in national development, human is central as a subject of development, therefore the Indonesian people developed to be fully human, growing naturally all potential dimensions as appropriate. Educational services which less attention to the potential of the child, the child will not only harm themselves, but will bring a greater loss to the development of education and accelerated of development in Indonesia.

Third, the National Education seeks to create a balance between equality of opportunity and fairness. Equality of opportunity means opening greater opportunities for all learners from all levels of society to get an education. To achieve excellence in education, it is necessary intention to provide treatment in accordance with the objective conditions of the learners. Treatment education that fair is based on the interests, gift and abilities and also intelligence of learners.

Fourth, in an effort to develop the ability of learners, education is adhering to the principles of balance and harmony.

c. The Historical Basic

Government effort to provide special education services for Intelligent Students or Special Talent has been done since 1974 in some form of services with some models:³²

³² *Ibid.*, p. 31

- 1) PPSP with advanced sustainable approach and mastery learning
- 2) Special and excellent classes
- 3) Excellent schools in some provinces
- 4) Private schools with additional curriculum
- 5) Modern boarding school with dormitories pattern
- 6) Giving scholarships to the intelligent students.

5. Principles of Conducting Accelerated Class Program

a. Autonomy

That the implementation of special education for Intelligent Special Students or Special Talent, have flexibility to manage and finance program independently to perform continuous improvement. The principle of autonomy can be understood by understanding the characteristics of educational decentralization. The principles of decentralization of education in effecting policy of school autonomy, among others:³³

- 1) As a multidimensional and flexible to changes and developments
- 2) Includes stakeholder and encourage their participation
- 3) The programs management should be done democratically, transparently in accordance with the conditions of the school and the availability of qualified human resources.
- 4) There are not local, narrow and primordial sentiments of certain groups, but always refer to the goal of national education

³³ *Ibid.*, p. 6

5) Developments of institutions and programs in a bottom-up through optimal resource utilization.

b. Participation

Participation means mental and emotional involvement of people in a group (society) which encourages them to contribute the objectives of the group with a variety of responsibilities the achievement of goals. Through the participation of the community is expected to voluntarily give attention, sacrifice and cooperation to improve the quality of the accelerated program.

c. Accountability

Accountability is the obligation of an individual or collective leadership of an organization to account for and explain the performance of the parties to ask for answers and explanations for the results of the entire action. Accountability for the performance of special education for gift student includes three aspects is a synergy i.e. managerial accountability, process accountability and program accountability.

d. Quality Assurance

Quality assurance is based on the determination of the quality standards set by the government and school accelerated program providers. This quality assurance is based on determination of the quality standards that include some indicators: input, process and output. In the implementation of special education for gift student overall indicators include: organizing, curriculum, students, teachers, staff, facilities and

educational infrastructure, financial, community participation and evaluation.

e. A Transparent Evaluation

Evaluation is a process for making decisions with the information obtained. Evaluation is directed to answer the question of how an implementation of the special education process for the special gifted children does or how the program outcomes were obtained.³⁴

6. Curriculum of Accelerated Class Program

The curriculum is a set of plans and arrangements regarding the content and learning materials and methods used to guide the implementation of teaching and learning activities. According to Tyler in Siskandar, the meaning of curriculum covers four basic questions that should be answered in developing curriculum and teaching plan that is (a) what is the goals to be achieved by the school, (b) what kinds of learning experience can be carried out to achieve the intended objectives, (c) how these experiences be effectively organized, (d) how to determine that the purpose of education has been achieved.

Curriculum materials charge for the accelerated program is not different from the standard curriculum used for regular program. The difference lies in the rearrangement of the structure of the teaching program in a shorter period of time allocation. Accelerated program will make the curriculum standards are usually taken within three years of junior high

³⁴ *Ibid.*, p. 9

school to be only two years. Re-organization of learning programs on curriculum standards are usually given to the allocation of six semesters to four semesters done without reducing the content of the curriculum. The key lies in the analysis of curriculum materials with special academic calendars. As is known, for gifted students of high intellectual, not all standard curriculum materials need to be submitted in the form of face-to-face that same as regular students.³⁵

Accelerated curriculum developed undifferentiated, which includes four dimensional that one part to each other, cannot be seen apart as follows:³⁶

- a. General dimensions, which is a part of curriculum that is the core curriculum that provides the basic skills, knowledge, understanding of values, attitudes that enable students to function in accordance with the demands of society or the demands of higher education.
- b. Differentiated dimensions, part of curriculum that is closely related with the characteristic development of learners who have special intelligence potential, which is a special program and the choice of a particular field of study, and given the opportunity to develop an others particular gifted.
- c. Dimensions of instructional media, part of curriculum that provides students with opportunities to learn outside the formal school activities through other media such as learning through radio, TV, internet, teacher research, expert interviews, etc.

³⁵ *Ibid.*, p. 124

³⁶ *Ibid.*, p. 50

- d. The dimensions of the learning environment, learning experiences derived from the family and school environment should be able to create an academic climate that is fun and challenging.

7. Strategies and Learning Methods

Learning strategy is a plan that contains a series of activities designed to achieve specific educational goals. While the method is an attempt to implement a plan that has been prepared in concrete activities that goal has been achieved optimally.³⁷

Education for high gifted students different from regular students and should emphasize intellectual effectively. Lubis and Hawadi mention, learning strategies appropriate for the accelerated program are:

- a. Learning strategy focused on learning how to learn.
- b. The strategy should emphasize the development of high intellectual ability.
- c. The strategy must have sensitivity to the advancement of learning from a low conceptual level to high intellectual.

Therefore, the most appropriate learning method is inductive learning method, divergent and evaluative thinking. Memorizing in the accelerated program as far as possible been prevented by giving emphasis on engineering-oriented approach to the determination and inductive. The

³⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2006), p. 126.

approach developed in learning activities include face-to-face, modules, tutorials and independent study.³⁸

8. Evaluation System of Accelerated Class Program

The evaluation done of an accelerated program is basically the same as the regular program, which is to measure the achievement of material. The evaluation system of accelerated program included:

a. Daily Examination

Teacher gives daily examination at least three times each trimester. Suggested the form of item is a description item.

b. General Examination

According to school calendars, general examination of accelerated class program students given more quickly than regular students.

c. National Examination

National Examination followed by students in the second year for the junior and senior high school same with the implementation of the National Examination of regular students.

Assessments used in special education for gifted student is authentic assessment that is the process of collecting data that can provide a concept of student learning progress. The assessment tools used are:³⁹

³⁸ Reni Akbar Hawadi, *op.cit.*, p. 126

³⁹ *Ibid.*, p. 50

- a. Product, in the form of artwork, reports, images, charts, text and objects.
- b. Project, which is how the students work in groups or individually to complete a project.
- c. Performance, the appearance in groups or individually, in the form of discipline, teamwork, leadership, initiative and public appearances.
- d. Paper and pencil test, which is based on the assessment results of daily tests, semester or end of the program.
- e. Portofolio, a collection of student work in the form of reports, drawings, maps, objects, paper, stuffing, table and so on.

C. An Overview of Fiqh Subject

1. Definition and Scope of Fiqh Subject

According to language Fiqh is known or understand. Allah SWT said in Qur'an surah At-Taubah verses 87:

.....وَطُغِيَ عَلَى قُلُوبِهِمْ فَهُمْ لَا يَفْقَهُونَ (٨٧)

The meaning: and their hearts are sealed, so that they apprehend not. (At-Taubah verse 87)

According to the terminology Fiqh are:

- a. Abdul Wahhab Khallaf in Ahmad rafiq said that Fiqh is syara' laws which is practice from detail arguments.⁴⁰
- b. A. Syafi'i Karim said that Fiqh is sciences learned about Islamic syari'at in the kinds of activities obtained from detail arguments from those sciences.⁴¹

⁴⁰ Ahmad Rafiq, *Hukum-Hukum Islam di Indonesia* (Jakarta: Raja Grafindo Persada, 2000), p. 5.

The scope of Fiqh in Islamic Junior High School include the provision of Islamic law in maintaining harmony and balance between man's relationship with God and man's relationship with the other man. The scopes of Fiqh subject in Islamic junior High school include:

- a. Fiqh aspects of worship include: provisions and procedures of taharah, obligatory prayers, *sunnah* prayers, and prayers in an emergency, prostration, azan and iqamah, remembrance and pray after prayer, fasting, zakat, hajj and umrah, sacrifice and Akikah, food, take care the corpse, and pilgrimage grave.
- b. Aspects of Fiqh muamalah include: the provision and purchase legal, *qirad*, usury (*riba*), lending and borrowing, debts, liens, and *borg* and also wages.

2. The Objectives of Fiqh Subject

Fiqh Learning directed to lead learners can understand the main points of Islamic law and its implementation procedures to be applied in life to become a Muslim who always obey the Islamic law perfectly. Fiqh subject in Islamic Junior High School aims to equip learners to be able to:

- a. Know and understand the main points of Islamic law in regulating the terms and procedures for running the human relationship with God that is set in the Fiqh of worship and relationship with fellow human beings arranged in Fiqh muamalah.

⁴¹ A. Syafi'i Karim, *Fiqih-Ushul Fiqih* (Bandung: Pustaka Setia, 1997), p. 11.

- b. Implement and practice the Islamic law properly in carrying out the worshiping to God and social worship. The experience is expected to foster obedience run Islamic law, discipline and high social responsibility in personal and social life.⁴²

⁴² *Ibid.*

CHAPTER III

THE METHOD OF RESEARCH

A. Approach and The Type of Research

Researcher used a quantitative approach with the type of descriptive research. A quantitative approach is a process of discovering knowledge that use data in the form of numbers as a means of analyzing information about what we want to know.¹ Researcher use *Micro CAT ITEMAN (Item and Tes Analysis Manual)* program third version in analyzing Fiqh test for accelerated students of MTsN Kediri II.

B. Location of Research

Location of research is the place to research. Location of this research is in MTsN Kediri II, Sunan Ampel Street no 12 Ngronggo phone (0354) 687895 Kediri, postal code 64127. The subject of research is the first grade students of accelerated class program on 2013 – 2014, which amounted to 20 students: 07 girls and 13 boys.

C. DATA AND DATA SOURCES

The data source in this research is the subject of the data that is obtained.² The source of data in quantitative research is a primary and secondary data. Primary Data is taken based on the results of data collection through the student

¹ Moh. Kasiram, *Metodologi Penelitian Kuantitatif-Kualitatif* (Malang: UIN-Malang Press, 2008), ed. 1st, p. 149.

² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta 2006), p. 129.

answer sheet as well as the questions that is made by teacher. Secondary data is obtained through the data from the book, interview and documentation or archive such as history, vision and mission of the school, curriculum structure, etc.

D. Population

Population is generalization which consists of objects and subjects which have a certain quality and characteristics set by the researchers to be studied as a standard that actually provide more interpretation, so it is providing a conclusion. According to Arikunto, he said that the overall population is from the object of research.³ However, in this study the researcher did not include the whole of the object of the research described by Arikunto.

The Object in this study is all Fiqh items of second examination (*Trimester*) in accelerated class program of MTsN Kediri II academic year 2013/2014. While things are examined in this study includes an analysis of theoretic in the form of content and the principle of written question and analysis of the validity which including difficulty level, discrimination level, and distracters.

E. Techniques of Data Collection

The techniques that were used in collecting data in this study are:

1. Documentation

In addition, collecting of data obtained through the documentation. Documents that were obtained as evidence of authentic research that really done. The documentation in the study besides the

³ *Ibid.*, p. 130

photo of research process also in the form of a question and answer of examination sheet from students in the first grade of accelerated class program, profile of MTsN Kediri II, organizational structure of MTsN Kediri II, data of accelerated class program students, etc.

2. Interview

Interview is a dialogue that is conducted by the interviewer to obtain information from informant.⁴ Interview is conducted with the aim to obtain information about program of accelerated, the history of accelerated class program of MTsN Kediri II, students in accelerated class program of MTsN Kediri II and how the process of arranging Fiqh test for accelerated students of MTsN Kediri II.

In this study, an interview is conducted to the head master of school, the first grade students of accelerated class program of MTsN Kediri II as well as teachers of Fiqh subject in the first grade students of accelerated class program of MTsN Kediri II.

F. Data Analysis

Data analysis in quantitative research is activities after data from the respondent or other source of data is collected. Activities in the data analysis is data grouping based on the variables and types of respondents, tabulates the data based on the variable from all respondents, presents data for each variables that is

⁴ *Ibid.*, p. 155

examined, do the calculations to answer the formulation problems, and doing the calculations in order to test the hypotheses that have been proposed.⁵

Data analysis in this research use *ITEMAN (Item and Tes Analysis Manual)* program third version with guidance from the expert in this case.

G. Research Instrument

Basically, research is doing the measurements, so there should be a good tool or instrument. Measuring instrument in research usually called research instrument. So research instrument is an instrument used to measure the natural and social phenomena that are observed.⁶

Research instrument in this study is Fiqh examination for the first grade students of accelerated class program of MTsN Kediri II consist of questions and answers sheet of students. The questions and answer sheet are analyzed.

⁵Sugiyono. *Metode Penelitian Kuantitatif kualitatif dan R&D* (Bandung: Alfabeta, 2011), p. 147.

⁶ *Ibid.*, p. 102

CHAPTER IV

THE RESULTS OF RESEARCH

A. The Background of School

1. Identity of School

The Name of School	: MTsN Kediri II
The Headmaster of School	: Drs. H. Nursalim, M.Pd.I
The Vice Headmaster of Curriculum	: M. Sultan Agung, M.Pd.I
The Vice Headmaster of Student affair	: Drs. Gijoto
The Vice Headmaster of public relation	: Drs. Mudjiono, M.Pd.I
The Vice Headmaster of infrastructure:	Drs. Budianto, M.Pd.I
The Headmaster of Administration	: Sukarno, S.Pd.I
Location of School	: Sunan Ampel Street number 12, Ngronggo
	Phone number: 0354 – 687895
	Fax 0354-687895 Kediri
E-Mail	: mtsn_kdr_2@yahoo.co.id
NSM	: 211357102004

2. Brief History of School Establishment

MTsN Kediri II is an educational institution under Ministry of religious affairs is born based on the decision letter of the Minister no. 16/1978 on March 16, 1978. These statutes as a follow-up to the closing of PGA 6 years and opening of PGA only 3 years (the level of senior high

school) so first, second, and third grade from PGA 6 years that moves into Junior High School that called Madrasah Tsanawiyah Negeri. So the first, second, and third grade of PGAN Kediri become MTsN Kediri II.

3. Vision, Mission and Motto

a. Vision

"The realization of students who have some characteristics, there are good moral, superior, intelligent, creative, innovative, competitive, love to the country and Global Competitiveness".

“Terwujudnya Insan Madrasah yang Berakhlaqul Karimah, Unggul, Cerdas, Kreatif, Inovatif, Kompetitif, Cinta Tanah Air dan Berdaya Saing Global”

1) Indicators of the vision

- a) Excellent in guiding good moral
- b) Excellent in the implementation of a transparent and accountable Management
- c) Excellent in academic achievement (Final Examination) and nonacademic (in Olympiad, scientific research, sport and art and attitude
- d) Excellent in language learning (Indonesia, Javanese, English and Arabic)
- e) Excellent in tools of learning
- f) Excellent in the utilization of technology (Intranet and Internet)
- g) Excellent in educational personnel

- h) Excellent in customer service (Accelerated, Excellent and Regular class program)
- i) Excellent in curriculum development
- j) Excellent in the learning process

b. Mission

"Implementing an effective, creative, innovative and satisfied Learning with bilingual and ICT as well as Prioritizes of good example"

“Melaksanakan Pembelajaran yang Efektif, Kreatif, Inovatif dan Menyenangkan dengan Rintisan Bilingual dan Memanfaatkan ICT serta Mengutamakan Uswah Hasanah”

1) Indicator of Mission

- a) Improving the quality of educators periodically and programmed.
- b) Creating the conditions of learning environmental which are comfortable and conducive
- c) Developing good example as part of an effective educational system.
- d) Creating madrasah based on religious values, empathy, and intellectual.
- e) Implementing learning and guidance effectively, creative and innovative so that each student can develop optimally, suitable with their potential.
- f) Creating excellent spirit intensively to all citizens of madrasah both of academic achievement and nonacademic.

- g) Developing the language learning as a basis towards Madrasah of International standard.
- h) Optimizing utilization of ICT in learning
- i) Encourage and help each student to recognize their potential, therefore it can develop optimally.
- j) Fostering character and good moral.
- k) Creating a sense of responsibility towards themselves and others.
- l) Fostering sense of respect for the dignity and the degree of self and others.

c. Motto

Creating pious, believers and good moral students, have life skills and be able to globally competent as well as strong nationality.

"Mencetak insan beriman, bertaqwa dan berakhlakul karimah, memiliki kecakapan hidup dan mampu berkompetensi secara global serta berwawasan kebangsaan yang kuat."

B. The Background of Accelerated Class Program of MTsN Kediri II

1. The History of Accelerated Class Program of MTsN Kediri II

MTsN Kediri II has many achievements in national level. MTsN Kediri II crowned to be the winner of national level of healthy school category by minister of education on August 2003. Then it crowned again to be the first champion of Madrasah with national level by the department of religious affairs on January 02, 2004. Then it crowned again to be the first champion of the best Madrasah with high achievement national level by

religious ministry on September 2010. MTsN Kediri II is trusted to be one of a madrasah which is opened accelerated class program in East Java on November 03, 2010 with Decision letter of religion ministry of East Java province No: Kw.13.4/1/pp.00.5/2753/2010.

The purpose of conducting accelerated class program at MTsN Kediri II, the first is according to the law no. 20/2003 about national education systems. Secondly, the purpose is fulfilling the necessity of students having special characteristics both of cognitive and effective development. The other is fulfilling interest intellectual and the future perspective of learners and support student to increase spiritual intelligence, intellectual, and emotional balanced. So it can realize students with good moral, superior, smart, creative, innovative, competitive, love of country and global competitiveness.

Related to this case, required the presence of specifically handling in implementation of learning and teaching process. If we is viewed from potential of students among high cognitive, affective and psychomotor, Students would able to complete their studies more quickly than another through accelerated class program.

If we look from educator, MTsN Kediri II have teachers who had experience in various activities such as module maker and have followed various training to increase the competency of teacher held by the ministry of religion ranging from region to center.

If we look from infrastructure existing are supporting the accelerated class program. It is also not separated from commitment of committee in MTsN Kediri II who maximally supporting accelerated class program. So that MTsN Kediri II deals specifically students who have intelligence and remarkable aptitude with open accelerated class program. It held since 2010.

2. Basic Law of Accelerated Class Program of MTsN Kediri II

- a. Basic law for implementation of accelerated class program is the legislation number 2 of 1989 about the national education system, chapter IV about learners, article 24 which contents:

"Every student an education has the following rights:"

- 1) Got treatment according to their gifts, interests and talents.
- 2) Following that education program on the basis of continuing education, both for develop themselves ability to gain recognition of certain education levels have been standardized.
- 3) Complete the educational program earlier than the appointed time.

- b. Law No. 20 of 2003 about national education system explains that:

"Citizens who have the intelligence potential and special talent have right to obtain special education (article 5, paragraph 4). Article 12 paragraph 1, every student on every unit of education have the right to:

- 1) Get treatment suitable with their talents, interests and abilities.
- 2) Complete education program in accordance with their respective learning speed and do not deviate from the provisions of the set time.

3. The Purpose of Accelerated Class Program of MTsN Kediri II

- a. Appreciate to students who have extraordinary abilities and intelligence (gifted child) to be completed education more quickly.
- b. Provide an opportunity to students to complete their education more quickly, i.e. within 2 years.
- c. Develop the ability of students more optimal

4. The Student Recruitment of Accelerated Class Program

a. Stage 1

Data record from new student selection. Criteria of qualify for phase one, based on:

- 1) The value of religious studies, mathematics, science and Indonesian Language of fourth, fifth, sixth grade minimum of 75.00.
- 2) Psychological test scores of 3 clusters, there are IQ, creativity, and personality tests (motivation, emotional stability and achievements).
IQ test score at least 130. MTsN Kediri II collaboration with the Faculty of psychology of UMM (The university of Muhammadiyah Malang) in the implementation of psychological test.

b. Phase 2

- 1) Strategies of subjective data Information (process observations are cumulative) check list behavior, interviewing parents, and children.
- 2) Strategy of objective information data obtained through a more complete test tool that can give various information's, for example health, reading Holly Book, and Technology.

- 3) Physical health demonstrated by affidavits from physicians healthy.
- 4) Administrative Requirements such as completing the registration form, a copy of graduation certificate, photo with size of 3 x 4 as much as 3 pieces, submit students and parent approval letter.

c. Phase 3

After determination of the results of the selection carried out meetings with parents aimed for explaining accelerated class program will be held and the other agreements.

5. The Assessment of Accelerated Class Program of MTsN Kediri II

a. Reference

The process of evaluation and assessment of Accelerated Class Program students same with regular students i.e. based on regulation of education ministry number 20/2007 about standard of assessments.

b. Purpose

- 1) Assess individually through specific tasks
- 2) Determine the learning needs
- 3) Guide and encourage students
- 4) Guide and encourage educators
- 5) determine the learning strategies
- 6) Accountability of institutions
- 7) Improving the quality of education

c. Method

Evaluation for accelerated class program students essentially similar with regular program i.e. measure attainment of matter in line with the principle of mastery learning.

Criterion of minimal completeness for accelerated class program higher than regular class program and its determination based on deliberation of subject matter (MGMP).

Evaluation system for accelerated class program includes:

1) Formative Test.

Teacher gives formative test each one basic competence.

Formative test is given periodically at least 3 times in a trimester.

Type of Item focused on understanding question not memorized type.

2) Block Test.

Block test performed to evaluate the completeness of material in the mid trimester (2 months). Block test done by scheduled.

3) Trimester Test

It is given faster than regular class program according to the educational calendar for accelerated class program.

4) National Exam

National exam followed by accelerated class students in the second year similar with regular class students.

6. Standard of Competence and Basic Competence of Fiqh Subject for the First Grade Students of Accelerated Class Program The First Accelerated Class Programs¹

Table 4.1 Standard of Competence and Basic Competence of Fiqh Subject

a. First Trimester	
STANDARD OF COMPETENCE	BASIC COMPETENCE
I. Implement the provisions of <i>taharah</i> (purification)	<ul style="list-style-type: none"> - Describe the kinds of defiling filth and procedures of <i>taharah</i> (purification) - Explain small impurity and its procedures of <i>taharah</i> - Explain the big impurity and its procedures of <i>taharah</i> - The practice of purification of the defiling filth and impurity
II. Implement procedures of obligatory prayers and <i>sahwi</i> prostration.	<ul style="list-style-type: none"> - Explain the procedure of the five daily prayers - Memorizing readings of five daily prayers - Describe determination of five times of prayers - Explain the determination of <i>sahwi</i> prostration - Practicing the five daily pray and <i>sahwi</i> prostrations
III. Implement procedures for call to prayer, <i>iqamah</i> , and the congregational prayers	<ul style="list-style-type: none"> - Explain the rule of call to prayer and <i>iqamah</i> - Explain the rule of the congregational prayers

¹ Documentation from Fiqh teacher in the first grade students of accelerated class program of MTsN Kediri II.

	<ul style="list-style-type: none"> - Describe the rule of <i>Masbuk</i> in congregational prayers - Explain how to remind the priest who forgot - Explain how to remind priests that void - Practicing <i>azan</i>, <i>iqamah</i> and congregational prayers.
IV. Implement procedures for remembrance and praying after prayer	<ul style="list-style-type: none"> - Explain the procedure for remembrance and praying after prayers - Memorized readings of remembrance and praying after prayer - The practice of remembrance and praying
b. Second Trimester	
STANDARD OF COMPETENCE	BASIC COMPETENCE
I. Implement procedures of obligatory pray other five daily prayers	<ul style="list-style-type: none"> - Explain the rule of prayer and the Friday preach - Practicing Friday preach and prayer - Describe the determination of prayer for the dead person - Memorizing readings of prayer for the dead person - Practice of prayer for the dead person
II. Implement the procedures of prayer by <i>jama'</i> , <i>qhasar</i> , and <i>jama' qasar</i> and prayer in an emergency condition	<ul style="list-style-type: none"> - Describe the rule of prayer by <i>jama'</i>, <i>qhasar</i>, and <i>jama' qasar</i> - Practicing of prayer by <i>jama'</i>, <i>qhasar</i>, and <i>jama' qasar</i> - Explain the rule of prayer in an emergency when you're sick and in vehicles - Practice of prayer in an emergency when you're sick and in vehicles
III. Implement the procedures of <i>sunnah muakkad and ghairu</i>	<ul style="list-style-type: none"> - Explain the rule of <i>sunnah muakkad</i> prayer

<i>muakkad</i> prayer	<ul style="list-style-type: none"> - Explain the kinds of <i>sunnah muakkad</i> prayer - Practice of <i>sunnah muakkad</i> prayer - Explain the rule of <i>ghairu muakkad</i> prayer - Explain the kinds of <i>ghairu muakkad</i> prayer - Practice of <i>ghairu muakkad</i> prayer
c. Third Trimester	
STANDARD OF COMPETENCE	BASIC COMPETENCE
I. Carry out the procedure of prostration outside prayer	<ul style="list-style-type: none"> - Describe the rule of gratitude and <i>Tilawah</i> prostration - Practising gratitude and <i>Tilawah</i> prostration
II. Implement procedures for fasting	<ul style="list-style-type: none"> - Explain the rule of fasting - Explain the kinds of fasting
III. Implement procedures for tithe (<i>zakat</i>)	<ul style="list-style-type: none"> - Explain the rule of tithe and wealth <i>zakat</i> - Explain the person entitled to receive <i>zakat</i> - Practice the implementation of tithe and wealth <i>zakat</i>

C. Data Analysis

The process of arranging Fiqh items in the first grade students of accelerated class program of MTsN Kediri II done by making lattice first, after that directly arranging the item according to the lattice and distribute the item to the students. It recorded from an interview result to the Fiqh teacher in the first grade students of accelerated class program. She is Dra.Fasichatus Sa'nyiah:

I made a lattice first when arranging Fiqh items. After that I arranged the items. The items directly distributed to students when items has been arranged.²

² Interview with Dra. Fasichatus Sa'nyiah as a teacher Fiqh of Accelerated class program of MTsN Kediri II in UKS room on April 1st 2014 at 11 am.

(Ketika membuat soal, saya membuat kisi-kisi terlebih dahulu. Setelah itu saya menyusun soal dan ketika soal sudah jadi, soal langsung di distribusikan kepada siswa.)

There is no item analysis in the process arranging Fiqh items in the first grade students of accelerated class program because Fiqh teacher never got lesson and training about how to analyze it. It recorded from an interview with Fiqh teacher in the first grade students of accelerated class program. She is Dra. Fasichatus Sa'niyah:

I just graduated of Education of Religious Teacher (PGA) and there is no lesson about item analysis or evaluation. It just practiced to teach in the class. I also never followed training about item analysis.³

(Saya dulu hanya lulusan PGA dan zaman dulu ya tidak ada yang namanya pelajaran tentang cara menganalisis soal atau tentang evaluasi. Cuma praktik ngajar yang banyak. Saya juga belum pernah mengikuti pelatihan tentang analisis soal.)

The following items analysis of Fiqh in the first grade students of Accelerated class program of MTsN Kediri II by using ITEMAN software (Item and Test Analysis of Manual).

Table 4.2 Item Analysis of no. 1

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
1	0.900	0.145	A	0.000	
			B	0.900	*
			C	0.000	
			D	0.100	

³ Interview with Dra. Fasichatus Sa'niyah as a teacher Fiqh of Accelerated class program of MTsN Kediri II in UKS room on April 1st 2014 at 11 am.

The difficulty level of the first question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00-0.19 i.e. 0.145. Option B is the answer key. Option D includes good distracters because the students who choose it above 5% i.e. 0.100. Option A and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.3 Item Analysis of no. 2

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
2	0.900	0.561	A	0.000	
			B	0.050	
			C	0.900	*
			D	0.050	

The difficulty level of the second question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.561. Option C is the answer key. Option B and D includes good distracters because the students who choose it above 5% i.e. 0.050. Option A include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.4 Item Analysis of no. 3

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
3	1.000	-9.000	A	0.000	
			B	0.000	
			C	1.000	*
			D	0.000	

The difficulty level of the third question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00-0.19 i.e. 0.145. Option C is the answer key. Option A, B and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.5 Item Analysis of no. 4

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
4	1.000	-9.000	A	0.000	
			B	0.000	
			C	0.000	
			D	1.000	*

The difficulty level of the fourth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00-0.19 i.e. -9.000. Option D is the answer key. Option A, B and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.6 Item Analysis of no. 5

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
5	1.000	-9.000	A	0.000	
			B	0.000	
			C	1.000	*
			D	0.000	

The difficulty level of the fifth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00-0.19 i.e. -9.000. Option C is the answer key. Option A, B and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.7 Item Analysis of no. 6

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
6	0.150	0.275	A	0.100	
			B	0.150	*
			C	0.550	
			D	0.200	

The difficulty level of the sixth question is difficult. It can be seen from proportional correct in the range between 0.00–0.30 i.e. 0.150. Whereas discrimination level shows that the item is corrected. It can be seen from point biser in the range between 0.20–0.29 i.e. 0.275. Option B is the answer key. Option A, C and D include good distracters because the students who choose it above 5% i.e. 0.100, 0.550 and 0.200.

Table 4.8 Item Analysis of no. 7

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
7	0.950	0.279	A	0.000	
			B	0.950	*
			C	0.000	
			D	0.050	

The difficulty level of the seventh question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.950. Whereas discrimination level shows that the item is corrected. It can be seen from point biser in the range between 0.20–0.29 i.e. 0.279. Option B is the answer key. Option D includes good distracters because the students who choose it above 5% i.e. 0.050. Option A and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.9 Item Analysis of no. 8

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
8	0.900	-0.010	A	0.000	
CHECK THE KEY D was specified, B works better			B	0.100	?
			C	0.000	
			D	0.900	*

The difficulty level of the eighth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -0.010. Option D is the answer key. Option B includes good distracters because the students who choose it above

5% i.e. 0.100. Option A and C include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key D was specified, B works better. That's mean command to check between option D and B.

Table 4.10 Item Analysis of no. 9

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
9	0.550	0.692	A	0.400	
			B	0.000	
			C	0.050	
			D	0.550	*

The difficulty level of the ninth question is medium. It can be seen from proportional correct in the range between 0.31–0.70 i.e. 0.550. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40 – 1.00 i.e. 0.692. Option D is the answer key. Option A and C include good distracters because the students who choose it above 5% i.e. 0.400 and 0.050. Option B include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.11 Item Analysis of no. 10

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
10	0.750	0,090	A	0.000	
CHECK THE KEY C was specified, D works better			B	0.150	
			C	0.750	*
			D	0.100	?

The difficulty level of the tenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.750. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. 0.090. Option C is the answer key. Option B and D include good distracters because the students who choose it above 5% i.e. 0.150 and 0.100. Option A include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key C was specified, D works better. That's mean command to check between option C and D.

Table 4.12 Item Analysis of no. 11

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
11	0.900	0.613	A	0.050	
			B	0.050	
			C	0.900	*
			D	0.000	

The difficulty level of the eleventh question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.613. Option C is the answer key. Option A and B include good distracters because the students who choose it above 5% i.e. 0.050. Option D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.13 Item Analysis of no. 12

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
12	0.800	0.725	A	0.800	*
			B	0.050	
			C	0.150	
			D	0.000	

The difficulty level of the twelfth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.800. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.725. Option A is the answer key. Option B and C include good distracters because the students who choose it above 5% i.e. 0.050 and 0.150. Option D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.14 Item Analysis of no. 13

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
13	0.300	-0.150	A	0.300	*
CHECK THE KEY A was specified, B works better			B	0.100	?
			C	0.000	
			D	0.600	

The difficulty level of the thirteenth question is difficult. It can be seen from proportional correct in the range between 0.00–0.30 i.e. 0.300. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -0.150. Option A is the answer key. Option B and D include good distracters because the students

who choose it above 5% i.e. 0.100 and 0.600. Option C include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key A was specified, B works better. That's mean command to check between option A and B.

Table 4.15 Item Analysis of no. 14

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
14	0.900	-0.010	A	0.900	*
CHECK THE KEY A was specified, B works better			B	0.100	?
			C	0.000	
			D	0.000	

The difficulty level of the fourteenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -0.010. Option A is the answer key. Option B include good distracters because the students who choose it above 5% i.e. 0.100. Option C and D include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key A was specified, B works better. That's mean command to check between option A and B.

Table 4.16 Item Analysis of no. 15

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
15	1.000	-9.000	A	0.000	
			B	1.000	*
			C	0.000	
			D	0.000	

The difficulty level of the fifteenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -9.000. Option B is the answer key. Option B include good distracters because the students who choose it above 5% i.e. 0.100. Option A, C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.17 Item Analysis of no. 16

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
16	0.950	0.279	A	0.950	*
			B	0.000	
			C	0.000	
			D	0.050	

The difficulty level of the sixteenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.950. Whereas discrimination level shows that the item is corrected. It can be seen from point biser in the range between 0.20–0.29 i.e. 0.279. Option A is the answer key. Option D include good distracters because the students who choose it

above 5% i.e. 0.050. Option B and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.18 Item Analysis of no. 17

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
17	1.000	-9.000	A	0.000	
			B	1.000	*
			C	0.000	
			D	0.000	

The difficulty level of the seventeenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -9.000. Option B is the answer key. Option A, C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.19 Item Analysis of no. 18

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
18	0.750	0.630	A	0.200	
			B	0.750	*
			C	0.050	
			D	0.000	

The difficulty level of the eighteenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.750. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.630. Option B is the answer key.

Option A and C include good distracters because the students who choose it above 5% i.e. 0.200 and 0.050. Option D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.20 Item Analysis of no. 19

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
19	1.000	-9.000	A	0.000	
			B	0.000	
			C	0.000	
			D	1.000	*

The difficulty level of the nineteenth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -9.000. Option D is the answer key. Option A, B and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.21 Item Analysis of no. 20

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
20	1.000	-9.000	A	0.000	
			B	0.000	
			C	0.000	
			D	1.000	*

The difficulty level of the twentieth question is easy. It can be seen from proportional correct in the ranges between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen

from point biser in the ranges between 0.00–0.19 i.e. -9.000. Option D is the answer key. Option A, B and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.22 Item Analysis of no. 21

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
21	0.950	0.565	A	0.050	
			B	0.000	
			C	0.950	*
			D	0.000	

The difficulty level of the twenty-first question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.950. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.565. Option C is the answer key. Option A include good distracters because the students who choose it above 5% i.e. 0.050. Option B and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.23 Item Analysis of no. 22

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
22	0.700	0.422	A	0.000	
			B	0.100	
			C	0.700	*
			D	0.200	

The difficulty level of the twenty-second question is medium. It can be seen from proportional correct in the range between 0.31–0.70 i.e. 0.700. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.422. Option C is the answer key. Option B and D include good distracters because the students who choose it above 5% i.e. 0.100 and 0.200. Option A include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.24 Item Analysis of no. 23

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
23	0.950	-0.007	A	0.950	*
CHECK THE KEY A was specified, C works better			B	0.000	
			C	0.050	?
			D	0.000	

The difficulty level of the twenty-third question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.950. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -0.007. Option A is the answer key. Option C include good distracters because the students who choose it above 5% i.e. 0.050. Option B and D include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key A was specified, C works better. That's mean command to check between option A and C.

Table 4.25 Item Analysis of no. 24

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
24	0.150	0.144	A	0.550	?
CHECK THE KEY C was specified, A works better			B	0.300	
			C	0.150	*
			D	0.000	

The difficulty level of the twenty-fourth question is difficult. It can be seen from proportional correct in the range between 0.00–0.30 i.e. 0.150. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. 0.144. Option C is the answer key. Option A and B include good distracters because the students who choose it above 5% i.e. 0.550 and 0.300. Option D include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key C was specified, option A works better. That's mean command to check between option C and A.

Table 4.26 Item Analysis of no. 25

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
25	1.000	-9.000	A	0.000	
			B	0.000	
			C	1.000	*
			D	0.000	

The difficulty level of the twenty-fifth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen

from point biser in the range between 0.00–0.19 i.e. -9.000. Option C is the answer key. Option A, B and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.27 Item Analysis of no. 26

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
26	0.850	0.423	A	0.000	
			B	0.000	
			C	0.850	*
			D	0.150	

The difficulty level of the twenty-sixth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.850. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.423. Option C is the answer key. Option D include good distracters because the students who choose it above 5% i.e. 0.150. Option A and B include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.28 Item Analysis of no. 27

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
27	0.700	0.388	A	0.250	
			B	0.000	
			C	0.050	
			D	0.700	*

The difficulty level of the twenty-seventh question is medium. It can be seen from proportional correct in the range between 0.31–0.70 i.e. 0.700. Whereas discrimination level shows that the item is accepted and corrected. It can be seen from point biser in the range between 0.30 – 0.39 i.e. 0.388. Option D is the answer key. Option A and C include good distracters because the students who choose it above 5% i.e. 0.250 and 0.050. Option B include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.29 Item Analysis of no. 28

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
28	0.850	0.205	A	0.850	*
			B	0.100	
			C	0.000	
			D	0.050	

The difficulty level of the twenty-eighth question is easy. It can be seen from proportional correct in the range between 0.71-1.00 i.e. 0.850. Whereas discrimination level shows that the item is corrected. It can be seen from point biser in the range between 0.20 – 0.29 i.e. 0.205. Option A is the answer key. Option B and D include good distracters because the students who choose it above 5% i.e. 0.100 and 0.050. Option C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.30 Item Analysis of no. 29

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
29	1.000	-9.000	A	0.000	
			B	1.000	*
			C	0.000	
			D	0.000	

The difficulty level of the twenty-ninth question is easy. It can be seen from proportional correct in the range between 0.71-1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00 – 0.19 i.e. -9.000. Option B is the answer key. Option A, C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.31 Item Analysis of no. 30

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
30	0.350	0.546	A	0.350	*
			B	0.400	
			C	0.200	
			D	0.050	

The difficulty level of the thirtieth question is medium. It can be seen from proportional correct in the range between 0.31-0.70 i.e. 0.350. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40 – 1.00 i.e. 0.546. Option A is the answer key. Option B, C and D include good distracters because the students who choose it above 5% i.e. 0.400, 0.200 and 0.050.

Table 4.32 Item Analysis of no. 31

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
31	0.700	0.422	A	0.000	
			B	0.700	*
			C	0.250	
			D	0.050	

The difficulty level of the thirty-first question is medium. It can be seen from proportional correct in the range between 0.31-0.70 i.e. 0.700. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40 – 1.00 i.e. 0.422. Option B is the answer key. Option C and D include good distracters because the students who choose it above 5% i.e. 0.250 and 0.050. Option A include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.33 Item Analysis of no. 32

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
32	0.250	0.090	A	0.000	
			B	0.250	*
			C	0.250	
			D	0.500	

The difficulty level of the thirty-second question is difficult. It can be seen from proportional correct in the range between 0.00-0.31 i.e. 0.250. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00 – 0.19 i.e. 0.090. Option B is the answer key. Option C and D include good distracters because the students

who choose it above 5% i.e. 0.250 and 0.500. Option A include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.34 Item Analysis of no. 33

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
33	0.950	-0.007	A	0.000	
CHECK THE KEY C was specified, B works better			B	0.050	?
			C	0.950	*
			D	0.000	

The difficulty level of the thirty-third question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.950. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -0.007. Option C is the answer key. Option B include good distracters because the students who choose it above 5% i.e. 0.050. Option A and D include bad distracters because the student who choose it under 5% i.e. 0.000. There is command to check the key C was specified, B works better. That's mean command to check between option C and B.

Table 4.35 Item Analysis of no. 34

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
34	0.750	0.414	A	0.750	*
			B	0.250	
			C	0.000	
			D	0.000	

The difficulty level of the thirty-fourth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.750. Whereas discrimination level shows that the item is goof. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.414. Option A is the answer key. Option B include good distracters because the students who choose it above 5% i.e. 0.250. Option C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.36 Item Analysis of no. 35

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
35	0.250	0.234	A	0.200	?
CHECK THE KEY C was specified, A works better			B	0.400	
			C	0.250	*
			D	0.150	

The difficulty level of the thirty-fifth question is difficult. It can be seen from proportional correct in the range between 0.00–0.30 i.e. 0.250. Whereas discrimination level shows that the item is corrected. It can be seen from point biser in the range between 0.20–0.29 i.e. 0.234. Option C is the answer key. Option A, B and D include good distracters because the students who choose it above 5% i.e. 0.200, 0.400 and 0.150. There is command to check the key C was specified, option A works better. That's mean command to check between option C and A.

Table 4.37 Item Analysis of no. 36

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
36	0.900	0.042	A	0.100	
			B	0.900	*
			C	0.000	
			D	0.000	

The difficulty level of the thirty-sixth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. 0.042. Option B is the answer key. Option A include good distracters because the students who choose it above 5% i.e. 0.100. Option C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.38 Item Analysis of no. 37

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
37	1.000	-9.000	A	0.000	
			B	0.000	
			C	0.000	
			D	1.000	*

The difficulty level of the thirty-seventh question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -9.000. Option D is the

answer key. Option A, B and C include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.39 Item Analysis of no. 38

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
38	1.000	-9.000	A	1.000	*
			B	0.000	
			C	0.000	
			D	0.000	

The difficulty level of the thirty-eighth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -9.000. Option A is the answer key. Option B, C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.40 Item Analysis of no. 39

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
39	0.900	0.561	A	0.000	
			B	0.000	
			C	0.100	
			D	0.900	*

The difficulty level of the thirty-ninth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 0.900. Whereas discrimination level shows that the item is good. It can be seen from point biser in the range between 0.40–1.00 i.e. 0.561. Option D is the answer key.

Option C include good distracters because the students who choose it above 5% i.e. 0.100. Option A and B include bad distracters because the student who choose it under 5% i.e. 0.000.

Table 4.41 Item Analysis of no. 40

No.	Prop. Correct	Point Biser.	Alt.	Prop. Endorsing	Key
40	1.000	-9.000	A	0.000	
			B	1.000	*
			C	0.000	
			D	0.000	

The difficulty level of the fortieth question is easy. It can be seen from proportional correct in the range between 0.71–1.00 i.e. 1.000. Whereas discrimination level shows that the item is rejected. It can be seen from point biser in the range between 0.00–0.19 i.e. -9.000. Option B is the answer key. Option A, C and D include bad distracters because the student who choose it under 5% i.e. 0.000.

CHAPTER V

DISCUSSION

A. The Difficulty level of Fiqh Test for Accelerated Students of MTsN Kediri II

The difficulty level of the first question is **easy**. There are 6 sentences about *Jum'ah* prayer. The difficulty level of this questions include easy because in 6 sentences clearly visible criteria of understanding *Jum'ah* prayer, therefore the most of students have understood material about the meaning of *Jum'ah* prayer. It is proofed by a number of 90% of the students chose option B which is the answer key. The distracters of first question are dysfunction.

The difficulty level of the second question is easy. It is indicates that most of the students have understood the material about the obligatory requirements of *Jum'ah* prayer. It can be seen from the data that 90% of the students chose option C which is the answer key. As well as from the distracters have been functioned. If the distracters have been functioned and many students answered the answer keys, it can be concluded that the students have understood about the material.

The difficulty level of the third question is easy because the distracters are dysfunction. It is proofed from 100% of students chose option C which is the answer key. All the students have understood the material being asked about *sunnah* activity before *Jum'ah* prayer, therefore it can be concluded that the question was too easy and unable to measure the ability of students.

The difficulty level of the fourth question is easy because the distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about people who are not obligated to do *Jum'ah* prayer, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the fifth question is easy because the distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about the wisdom of *Jum'ah* prayer, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the sixth question is difficult. All distracters are functioning properly. It is indicated that the material has not been taught nor it has not complete in teaching process, therefore the minimum competence that should be mastered by the students has not reached.

The difficulty level of the seventh question is easy because the distracters are dysfunction. It is proofed from 95% of students chose the answer key. All the students have understood the material being asked about the recitation of corpse prayer, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the eighth question is easy because the distracters are dysfunction. It is proofed from 90% of students chose the answer key. All the students have understood the material being asked about the pillar of corpse

prayer, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the ninth question is medium. It means most of the students have understood the material being taught about Hadith of *ghaib* prayer. It is showed from 55% of students chose the answer keys and the distracters are functioning properly. The conclusion from this result is the question can measure the ability of students.

The difficulty level of the tenth question is easy. It is indicates that most of the students have understood the material is asked about the position of the priest in corpse prayer. It is showed from 75% of the students chose the answer key with the distracter functioning. The conclusion from this result is the question can measure the ability of students.

The difficulty level of the eleventh question is easy. It is indicates that students have understood the material being asked about the law of the prayer for the dead person to non Islam. It is proofed from 90% of students chose the answer key whereas the distracters are functioning properly.

The difficulty level of the twelfth question is easy. The distracters are functioning properly. It is indicates that most of the students have understood the material being asked about the pillar of Friday sermon. It is proofed from 80% of students chose the answer key.

The difficulty level of the thirteenth question is difficult because the sentence of question is too difficult to understand. Therefore this question cannot be used to measure the ability of students.

The difficulty level of the fifteenth question is easy. The distracters are dysfunction. It is proofed from 90% of students chose the answer key. All of the students have understood the material being asked about prayer five times, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the fifteenth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about prayer *Jama'*, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the sixteenth question is easy. The distracters are dysfunction. It is proofed from 95% of students chose the answer key. The item is less suitable with basic competence which is taught, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the seventeenth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about prayer *Jama'*, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the eighteenth question is easy. This indicates that most of the students have understood the material about theorem of corpse prayer. It is showed from 75% of students chose the answer key, besides the distracters

are functioning properly. It can be concluded that the question can be used to measure the ability of students.

The difficulty level of the nineteenth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about recitation in corpse prayer, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the twentieth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about *sunnah* of corpse prayer, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the twenty-first question is easy. The distracters are dysfunction. It is proofed from 95% of students chose the answer key. All the students have understood the material being asked about prayer *rawatib ghairu muakad*, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the twenty-second question is medium. The distracters are functioning properly. It indicates that most of the students have understood the material being asked about Hadith of prayer in emergency condition. It is proofed from 70% of students chose the answer key whereas the distracters are functioning properly. This question can measure the ability of students.

The difficulty level of the twenty-third question is easy. The distracters are dysfunction. It is proofed from 95% of students chose the answer key and there are no students who chose option B and D. All the students have understood the material being asked about the procedure of prayer *rawatib*, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the twenty-fourth question is difficult. The students have not been mastering the material about prayer in an emergency condition. It is proofed from 15% of students chose the answer key. There are 2 answer keys in this question i.e. option A, 55% of students chose it. It can be concluded that the question unable to measure the ability of students.

The difficulty level of the twenty-fifth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key. All the students have understood the material being asked about prayer of *Jama' ta'khir* and *jama' taqdim*, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the twenty-sixth question is easy. The distracters are dysfunction. It is proofed from 85% of students chose the answer key and there are no students who chose option A and B. All the students have understood the material being asked about prayer five times, therefore it can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the twenty-seventh question is medium. The distracters are functioning properly. It indicates that most of the students have understood the material being asked about worshipping. It is proofed from 70% of students chose the answer key whereas the distracters are functioning properly. This question can measure the ability of students.

The difficulty level of the twenty-eighth question is easy. The distracters are functioning properly. It indicates that most of the students have understood the material being asked about praying five times. It is proofed from 85% of students chose the answer key whereas the distracters are functioning properly. This question can measure the ability of students.

The difficulty level of the twenty-ninth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key and there are no students chose option A, C and D. All the students have understood the material being asked about *witir* prayer because the question is very easy. There are the word of *ramadhan* month in option A, C and D whereas *witir* prayer not only done in *ramadhan* but also every night. Therefore students are easy to answer this question. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the thirtieth question is medium. The distracters are functioning properly. It indicates that most of the students have understood the material being asked about the meaning of *maktubah* prayer. It is proofed from 35% of students chose the answer key whereas the distracters are functioning properly. This question can measure the ability of students.

The difficulty level of the thirty-first question is medium. The distracters are functioning properly. It indicates that most of the students have understood the material being asked about the differences between *Idain* and *Jum'ah* prayer. It is proofed from 70% of students chose the answer key whereas the distracters are functioning properly. This question can measure the ability of students.

The difficulty level of the thirty-second question is difficult. The question is not suitable with basic competences as well as answer keys are wrong. 50% of students chose option D. It is the true answer key. Therefore this question could not measure the ability of the students.

The difficulty level of the thirty-third question is easy. The distracters are dysfunction. It is proofed from 95% of students chose the answer key and there are no students chose option A and D. All the students have understood the material being asked about recitation of laudation in *idain* prayer. Therefore students are easy to answer this question. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the thirty-fourth question is easy. The distracters are dysfunction. It is proofed from 75% of students chose the answer key and there are no students chose option C and D. All the students have understood the material being asked about the law from recitation of laudation in *idain* prayer. Therefore students are easy to answer this question. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the thirty-fifth question is difficult. All distracters are functioning properly. It is indicated that the material has not been taught nor it has not complete in teaching process, therefore the minimum competence that should be mastered by the students has not reached. Therefore students are confuses to differentiate the answer. It can be concluded that the unable to measure the ability of students

The difficulty level of the thirty-sixth question is easy. The distracters are dysfunction. It is proofed from 90% of students chose the answer key and there are no students chose option C and D. All the students have understood the material being asked about sermon of *Jum'ah* prayer. Therefore students are easy to answer this question. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the thirty-seventh question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key and there are no students chose option A, B and C. All the students have understood the material being asked about *sunnah* prayer because the question is very easy. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the thirty-eighth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key and there are no students chose option B, C and D. All the students have understood the material being asked about hadith of the first worship that will be measure by

Allah swt. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the thirty-ninth question is easy. The distracters are dysfunction. It is proofed from 90% of students chose the answer key and there are no students chose option A and B. All the students have understood the material being asked about the time of *tahajjud* prayer. It can be concluded that the question is too easy and unable to measure the ability of students.

The difficulty level of the fortieth question is easy. The distracters are dysfunction. It is proofed from 100% of students chose the answer key and there are no students chose option A, C and D. All the students have understood the material being asked about the time of *Idul Adha* prayer. It can be concluded that the question is too easy and unable to measure the ability of students.

B. The Discrimination level of Fiqh Test for Accelerated Students of MTsN Kediri II

On the first question, discrimination level indicates that the item is rejected. It is because the distracters are dysfunction. The question cannot distinguish the student's ability. In addition, there is one sentence which is not mentioned in the options. The option C includes bad distracters because there are two sentences which should be chosen by the students but are one option i.e. *didahului oleh satu khutbah dan didahului oleh dua khutbah*. Between options A and D the dictions were equal, but students were less careful in reading question.

On the second question, discrimination level indicates that the item is good. The distracters are functioning properly. It indicates that the question can distinguish the student's ability and the competence is clear i.e. students are able to explain the obligatory requirements of Friday prayer. Although the question is too long but the content of the question is clear, therefore students understand the question easily.

On the third question, discrimination level indicates that the item is rejected. It is because the distracters are dysfunction. The other indication is the statement or sentence too complex and lengthy. In 7 stems offered only two stem that is neither *sunnah* before Friday prayer i.e. the stem number 3 and number 7, therefore students are very easy to distinguish the answers which is the *sunnah* before Friday prayer. The question could not be used to distinguish the ability of students.

On the fourth question, discrimination level indicates that the item is rejected. Analysis for this item is statement or sentence of the question too complex and lengthy. In addition, from 5 stems being offered, there is only 1 stem stating "the people who have to prayer on Friday i.e. stem number 1, therefore students can immediately answer the question. Automatically, the answer key is the option without stem number one i.e. option D. Therefore, the distracters are dysfunction. The question could not be used to distinguish the ability of students.

On the fifth question, discrimination level indicates that the item is rejected. Analysis for this item is statement or sentence of the question too

complex and lengthy. The question could not be used to distinguish the ability of students. In addition, any less proportionate option i.e. option A.

On the sixth question, discrimination level indicates that the item is corrected because indication of the item is difficult. It can be predicted because the material did not teach nor students understand the material. As well as the number of students who chose option C more than the students who chose option B which is the answer key. It is because students more familiar with the word *masbuq* than *muwafiq*. If the item is corrected then the item could not be used to measure the ability of students.

On the seventh question, discrimination level indicates that the item is corrected because the question is too easy and the distracters are dysfunction. Therefore the item could not distinguish the ability of students.

On the eighth question, discrimination level indicates that the item is rejected because the distracters are dysfunction. There is a command to check the key D was specified, B works better. The key is D but told to check the option B because three of options are form of statement, whereas option B is form of deed. The conclusion, options are not proportional. If the item is rejected then the item could not be used to distinguish the ability of students.

On the ninth question, discrimination level indicates that the item is good. The distracters are functioning properly. It is proofed from students who chose three of options. None selecting option B because the statement of it is too long and does not suitable with the question. The statement of question is the meaning of hadith about time of *ghaib* prayer by Prophet. Option B says "people

who have long been no news story." The item could be used to distinguish student's ability because the item has good indication.

On the tenth question, discrimination level indicates that the item is rejected. The distracters are functioning but the option sentences did not proportionately. It can be seen from command to check the C key was specified, D works better. It is told to check out between option C and D, because option D is very different from the other options. The three of options mentioned about men corpse, whereas option D mentions women corpse. It should be proportional. Two options should mention the corpses of men and the two options mention the corpses of women.

On the eleventh question, discrimination level indicates that the item is good. The distracters are functioning. The item could be used to distinguish the student's ability. Basic competence is already clear i.e. students are able to explain the law of the prayer for the dead person to other Muslims.

On the twelfth question, discrimination level indicates that the item is good. The distracters are functioning. The item could be used to distinguish the student's ability. Basic competence is already clear i.e. students are able to mention the pillars of Friday sermon.

On the thirteenth question, discrimination level indicates that the item is rejected because the statement in the question and options in not appropriate. The competency being measured is not clear, this item should measure the student's ability about *jama'* prayer but the point of the question is the effect of people who stopped prayer. The number of 60% students chose option D in accordance with

the theme. There is command to check the key was specified, B works better. That is told to check between option A which is the answer key and option B. In the fact, option A and option B have similarities. Therefore the item could not be used to distinguish the ability of students.

On the fourteenth question, discrimination level indicates that the item is rejected because statement of the question and hadith is not appropriate. This affects to the student's answer. Therefore, there is command to check the key A was specified, B works better. The answer key is option A but is told to check option B. In the fact, if students read a question without reading the Hadith then the answer is B if students read the question without read hadith, so the answer is B, if students read hadith, the answer is option A. Therefore it could be said that the item could not be used because it cannot distinguish the ability of students.

On the fifteenth question, discrimination level indicates that the item is rejected because the distracters are dysfunction. All the students chose option B which is the answer key and the statement of option different with the other options. Three of options have the same meaning of answer i.e. *jama'* prayer of Zufa is rejected. Therefore it could be said that the item could not be used because it cannot distinguish the ability of students.

On the sixteenth question, discrimination level indicates that the item is corrected because the distracters are dysfunction and the question not appropriate with basic competence and standard competence. None students chose option B and C because the answer when people heard *hayya 'alashshola* and *hayya*

'*alalfalah* are same. If the item is corrected, the item cannot be used to measure the ability of students.

On the seventeenth question, discrimination level indicates that the item is rejected because the distracters are dysfunction. All of the students chose option B which is the answer key. If we see from the content, the question is too easy and unable to measure the ability of students.

On the eighteenth question, discrimination level indicates that the item is good. The distracters are functioning properly. The question has appropriate with basic competence i.e. about the law of corpse prayer. It is indicates that the question could distinguish the ability of students.

On the nineteenth question, discrimination level indicates that the item is rejected because the distracters are dysfunction. All of the students chose option D which is the answer key. The question is too easy therefore the question could not be used to measure the ability of students.

On the twentieth question, discrimination level indicates that the item is rejected because the distracters are dysfunction. All of the students chose option D which is the answer key. The question is too easy therefore the question could not be used to measure the ability of students.

On the twenty-first question, discrimination level indicates that the item is good. The question has appropriate with basic competence i.e. about *sunnah* prayer of *ghairu muakkad*. It is indicates that the question could distinguish the ability of students.

On the twenty-two question, discrimination level indicates that the item is good because the distracters are functioning. It is proofed from three of options is chose by students. There one option which is not chose by students i.e. option A, because there is negative sense in option A i.e. please opposite your face toward *Masjidil Haram*.

On the twenty- third question, discrimination level indicates that the item is rejected because the distracters are dysfunction. It could not distinguish the ability of students. The options are difficult to be understood and there are negative words both of in the question and the option. There is command to check the key A was specified, C works better. It is told to check the option C because it belongs to easy category and is rejected, but there are students who chose option C. It is because between option A and B are the opposite.

On the twenty-fourth question, discrimination level indicates that the item is rejected because there are two answers key. There is a command to check the key C was specified, option A works better, because students who choose option A more than option C whereas option C is the answer key. There are 2 answer keys i.e. option A and option C. If worshipper by lie down condition, he be able to nod the head, then he recommend nod the head, if be able to do it then use the blink of eyes.

On the twenty-fifth question, discrimination level indicates that the item is rejected because the distracters are dysfunction. All of the students chose option C which is the answer key. If we look from the content, the question is too easy

because from the meaning itself, students have understood the answer directly, i.e. the differences between *Jama' ta'khir* and *Jama' taqdim*.

On the twenty-sixth question, discrimination level indicates that the item is good. The question has appropriate with basic competence i.e. about *sunnah* prayer. It is indicates that the question could distinguish the ability of students.

On the twenty-seventh question, discrimination level indicates that the item is accepted and corrected. The distracters are functioning. There are no students chose option C. It is indicated that students do not understand the meaning of *Ijtihad*. If the question is accepted and corrected, then the question still can be used to distinguish the ability of students.

On the twenty-eighth question, discrimination level indicates that the item is corrected. It is because option C explains about obligatory praying. All of the options should explain about *sunnah* prayer, because the question explain about *sunnah* prayer. The distracters are functioning. The question could not be used to measure the ability of students because the question must be corrected.

On the twenty-ninth question, discrimination level indicates that the item is rejected because the question cannot distinguish the ability of students. It is shown from difficulty level with easy indication and distracters are dysfunction. The options are looks similar.

On the thirtieth question, discrimination level indicates that the item is good. The distracters are functioning properly. Students choose all of the options. The question has appropriate with basic competence i.e. about praying. It is indicates that the question could distinguish the ability of students.

On the thirty-first question, discrimination level indicates that the item is good. The distracters are functioning. The question has appropriate with basic competence i.e. about the differences between *Idain* and *Friday* prayer. It is indicates that the question could distinguish the ability of students. Option A is dysfunction because the statement in option A is about similarities between *Idain* and *Friday* prayer, while being asked is about the differences.

On the thirty-second question, discrimination level indicates that the item is rejected because cannot distinguish the ability of students. There is an error answer keys. According content should be the key answer is option D which is supported by data that showed 50% of students chose option D.

On the thirty-third question, discrimination level indicates that the item is rejected because cannot distinguish the ability of students. The distracters are dysfunction. There is should be option that explains about 5 times of recitation of laudation. It is the number of second recitation of laudation. Therefore the competency being measured is clear. It is about the differences between the number of recitation of laudation in the first and second essential unit of prayer. There is a command to check the key C was specified, B works better. It is told to check option B because the question belongs to the easy category and the item is rejected, but there are students who chose option B.

On the thirty-fourth question, discrimination level indicates that the item is good. It is indicates that the question could distinguish the ability of students. Options A and B include good distracters. Options C and D include bad distracters. It is shown from the data that none of students chose it. According to

the content, options C and D have the same definition; therefore none of students chose it i.e. *jaiz* and *mubah*.

On the thirty-fifth question, discrimination level indicates that the item is corrected. Material that is asked is too difficult, therefore many students guessing answers. In addition the number of students who chose option B more than students who chose option C, which is the answer key. There is a command to check the key, C was specified, A works better, between options A and C are even numbers then there is the command in order not to incorrectly answer keys.

On the thirty-sixth question, discrimination level indicates that the item is rejected because cannot distinguish the ability of students. The distracters are dysfunction. None of students chose options C and D because options C and D do not match with question. The question asking about “preaching on the day of ‘*idain*”, there is no word ‘*idain*’ in option C whereas option D is directly related to *Idul adha* prayer, actually the question refers to the two holy days.

On the thirty-seventh question, discrimination level indicates that the item is rejected because cannot distinguish the ability of students. It is supported with difficulty level of easy indication. It can be seen from option D as the answer key. Its sentence is *tahiyyatul masjid*. All of the students can answer the question directly from the meaning of answer key i.e. *tahiyyatul masjid*.

On the thirty-eighth question, discrimination level indicates that the item is rejected because cannot distinguish the ability of students. It is supported with difficulty level of easy indication. From substance of the question is indeed too

easy i.e. complement the theorem about the first worship which is measured by Allah.

On the thirty-ninth question, discrimination level indicates that the item is good. The question has appropriate with basic competence i.e. about the time of night prayer. It is indicates that the question could distinguish the ability of students.

On the fortieth question, discrimination level indicates that the item is good because cannot distinguish the ability of students. This is supported by the difficulty level with easy indication. In substance of the question is indeed too easy that is about the time of *idul adha* prayer. The students certainly know about it because they have been done it every year. It is also include to the one of Islamic celebration. Therefore, this question is too easy if it is given to students in the accelerated classroom program.

C. The Quality of whole Fiqh test for Accelerated Students of MTsN Kediri II

The Quality of whole Fiqh test for Accelerated Students of MTsN Kediri II is low. It can be seen from quantitative and qualitative analysis. Quantitative analysis includes difficulty level, discrimination level and the distracters. The result of difficulty level showed that 30 items (75%) have an easy indication i.e. the question numbers: 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 28, 29, 33, 34, 36, 37, 38, 39, 40. The results of discrimination level showed that 22 items (55%) is rejected, i.e. the question numbers: 1, 3, 4, 5, 8, 10, 13, 14, 15, 17, 19, 20, 23, 24, 25, 29, 32, 33, 36, 37, 38 and 40. As well as the distracters stated that most of item distracters are dysfunction. It is about 24 items

(60%) i.e. the question numbers: 1, 3, 4, 5, 7, 8, 14, 15, 16, 17, 19, 20, 21, 23, 25, 26, 29, 33, 34, 35, 36, 37, 38, 39 and 40.

According to qualitative evaluation can be seen from the steps of test preparation and standard of writing test. Based on theory, the steps of test preparation as follows:

- 1) Determine the test objective
- 2) Determine the competence which will be tested
- 3) Determine the material which will be tested
- 4) Determine kinds of item test
- 5) Preparation of the lattice test
- 6) Writing the questions
- 7) Validation of questions
- 8) Compile question to be test device
- 9) Arrange scoring guidance
- 10) Trial of items
- 11) Item Analysis
- 12) Corrected of item based on the result of item analysis

One of the factors that affect the low quality of Fiqh is come from the process of test preparation. The process did not fulfill the procedure of test preparation. The processes were; 1) preparation of the lattice test, 2) compiling the questions, 3) presentation of the test to students and 4) scoring process. the teacher of this lesson did not analyze the item for second trimester test, whereas this is the important process to know the quality of items. The teacher of this

lesson did not analyze the items because she don't know about it. She never gain training and subject about evaluation especially item analysis.

The items also have not suitable yet with the standard of writing test. There are some examples of questions that not suitable with standard of writing test.

Question number 4:

4. Perhatikan pernyataan di bawah ini!

1. Semua orang Islam dewasa
2. Orang Islam yang musafir
3. Orang yang sedang sakit
4. Anak-anak
5. Orang perempuan

Orang yang tidak wajib sholat Jum'at ditunjukkan oleh nomor....

- a. 1, 2, 3, 5
- b. 2, 3, 1, 4
- c. 2, 3, 1, 5
- d. 2, 3, 4, 5

This item not appropriate with standard of writing test stated that item form should not be forced into a multiple-choice style. Actually, it is essay form item. Quantitatively, the difficulty level of this item is easy indication and the discrimination level stated that the item is rejected. The question should be replaced by:

4. Tulislah dalil tentang 4 golongan yang diberi keringanan untuk meninggalkan shalat Jum'at, beserta artinya!

The question number 9:

عَنْ ابْنِ عَبَّاسٍ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ صَلَّى قَبْرٍ بَعْدَ شَهْرٍ

9. Berdasarkan hadits diatas Nabi pernah shalat ghaib di makam setelah...
- mendapat kabar kematian
 - orang yang telah lama tidak ada kabar beritanya
 - seminggu berikutnya
 - satu bulan dari penguburannya

This item not suitable with standard of writing test stated that the alternatives should be uniform in subject content, form, length, explicitness, and grammatical structure. The question should be replaced by:

عَنْ ابْنِ عَبَّاسٍ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ صَلَّى قَبْرٍ بَعْدَ شَهْرٍ

9. Berdasarkan hadits diatas Nabi pernah shalat ghaib di makam setelah...
- Mendapat kabar kematian
 - Seminggu dari kabar kematian
 - Seminggu dari penguburannya
 - Sebulan dari penguburannya

The question number 14:

14. Ratna sering meninggalkan shalat lima waktu, baik disengaja, ataupun karena malas, maka berdasarkan hadits riwayat bukhari berikut:

مَنْ نَامَ عَنْ صَلَاةٍ أَوْ نَسِيَهَا فَلْيُصَلِّهَا إِذَا ذَكَرَهَا. 14

- Ratna wajib mengqada'
- Ratna dosa besar dan tidak wajib mengqada'
- Ratna tidak wajib mengqada'
- Ratna boleh mengganti boleh tidak

This item not suitable with standard of writing test stated that each item should be as short as possible, consistent with clarity. Otherwise, valuable testing time is wasted. Also suitable with standard of writing test stated that the stem should ordinarily contain the central problem and all qualifications, including words that would otherwise be repeated in each alternative. The examinee should not be required to construct the question by consulting the options. The question should be replaced by:

14. مَنْ نَامَ عَنْ صَلَاةٍ أَوْ نَسِيَهَا فَلْيُصَلِّهَا إِذَا ذَكَرَهَا

Berdasarkan hadits disamping, Jika Ratna meninggalkan shalat karena ketiduran atau lupa maka Ratna....

- a. Wajib mengqada' ketika ingat
- b. Tidak wajib mengqada' karena sudah terlanjur
- c. Boleh mengqada' jika ingat
- d. Boleh mengqada' dan boleh tidak mengqada'

CHAPTER VI

CLOSING

A. Conclusion

Based on the results of research and discussion regarding item analysis of Fiqh test for accelerated students of MTsN Kediri II could be concluded as follows:

1. The difficulty level: It is indicated that the item with difficult indication are 5 items or 12.5%. The number of items i.e. 6, 13, 24, 32, and 35. Item with medium indication are 5 items or 12.5%. The number of items i.e. 9, 22, 27, 30, 31. Item with easy indication are 30 items or 75%. The number of items i.e. 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 28, 29, 33, 34, 36, 37, 38, 39, 40.
2. The discrimination level: It is indicated that the item with good item indication are 12 items or 30%. The number of items i.e. 2, 9, 11, 12, 18, 21, 22, 26, 30, 31, 34, 39. Item with accepted and corrected item indication just 1 item or 2.5%. The number of item i.e. 27. Item with corrected item indication are 5 items or 12.5%. The number of items i.e. 6, 7, 16, 28, 35. Item with rejected item indication are 22 items or 55%. The number of items i.e. 1, 3, 4, 5, 8, 10, 13, 14, 15, 17, 19, 20, 23, 24, 25, 29, 32, 33, 36, 37, 38, 40.
3. The quality of whole Fiqh test for accelerated students of MTsN Kediri II is still low in both quantitative as well as qualitative analysis. Quantitative analysis can be seen from difficulty level i.e. 30 items or 75% stated that the

difficulty level still easy as well as discrimination level i.e. 22 items or 55% stated that the items are rejected. Item distracters also have not been maximally functioning. Qualitative analysis can be seen from Fiqh teacher has not been doing the procedure for arranging the items thoroughly. Writing the items also have not been fulfilled the writing of standard items. As well as due to teacher of Fiqh subject in the accelerated class program students of MTsN Kediri II had never received training of item analysis. Therefore, she does not analyze items.

B. Suggestions

Based on the results of research about the item analysis of Fiqh test for accelerated students of MTsN Kediri II, researchers gave some suggestions for:

1. School

This research expected can be made as consideration in improving human resources or teachers in the institution, especially for learning evaluation and items analysis. Things that could be supported by headmaster and teachers of school were:

- a. School should be held a Workshop for teachers with the theme arranging the item suitable with the principle of good item and its analysis. It is expected can improve the teacher knowledge in the making of good items and qualification in analyzing the items.
- b. Teacher should conduct evaluation of items after it is tested to the students, in order to know the quality of item. It could be used as guidance in arranging the next items.

c. Teacher should be seen the items bank when arranging the items, because there are items that have been selected and have good category in the items bank. It is expected that the next item which used to test the ability of students have good quality.

2. Students

Students should be study hard to improve the learning achievement and practice their knowledge in daily life.

3. Further Research

This research could be used as guidance to improve the quality of education, especially about item analysis in learning evaluation. Furthermore the other researchers are expected to examine and develop this research further and review from other factors related to item analysis.

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APPENDIX I

DAFTAR SISWA KELAS PROGRAM AKSELERASI 1 DI MTsN KEDIRI II

Nomor		N a m a S i s w a	Nilai Tes IQ
Urut	Induk		
1	14722	ABDULLAH MUQADDAM	154
2	14723	ACHMAD AKMAL DYANTAMA	145
3	14724	EKA RAMADAN PUTRA	145
4	14725	FAHREZA RADITYA SANTOSO	145
5	14726	HAFIZH FEBRIAN IRSYAAD	130
6	14727	MUHAMMAD SYADDAM INTAN	151
7	14728	MOCH RAFI DAMAS ABDILLA	132
8	14729	MOHAMAD ADNAN IRVIANTO	153
9	14730	MUHAMMAD BENNY SETYO N	130
10	14731	MUHAMMAD FAHMI ULUMUDDIN	135
11	14732	MUHAMMAD NAUFAL RASYAD	145
12	14733	RIDHWAN AJI SAPUTRA	151
13	14734	ZULFAN ALFAIQ	132
14	14735	ADHANYA AMSYAR KANILLAH	131
15	14736	ATA KAMILATUZ ZAHROH	135
16	14737	DEBI RIA DWI PRITI	151
17	14738	ISABEL MARETA VINKA DEWI	132
18	14739	MAHANTI INDAH RAHAJENG	151
19	14740	SHAFIRA NUR HANIFA	145
20	14741	SILMA KHOLIDA MUNAWWAROH	135

APPENDIX II



**KEMENTERIAN AGAMA
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14	Dra. Hj. Sri Winarti NIP:196801131995032001	IV/a	14
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30	Mujinem,S.Pd NIP:196807151999032003	IV/a	30
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37	Nurlaela, S. Pd NIP:197303172001122004	IV/a	37
38	Dra. Khosiatul Hidayah NIP:196804241999032002	IV/a	38
39	Dra. Hj. Uyik Fauziyah NIP:196806111994032002	III/d	39
40	Ahmad Khoirul Abidin, S. Ag NIP:197508052003121001	III/d	40
41	Ekamitunigsih, S. Pd. I NIP:196505081988032002	III/d	41
42	Khoiruni'mah, S.Ag NIP:197705032003122002	III/d	42
43	Wawin Isti Hartiwi, S.Pd NIP:196610182005012002	III/d	43
44	Palastina, S.Pd NIP:197104272005012004	III/d	44
45	Dra. Nihayatul Khoiriyah NIP:196705042005012003	III/d	45
46	Mujiyono, S.Pd NIP:197506112005011005	III/d	46
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64	Siti Maslachah NIP 197112212007012012	III/a	64
65	Mimik Mukti Susilo Rini NIP 197605042005012003	II/c	65
66	Oman 196602032007101001	II/b	66
67	Djamal Akbar NIP 197109072009101001	II/a	67
68	Taselim NIP 197604202009011010	I/c	68

Kediri, 14 Desember 2013
Kepala

Drs. H. NURSALIM, M.Pd.I
NIP196601011991031006

APPENDIX III

SARANA DAN PRASARANA

a. Kondisi Ruang Kelas

- Kelas 7 : 7 Ruang Reguler dengan kondisi baik
1 Rombel Keagamaan dengan kondisi baik
2 Rombel Excellent dengan kondisi baik
1 Rombel Akselerasi dengan kondisi baik
- Kelas 8 : 6 Rombel Reguler dengan kondisi baik
3 Rombel Excellent dengan kondisi baik
1 Rombel Akselerasi dengan kondisi baik
- Kelas 9 : 6 Rombel Reguler dengan kondisi baik
2 Rombel Excellent dengan kondisi baik
1 Rombel Akselerasi dengan kondisi baik

b. Data Ruang Lainnya

No	Ruang	Jumlah	Kondisi
1.	Perpustakaan	1	Baik
2.	Laboratorium Bahasa	1	Baik
3.	Laboratorium Komputer	2	Baik
4.	Aula	1	Cukup
5.	Laboratorium IPA	1	Cukup
6.	Pertemuan	1	Baik

7.	Kantor Tata Usaha	1	Baik
8.	Kepala Madrasah	1	Baik
9.	Bimbingan Konseling	1	Baik
10.	Guru	1	Baik
11.	Wakil Kepala Madrasah	1	Baik
12.	Musik	1	Baik
13.	Masjid	1	Baik
14.	Ruang PKM	1	Baik
15.	Ruang Peralatan OR	1	Baik
16.	Ruang Tatib	1	Baik
17.	Ruang UKS	1	Baik
18.	Ruang OSIS	1	Baik
19.	Ruang Ketrampilan	1	Baik

c. Data Tanah

- a. Luas tanah untuk bangunan 4.174 m²
- b. Luas tanah pekarangan sekolah 8.086 m²
- c. Luas kebun sekolah 420 m²
- d. Luas lapangan olah raga 324 m²

Appendix IV

MENGENANG PRESTASI – PRESTASI SISWA KELAS AKSELERASI (ACP 2) TAHUN PELAJARAN 2011-2012

PETA SEKOLAH LANJUTAN SISWA AKSELERASI TAHUN PELAJARAN 2011-2012

NO	NO. INDUK	NAMA SISWA	L/P	SEKOLAH LANJUTAN
1	13641	ABDIL HAQ AQIMUDDIN QOWI	L	MAN 3 KEDIRI (Akselerasi)
2	13642	ACHMAD INDRA AULIA	L	SMAN 1 KEDIRI (Akselerasi)
3	13643	ADIAMA SEPTIARA	L	SMAN 1 KEDIRI (Akselerasi)
4	13644	AFI TARIM	L	MAN 3 KEDIRI (RMBI)
5	13645	AHMADA YUSRIL KADIPTYA	L	SMA ARRAHMAH MALANG
6	13646	FACHRI AKBAR RAFSANZANI	L	SMAN 7 KEDIRI (Akselerasi)
7	13647	ILYAS BINTANG PRAYOGI	L	SMAN 1 KEDIRI (Regular)
8	13648	M RAMDAYANU MUZAKKI	L	MAN INSAN CENDIKIA SERPONG
9	13649	MUHAMMAD RAGILDA MUSLIM	L	SMAN 7 KEDIRI (Akselerasi)
10	13650	MUHAMMAD ROFIUL HAMMAM	L	MAN 3 KEDIRI (Akselerasi)
11	13651	NOVENDA ZEPHI EKA ARDIYANTO	L	MAN 3 KEDIRI (Akselerasi)
12	13652	ALFIN ARDILLA	P	SMAN 7 KEDIRI (Akselerasi)
13	13653	DANIK MAHFIROTUL HAYATI	P	SMAN 2 KEDIRI (Akselersi)
14	13654	KHUSNUL CHOTIMAH	P	SMAN 2 KEDIRI (Akselerasi)
15	13655	LAILI AGUSTINA BESTARI	P	SMAN 2 KEDIRI (Akselerasi)

16	13656	LAILI NIAMI FAIZZA	P	MAN 3 KEDIRI (Akselerasi)
17	13657	NABILA CANDIDA ARSA	P	SMAN 2 KEDIRI (Akselerasi)
18	13658	NAJATUL UBADATI	P	MAN INSAN CENDIKIA GORONTALO
19	13659	NIDYA TRI FITRIA FEBRIOLA	P	SMAN 7 (Akselerasi)

PRESTASI SISWA AKSELERASI DALAM NILAI UN 2012

NO	NO. INDUK	N A M A S I S W A	L / P	NILAI				JUMLAH
				BIN	BING	MTK	IPA	
1	13641	ABDIL HAQ AQIMUDDIN QOWI	L	9,40	8,80	9,25	9,50	36,95
2	13642	ACHMAD INDRA AULIA	L	9,80	9,40	9,75	9,50	38,45
3	13643	ADIAMA SEPTIARA	L	9,80	8,80	8,25	7,75	34,60
4	13644	AFI TARIM	L	8,80	8,00	9,75	9,75	36,30
5	13645	AHMADA YUSRIL KADIPTYA	L	9,80	8,40	9,00	9,75	36,95
6	13646	FACHRI AKBAR RAFSANZANI	L	9,80	7,40	9,50	9,25	35,95
7	13647	ILYAS BINTANG PRAYOGI	L	9,00	8,40	9,75	8,50	35,65
8	13648	M RAMDAYANU MUZAKKI	L	9,80	9,00	9,25	8,75	36,80
9	13649	MUHAMMAD RAGILDA MUSLIM	L	9,20	9,40	9,75	8,75	37,10
10	13650	MUHAMMAD ROFIUL HAMMAM	L	9,80	8,40	9,75	9,50	37,45
11	13651	NOVENDA ZEPHI EKA ARDIYANTO	L	9,00	8,60	9,25	9,00	35,85
12	13652	ALFIN ARDILLA	P	9,40	7,40	9,00	7,75	33,55
13	13653	DANIK MAHFIROTUL HAYATI	P	9,40	8,40	9,50	9,50	36,80

14	13654	KHUSNUL CHOTIMAH	P	9,20	8,40	9,50	8,50	35,60
15	13655	LAILI AGUSTINA BESTARI	P	9,60	9,20	9,75	9,75	38,30
16	13656	LAILI NIAMI FAIZZA	P	9,80	8,60	9,75	9,50	37,65
17	13657	NABILA CANDIDA ARSA	P	9,80	9,20	9,75	9,25	38,00
18	13658	NAJATUL UBADATI	P	9,40	9,20	9,50	8,00	36,10
19	13659	NIDYA TRI FITRIA FEBRIOLA	P	8,40	8,80	10,00	9,25	36,45

**PRESTASI-PRESTASI LOMBA YANG PERNAH DIRAIH SISWA KELAS AKSELERASI
SELAMA TAHUN PELAJARAN 2011-2012**

NAMA	EVENT	PRESTASI
ABDIL HAQ AQIMUDIN QOWI	Ulang Tahun SMAN 5 Kediri	Juara 4 Olimpiade Fisika se- eks Karisidenan Kediri
MUHAMMAD ROFI'UL HAMMAM		
NOVENDA ZEPHI EKA ARDIANTO		
ABDIL HAQ AQIMUDIN QOWI	Olimpiade PASIAD Bidang Matematika	Finalist
ACHMAD INDRA AULIA		
M. RAMDAYANU MUZAKKI		
MUHAMMAD RAGILDA MUSLIM		
ILYAS BINTANG PROYOGI	Olimpiade Matematika Kemenag Jawa Timur	Juara 1
ACHMAD INDRA AULIA		
ACHMAD INDRA AULIA	Olimpiade Matemakatik Kemenag Kota Kediri	Juara 1
ABDIL HAQ AQIMUDIN QOWI	Karya Ilmiah Remaja Tingkat Jawa Timur	Juara 2
MUHAMMAD ROFI'UL HAMMAM		
ACHMAD INDRA AULIA	Olimpiade Matematika Dinas Pedidikan Kota Kediri	Juara 1
ACHMAD INDRA AULIA	Fachrudin Arrozi Competition Jakarta	Finalist



ULANGAN UMUM TRIMESTER KEDUA
ACCELERATION CLASS PROGRAM TAHUN PELAJARAN 2013/2014

Mata Pelajaran	: Fiqih	Hari/Tanggal	: Sabtu, 08 – Maret - 2014
Kelas	: VII	Waktu	: 09.30 – 11.00 WIB

1. PILIH JAWABAN YANG PALING BENAR!!

1. Perhatikan kalimat di bawah ini!

1. Terdiri dari 4 rokaat
 2. Terdiri dari 2 rokaat
 3. Sholat dilakukan waktu Dhuhur, hari Jum'at
 4. Sebagai pengganti sholat Dhuhur.
 5. Didahului satu khutbah
 6. Didahului dua khutbah
- Pengertian sholat Jum'at ditunjukkan oleh nomor . . .

- a. 3, 2, 4, 5
- b. 3, 4, 2, 6
- c. 3, 4, 5, 6
- d. 3, 2, 5, 4

2. Perhatikan kalimat di bawah ini!

1. Tidak ada halangan (pikun, musafir)
 2. Merdeka
 3. Laki-laki
 4. Islam
 5. Dilakukan pada waktu Dhuhur
 6. Dikerjakan setelah khutbah Jum'at
 7. Dikerjakan secara jama'ah
 8. Berakal
 9. Baligh
- Syarat wajib sholat Jum'at ditunjukkan oleh nomor

- a. 1, 2, 3, 4, 5, 6
- b. 1, 2, 3, 4, 7, 8
- c. 1, 2, 3, 4, 8, 9
- d. 1, 2, 3, 4, 6, 7

3. Perhatikan pernyataan di bawah ini!

1. Segera menuju masjid
 2. Memotong kuku
 3. Membaca doa qunut
 4. Mandi
 5. Berpakaian rapi dan bersih
 6. Berdoa ketika masuk masjid
 7. Berdoa ketika keluar masjid
- Hal-hal yang disunnahkan sebelum melaksanakan sholat Jum'at antara lain ditunjukkan oleh nomor . . .

- a. 1, 3, 4, 5, 7
- b. 1, 3, 4, 5, 6
- c. 1, 2, 4, 5, 6
- d. 1, 2, 4, 5, 7

4. Perhatikan pernyataan di bawah ini !

1. Semua orang Islam dewasa
2. Orang Islam yang musafir
3. Orang yang sedang sakit
4. Anak-anak
5. Orang perempuan

Orang yang tidak wajib sholat Jum'at ditunjukkan oleh nomor

- a. 1, 2, 3, 5
- b. 2, 3, 1, 4
- c. 2, 3, 1, 5
- d. 2, 3, 4, 5

5. Perhatikan pernyataan di bawah ini!

1. Sebagai sarana silatur rahim
2. Menambah siar Islam
3. Mempermudah dakwah
4. Bisa istirahat ketika mendengar khutbah
5. Menambah ilmu dari khutbah khatib
6. Dapat menunjukkan pakaian kepada sesama muslim
7. Mendapat pahala yang besar

Hikmah dilaksanakan sholat Jum'at sebagaimana ditunjukkan nomor

- a. 1, 2, 3, 6, 7, 4
- b. 4, 5, 6, 7, 1
- c. 1, 2, 3, 5, 7
- d. 7, 6, 5, 4, 3

6. Firman berjamah di masjid, ia menemukan imam sedang membaca Al-Fatihah, maka Firman termasuk makmum

- a. munfarid
- b. muwafiq
- c. masbuq
- d. muttafaqun

7. Bacaan sholawat Nabi dalam sholat jenazah dilakukan setelah takbir ke

- a. 1
- b. 2
- c. 3
- d. 4

8. Yang **bukan** termasuk rukun sholat jenazah adalah

- a. niat
- b. berdiri
- c. membaca Fatihah
- d. membaca surat

9. عَنْ ابْنِ عَبَّاسٍ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ صَلَّى قَبْرَ بَعْدَ شَهْرٍ

Berdasarkan hadits di atas Nabi pernah sholat ghoib di makam setelah

- a. mendapat kabar kematian
- b. orang yang telah lama tidak ada kabar beritanya
- c. seminggu berikutnya
- d. satu bulan dari penguburannya

10. Jika jenazah yang disholatkan terdiri laki-laki dan perempuan maka
- jenazah laki-laki lebih jauh dari imam
 - jenazah laki-laki di sebelah kanan imam
 - jenazah laki-laki lebih dekat imam
 - jenazah perempuan di sebelah kanan imam
11. Ayah Adam beragama Nasrani, Adam beragama Islam, kemudian ayahnya meninggal dunia, Adam sebagai anak
- boleh menyolati
 - harus menyolati karena dia ayahnya
 - tidak wajib menyolati
 - mubah menyolati
12. Mengucapkan pujian kepada Allah, membaca dua kalimat syahadat, membaca salah satu dari ayat Al-Qur'an; hal tersebut merupakan
- rukun khutbah
 - sunnah khutbah
 - syarat khutbah
 - rukun sholat Jum'at
13. Aliya siswa MTsN, ia sengaja dan niat meninggalkan sholat dan akan mengerjakan sholat dengan 'cara dijama', ia tak punya halangan apapun, perbuatan Aliya tersebut
- dosa besar
 - dosa yang dimaafkan
 - sah sholatnya
 - tidak sah sholatnya
14. Ratna sering meninggalkan sholat lima waktu, baik disengaja, ataupun karena malas, maka berdasarkan hadits riwayat Bukhori berikut
- مَنْ نَامَ عَنْ صَلَاةٍ أَوْ نَسِيَهَا فَلْيَصَلِّهَا إِذَا ذَكَرَهَا
- Ratna wajib mengkodo'
 - Ratna dosa besar dan tidak wajib mengkodo'
 - Ratna tidak wajib mengkodo'
 - Ratna boleh mengganti, boleh tidak
15. Gunung Kelud telah meletus, hujan lebat, kemudian Zufan berniat menjama' sholat maghrib dan Isya', maka berdasarkan hadits yang berbunyi
- أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ جَمَعَ بَيْنَ الْمَغْرِبِ وَالْعِشَاءِ فِي لَيْلَةٍ مُطَيَّرَةٍ (رواه البخاري)
- sholat jama' Zufa tidak memenuhi syarat sholat jama'
 - sholat Zufa sah
 - sholat jama' Zufa tidak sah karena tidak dalam perjalanan
 - sholat jama' Zufa tidak sah karena kurang dari 80,640 km
16. *صَدَقَتْ وَبَرَزَتْ وَأَنَا مِنَ الشَّاهِدِينَ* Jawaban ketika mendengar
- الصلاة خير من النوم
 - حي على الصلاة
 - حي على الفلاح
 - الله أكبر - الله أكبر
17. Ali bepergian dengan niat untuk bersilatullah, belum sampai tujuan (karena jaraknya jauh), ia berhenti, ia menjama' sholat Dhuhur dan Ashar. Keduanya dikerjakan pada waktu Dhuhur. Sholat yang dilakukan Ali disebut jama'
- qashar
 - taqdim
 - ta'khir
 - tafsir
18. Perintah untuk melaksanakan sholat jenazah
- صَلَّى قَبْرٍ بَعْدَ شَهْرٍ
 - صَلُّوا عَلَى مَوْتَاكُمْ
 - وَمَنْ تَوَقَّيْتُمْ مِنَّا فَتَوَقُّهُ عَلَى الْإِيمَانِ
 - وَعَسَلُوا بِمَاءٍ وَنَلَّحَ وَقِيءَ
19. Dalam sholat jenazah surat yang dibaca adalah
- Al-Falaq
 - Al-Fath
 - An-Nas
 - Al-Fatihah
20. Di antara sunnat sholat jenazah adalah
- menutup aurat
 - membaca salam
 - niat
 - memperbanyak shof
21. Yang termasuk sholat sunnat rawatib ghohir muakkad adalah
- 2 rakaat sesudah Dhuhur
 - 2 rakaat sesudah Isya'
 - 4 rakaat sebelum Ashar
 - 2 rakaat sesudah Maghrib
22. *قَوْلِي وَجْهَكَ شَطْرَ الْمَسْجِدِ الْحَرَامِ* ayat tersebut menjelaskan cara sholat dalam kendaraan, arti ayat itu adalah
- singkurilah wajahmu ke arah Masjidil haram
 - Tetapkanlah hatimu untuk mengingat Masjidil Haram
 - Palingkanlah wajahmu ke arah Masjidil Haram
 - Ingatlah dalam pikiranmu ke Masjidil Haram
23. Cara sholat rawatib adalah sebagai berikut *kecuali*
- bacaan sholat rowatib tidak sama dengan bacaan sholat fardlu
 - niat sholat sunnah
 - gerakan sholat sunnah sama dengan sholat fardlu
 - mengucapkan salam
24. Ketika ruku' bagi orang yang sholat dengan berbaring adalah
- menggunakan anggukan kepala
 - kepala diangkat ke atas sedikit
 - dengan menggunakan kedipan mata
 - seperti rukuknya orang yang sholat berdiri
25. Perbedaan pelaksanaan sholat jama' ta'khir dan jama' taqdim adalah

- a. tempatnya
b. caranya
c. waktunya
d. keadaannya
26. Burhan sholat Dhuhur dia tidak membaca doa iftitah, maka sholatnya
a. batal
b. ditambah 1 rakaat
c. tidak batal
d. ditambah sujud syahwi
27. Semua tatacara beribadah termasuk sholat harus sesuai dengan
a. ijma'
b. cara ulama'
c. ijthad
d. sunnah Rasul
28. Sholat sunnat yang dikerjakan dengan diiringi khutbah adalah sholat
a. 'Idain
b. Jum'at
c. Witir
d. Tarawih
29. Pengertian sholat witir adalah
a. sholat sunnah yang dikerjakan pada bulan Ramadhan dengan 3 rakaat
b. sholat sunnah yang dikerjakan pada malam hari dengan bilangan rakaat ganjil.
c. sholat sunnah yang dikerjakan pada bulan Ramadhan dengan bilangan rakaat 23 rakaat
d. sholat sunnah yang dikerjakan hanya pada bulan Ramadhan dengan bilangan rakaat ganjil
30. Yang dimaksud sholat maktubah adalah sholat ...
a. fardlu
b. sunnat
c. tathawu'
d. nawafil
31. Perbedaan sholat 'Idain dengan sholat Jum'at adalah terletak pada
a. rakaatnya
b. tata cara dan khutbahnya
c. syarat dan rukunnya
d. tujuannya
32. Tata cara sholat yang tidak diawali dengan adzan dan iqamah adalah sholat
a. Jum'at
b. 'Idain
c. Tarawih
d. Hajat
33. Pada sholat 'Idain, takbir pada rakaat pertama sebanyak
a. 9 kali takbir
b. 8 kali takbir
c. 7 kali takbir
d. 6 kali takbir
34. Mengumandangkan takbir dan tahmid pada hari raya Idul Fitri atau Idul Adha hukumnya
a. sunnah
b. wajib
c. mubah
d. jaiz
35. Bacaan tahlil, takbir dan tahmid pada Idul Adha dilaksanakan selama ... hari
a. 2
b. 3
c. 4
d. 5
36. Khutbah pada hari raya 'Idain dilaksanakan
a. sebelum sholat 'Idain
b. sesudah sholat 'Idain
c. sesudah tahiyatal masjid
d. sesudah sholat dan setelah qurban
37. Sholat sunnah sebaiknya dikerjakan di rumah **kecuali**
a. Dhuha
b. Rowatib
c. Witir
d. Tahiyatal Masjid
38. إِنَّ أَوَّلَ مَا يُحَاسَبُ النَّاسُ بِهِ يَوْمَ الْقِيَامَةِ مِنْ أَعْمَالِهِمْ . . .
a. الصلاة
b. الزكاة
c. الصيام
d. الحج
39. Pelaksanaan sholat tahajjud yang paling baik dikerjakan
a. sebelum Isya' sampai terbit fajar
b. sebelum Isya' sampai menjelang fajar
c. setelah Isya' sampai terbit fajar
d. sesudah Isya' sepertiga malam yang terakhir
40. Sholat Idul Adha dilaksanakan pada
a. 9 Dzulhijjah
b. 10 Dzulhijjah
c. 9 Syawal
d. 10 Syawal



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) ● B E N A R (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA


A	B	D	V	L	L	A	H	M	U	G	A	D	P	A	M
●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
C	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
D	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
E	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
F	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
G	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
H	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
J	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
K	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
L	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
M	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
N	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
O	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
P	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Q	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
R	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
S	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
T	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
U	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
V	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
W	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
X	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Y	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Z	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
	Tgi.	Bln.	Thn.	
7 X - 0 0 1	2	5	1	0
● (A) ● (B) ● (C) ● (D)	0	0	0	0
8 (B) 1 1 ●	1	1	1	1
9 (C) 2 2 2 ●	2	2	2	2
(D) 3 3 3	3	3	3	3
(E) 4 4 4	4	4	4	4
(F) 5 5 5	●	5	5	5
(G) 6 6 6	6	6	6	6
(H) 7 7 7	7	7	7	7
(I) 8 8 8	8	8	8	8
(J) 9 9 9	9	9	9	9

Tanda Tangan Peserta



Tanggal Ujian : Sabtu 8 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

S: 6
B: 34

1 (A) ● (C) (D)	11 (A) (B) ● (D)	21 (A) (B) ● (D)	31 (A) ● (C) (D)	41 (A) (B) (C) (D)
2 (A) (B) ● (D)	12 ● (B) (C) (D)	22 (A) (B) ● (D)	32 (A) ● (C) ●	42 (A) (B) (C) (D)
3 (A) (B) ● (D)	13 (A) ● (C) (D)	23 ● (B) (C) (D)	33 (A) (B) ● (E)	43 (A) (B) (C) (D)
4 (A) (B) (C) ●	14 ● (B) (C) (D)	24 ● (B) (C) (D)	34 ● (B) (C) (D)	44 (A) (B) (C) (D)
5 (A) (B) ● (D)	15 (A) ● (C) (D)	25 (A) (B) ● (D)	35 (A) ● (B) (D)	45 (A) ● (C) (D)
6 (A) (B) ● (D)	16 ● (B) (C) (D)	26 (A) (B) ● (D)	36 (A) ● (C) (D)	46 (A) (B) (C) (D)
7 (A) ● (C) (D)	17 (A) ● (C) (D)	27 (A) (B) ● (D)	37 (A) (B) (C) ●	47 (A) (B) (C) (D)
8 (A) (B) (C) ●	18 (A) ● (C) (D)	28 ● (B) (C) (D)	38 ● (B) (C) (D)	48 (A) (B) (C) (D)
9 (A) (B) (C) ●	19 (A) (B) (C) ●	29 (A) ● (C) (D)	39 (A) (B) (C) ●	49 (A) (B) (C) (D)
10 (A) ● (C) (D)	20 (A) (B) (C) ●	30 (A) (B) ● (D)	40 (A) ● (C) (D)	50 (A) (B) (C) (D)



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) (D) BENAR (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA

E	K	A	R	A	M	A	D	A	M	P	U	T	R	A
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)
(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)
(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)
(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)
(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)
(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)
(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)
(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)
(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)
(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)
(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)
(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)
(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)
(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)
(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)
(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)
(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)
(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)
(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)
(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)
(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, rusak, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan cara penghapusan kemudian hitamkan bulatan yang mana Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA				Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
				Tgl.	Bln.	Thn.	
7	X	-	003	1	5	200	<input type="radio"/> Quran Hadits
(A)	(A)	(A)	(A)	(0)	(0)	(0)	<input type="radio"/> Akhlak Akhlaq
(B)	(B)	(1)	(1)	(1)	(1)	(1)	<input type="radio"/> Fiqh
(C)	(C)	(2)	(2)	(2)	(2)	(2)	<input type="radio"/> Bahasa
(D)	(D)	(3)	(3)	(3)	(3)	(3)	<input type="radio"/> Pendidikan Indonesia
(E)	(E)	(4)	(4)	(4)	(4)	(4)	<input type="radio"/> Bahasa Arab
(F)	(F)	(5)	(5)	(5)	(5)	(5)	<input type="radio"/> Bahasa Inggris
(G)	(G)	(6)	(6)	(6)	(6)	(6)	<input type="radio"/> Matematika
(H)	(H)	(7)	(7)	(7)	(7)	(7)	<input type="radio"/> IPA
(I)	(I)	(8)	(8)	(8)	(8)	(8)	<input type="radio"/> IPS
(J)	(J)	(9)	(9)	(9)	(9)	(9)	<input type="radio"/> Seni Budaya
Tanda Tangan Peserta							

Tanggal Ujian : Sabtu, 8 Maret 2019

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

S:9
B:31

1 (A) (B) (C) (D)	11 (A) (B) (C) (D)	21 (A) (B) (C) (D)	31 (A) (B) (C) (D)	41 (A) (B) (C) (D)
2 (A) (B) (C) (D)	12 (A) (B) (C) (D)	22 (A) (B) (C) (D)	32 (A) (B) (C) (D)	42 (A) (B) (C) (D)
3 (A) (B) (C) (D)	13 (A) (B) (C) (D)	23 (A) (B) (C) (D)	33 (A) (B) (C) (D)	43 (A) (B) (C) (D)
4 (A) (B) (C) (D)	14 (A) (B) (C) (D)	24 (A) (B) (C) (D)	34 (A) (B) (C) (D)	44 (A) (B) (C) (D)
5 (A) (B) (C) (D)	15 (A) (B) (C) (D)	25 (A) (B) (C) (D)	35 (A) (B) (C) (D)	45 (A) (B) (C) (D)
6 (A) (B) (C) (D)	16 (A) (B) (C) (D)	26 (A) (B) (C) (D)	36 (A) (B) (C) (D)	46 (A) (B) (C) (D)
7 (A) (B) (C) (D)	17 (A) (B) (C) (D)	27 (A) (B) (C) (D)	37 (A) (B) (C) (D)	47 (A) (B) (C) (D)
8 (A) (B) (C) (D)	18 (A) (B) (C) (D)	28 (A) (B) (C) (D)	38 (A) (B) (C) (D)	48 (A) (B) (C) (D)
9 (A) (B) (C) (D)	19 (A) (B) (C) (D)	29 (A) (B) (C) (D)	39 (A) (B) (C) (D)	49 (A) (B) (C) (D)
10 (A) (B) (C) (D)	20 (A) (B) (C) (D)	30 (A) (B) (C) (D)	40 (A) (B) (C) (D)	50 (A) (B) (C) (D)



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

A B C D BENAR A B C D Salah
 A B C D Salah A B C D Salah

NAMA PESERTA

F	A	H	P	E	L	A	R	A	D	I	T	Y	A	S	
A	●	A	A	A	A	●	A	A	●	A	A	A	●	A	A
B	●	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	●	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	●	D	D	D	D	D	D	D	●	D	D	D	D	D	D
E	●	E	E	E	E	E	E	E	E	E	E	E	E	E	E
●	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	●	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	●	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	●	I	I	I	I	I	I	I	I	●	I	I	I	I	I
J	●	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	●	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	●	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	●	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	●	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	●	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	●	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	●	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	●	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	●	S	S	S	S	S	S	S	S	S	S	S	S	S	●
T	●	T	T	T	T	T	T	T	T	T	●	T	T	T	T
U	●	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	●	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	●	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	●	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	●	Y	Y	Y	Y	Y	Y	Y	Y	Y	●	Y	Y	Y	Y
Z	●	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

- Isilah hanya dengan Pensil 2B
- Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
- Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
- Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
- Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
- Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA

7	x	-	0	4
●	A	0	0	0
8	B	1	1	1
9	C	2	2	2
	D	3	3	3
	E	4	4	4
	F	5	5	5
	G	6	6	6
	H	7	7	7
	I	8	8	8
	J	9	9	9
●				

Tanggal Lahir

Tgl.	Bln.	Thn.
1	6	1
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

MATA PELAJARAN
(Hitamkan salah satu)

- Qur'an Hadits
- Aqidah Akhlaq
- Fiqh
- S K I
- Bhs. Indonesia
- Bhs. Arab
- Bhs. Inggris
- Matematika
- IPA
- IPS
- P Kn
- Seni Budaya
- Penjasorkes
- Kertakes
- T I K
- Bhs. Jawa

Tanda Tangan Peserta

Tanggal Ujian : 8 maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

1	A	●	C	D	11	A	●	C	D	21	A	●	C	D	31	A	●	C	D	41	A	●	C	D
2	A	B	●	D	12	●	B	C	D	22	A	B	C	●	32	A	B	C	●	42	A	B	C	D
3	A	B	●	D	13	A	B	C	●	23	●	B	C	D	33	A	B	●	D	43	A	B	C	D
4	A	B	C	●	14	●	B	C	D	24	●	B	C	D	34	A	●	C	D	44	A	B	C	D
5	A	B	●	D	15	A	●	C	D	25	A	B	●	D	35	A	B	C	●	45	A	B	C	D
6	A	B	●	D	16	●	B	C	D	26	A	●	C	D	36	●	B	C	D	46	A	B	C	D
7	A	●	C	D	17	A	●	C	D	27	A	B	C	●	37	A	B	C	●	47	A	B	C	D
8	A	B	C	●	18	●	B	C	D	28	●	B	C	D	38	●	B	C	D	48	A	B	C	D
9	A	B	●	D	19	A	B	C	●	29	A	●	C	D	39	A	B	C	●	49	A	B	C	D
10	A	B	●	D	20	A	B	C	●	30	A	●	C	D	40	A	●	C	D	50	A	B	C	D

S: 12
B: 28



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

A B C D BENAR A B D Salah
A B C D Salah A X C D Salah

NAMA PESERTA

H	A	F	I	Z	H	F	E	B	R	I	A	N	I
A	<input checked="" type="radio"/>	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	<input checked="" type="radio"/>	E	E	E	E	E	E
F	F	<input checked="" type="radio"/>	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	<input checked="" type="radio"/>	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	<input checked="" type="radio"/>	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	<input checked="" type="radio"/>	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	<input checked="" type="radio"/>	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	<input checked="" type="radio"/>	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)			
	Tgl.	Bln.	Thn.				
7 X - 0 0 5	1	4	0	2	0	1	<input type="radio"/> Qur'an Hadits <input type="radio"/> Aqidah Akhlaq <input checked="" type="radio"/> Fiqih <input type="radio"/> S K I <input type="radio"/> Bhs. Indonesia <input type="radio"/> Bhs. Arab <input type="radio"/> Bhs. Inggris <input type="radio"/> Matematika <input type="radio"/> IPA <input type="radio"/> IPS <input type="radio"/> P Kn <input type="radio"/> Seni Budaya <input type="radio"/> Penjasorkes <input type="radio"/> Kertakes <input type="radio"/> T I K <input type="radio"/> Bhs. Jawa
8 B 1 1 1	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
9 C 2 2 2	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
D 3 3 3	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
E 4 4 4	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
F 5 5 5	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
G 6 6 6	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
H 7 7 7	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
I 8 8 8	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	
J 9 9 9	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	

Tanda Tangan Peserta

Tanggal Ujian : 8 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

1 A <input checked="" type="radio"/> C D	11 A B <input checked="" type="radio"/> D	21 A B <input checked="" type="radio"/> D	31 A <input checked="" type="radio"/> C D	41 A B C D
2 A B <input checked="" type="radio"/> D	12 <input checked="" type="radio"/> B C D	22 A B <input checked="" type="radio"/> D	32 A <input checked="" type="radio"/> C D	42 A B C D
3 A B <input checked="" type="radio"/> D	13 A B C <input checked="" type="radio"/> D	23 <input checked="" type="radio"/> B C D	33 A B <input checked="" type="radio"/> D	43 A B C D
4 A B C <input checked="" type="radio"/> D	14 <input checked="" type="radio"/> B C D	24 <input checked="" type="radio"/> B C D	34 A <input checked="" type="radio"/> C D	44 A B C D
5 A B <input checked="" type="radio"/> D	15 A <input checked="" type="radio"/> C D	25 A B <input checked="" type="radio"/> D	35 <input checked="" type="radio"/> B C D	45 A B C D
6 A <input checked="" type="radio"/> C D	16 <input checked="" type="radio"/> B C D	26 A <input checked="" type="radio"/> B D	36 A <input checked="" type="radio"/> C D	46 A B C D
7 A <input checked="" type="radio"/> C D	17 A <input checked="" type="radio"/> C D	27 <input checked="" type="radio"/> B C D	37 A B C <input checked="" type="radio"/> D	47 A B C D
8 A B C <input checked="" type="radio"/> D	18 A <input checked="" type="radio"/> C D	28 A B C <input checked="" type="radio"/> D	38 <input checked="" type="radio"/> B C D	48 A B C D
9 <input checked="" type="radio"/> B C D	19 A B C <input checked="" type="radio"/> D	29 A <input checked="" type="radio"/> C D	39 A B C <input checked="" type="radio"/> D	49 A B C D
10 A B <input checked="" type="radio"/> D	20 A B C <input checked="" type="radio"/> D	30 A <input checked="" type="radio"/> C D	40 A <input checked="" type="radio"/> C D	50 A B C D



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) (D) B ENAR (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA

M	S	Y	A	D	D	A	M	I	N	T	A	N
A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
	Tgl.	Bln.	Thn.	
17-006	03	04	11	<input type="radio"/> Qur'an Hadis <input type="radio"/> Aqidah Akhlaq <input checked="" type="radio"/> Fiqih <input type="radio"/> S K I <input type="radio"/> Bhs. Indonesia <input type="radio"/> Bhs. Arab <input type="radio"/> Bns. Inggris <input type="radio"/> Matematika <input type="radio"/> IPA <input type="radio"/> IPS <input type="radio"/> P Kn <input type="radio"/> Seni Budaya <input type="radio"/> Penjasork is <input type="radio"/> Kertakes <input type="radio"/> T I K <input type="radio"/> Bhs. Jawa

Tanda Tangan Peserta

[Handwritten Signature]

Tanggal Ujian : 08 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

1 (A) (B) (C) (D)	11 (A) (B) (C) (D)	21 (A) (B) (C) (D)	31 (A) (B) (C) (D)	41 (A) (B) (C) (D)
2 (A) (B) (C) (D)	12 (A) (B) (C) (D)	22 (A) (B) (C) (D)	32 (A) (B) (C) (D)	42 (A) (B) (C) (D)
3 (A) (B) (C) (D)	13 (A) (B) (C) (D)	23 (A) (B) (C) (D)	33 (A) (B) (C) (D)	43 (A) (B) (C) (D)
4 (A) (B) (C) (D)	14 (A) (B) (C) (D)	24 (A) (B) (C) (D)	34 (A) (B) (C) (D)	44 (A) (B) (C) (D)
5 (A) (B) (C) (D)	15 (A) (B) (C) (D)	25 (A) (B) (C) (D)	35 (A) (B) (C) (D)	45 (A) (B) (C) (D)
6 (A) (B) (C) (D)	16 (A) (B) (C) (D)	26 (A) (B) (C) (D)	36 (A) (B) (C) (D)	46 (A) (B) (C) (D)
7 (A) (B) (C) (D)	17 (A) (B) (C) (D)	27 (A) (B) (C) (D)	37 (A) (B) (C) (D)	47 (A) (B) (C) (D)
8 (A) (B) (C) (D)	18 (A) (B) (C) (D)	28 (A) (B) (C) (D)	38 (A) (B) (C) (D)	48 (A) (B) (C) (D)
9 (A) (B) (C) (D)	19 (A) (B) (C) (D)	29 (A) (B) (C) (D)	39 (A) (B) (C) (D)	49 (A) (B) (C) (D)
10 (A) (B) (C) (D)	20 (A) (B) (C) (D)	30 (A) (B) (C) (D)	40 (A) (B) (C) (D)	50 (A) (B) (C) (D)

S: 7
B: 33



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) (●) BENAR (A) (B) (V) (D) Salah
(A) (B) (C) (D) Salah (A) (X) (C) (D) Salah

NAMA PESERTA

M A D N A N I R V I A N T O

A	A	●	A	A	●	A	A	A	A	A	●	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	●	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	●	I	I	●	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
●	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	●	N	●	N	N	N	N	●	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	●	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	●	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	●	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
	Tgl.	Bln.	Thn.	
7X - 008	0	1	07	01
● (A) ● ● ● (0)	● (0) ● ● ● (0)	● (0) ● ● ● (0)	● (0) ● ● ● (0)	○ Qur'an Hadits
(8) (B) 1 1 1	1 ● 1 1 1 ●	1 1 1 1 ●	1 ● 1 1 1 ●	○ Aqidah Akhlaq
(9) (C) 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2	● Fiqih
(D) 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3	○ S K I
(E) 4 4 4	4 4 4 4	4 4 4 4	4 4 4 4	○ Bhs. Indonesia
(F) 5 5 5	5 5 5 5	5 5 5 5	5 5 5 5	○ Bhs. Arab
(G) 6 6 6	6 6 6 6	6 6 6 6	6 6 6 6	○ Bhs. Inggris
(H) 7 7 7	7 7 7 7	● 7 7 7	7 7 7 7	○ Matematika
(I) 8 8 ●	8 8 8 8	8 8 8 8	8 8 8 8	○ IPA
(J) 9 9 9	9 9 9 9	9 9 9 9	9 9 9 9	○ IPS
●				○ P Kn
				○ Seni Budaya
				○ Penjasorkes
				○ Kertakes
				○ T I K
				○ Bhs. Jawa

Tanda Tangan Peserta

Tanggal Ujian : 8 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

s:8
B:32

1 (A) ● (C) (D)	11 (A) (B) ● (D)	21 (A) (B) ● (D)	31 (A) (B) ● (D)	41 (A) (B) (C) (D)
2 (A) (B) ● (D)	12 ● (B) (C) (D)	22 (A) (B) ● (D)	32 (A) (B) ● (D)	42 (A) (B) (C) (D)
3 (A) (B) ● (D)	13 ● (B) (C) (D)	23 (A) (B) ● (D)	33 (A) (B) ● (D)	43 (A) (B) (C) (D)
4 (A) (B) (C) ●	14 ● (B) (C) (D)	24 (A) (B) ● (D)	34 ● (B) (C) (D)	44 (A) (B) (C) (D)
5 (A) (B) ● (D)	15 (A) ● (C) (D)	25 (A) (B) ● (D)	35 (A) ● (C) (D)	45 (A) (B) (C) (D)
6 (A) (B) ● (D)	16 ● (B) (C) (D)	26 (A) ● (C) (D)	36 (A) ● (C) (D)	46 (A) (B) (C) (D)
7 (A) ● (C) (D)	17 (A) ● (C) (D)	27 (A) (B) (C) ●	37 (A) (B) (C) ●	47 (A) (B) (C) (D)
8 (A) (B) (C) ●	18 (A) ● (C) (D)	28 ● (B) (C) (D)	38 ● (B) (C) (D)	48 (A) (B) (C) (D)
9 (A) (B) (C) ●	19 (A) (B) (C) ●	29 (A) ● (C) (D)	39 (A) (B) (C) ●	49 (A) (B) (C) (D)
10 (A) ● (C) (D)	20 (A) (B) (C) ●	30 (A) (B) ● (D)	40 (A) ● (C) (D)	50 (A) (B) (C) (D)



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) (D) BENAR (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA

M	U	H	A	M	M	A	D	N	A	U	F	A	L	D
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau tertipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
	Tgl.	Bln.	Thn.	
7	X	0	1	
8	A	0	0	
9	B	1	1	
	C	2	2	
	D	3	3	
	E	4	4	
	F	5	5	
	G	6	6	
	H	7	7	
	I	8	8	
	J	9	9	

Tanda Tangan Peserta

Maulana

Tanggal Ujian : Sabtu, 8 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

S: 12
B: 28

1	(A) (B) (C) (D)	11	(A) (B) (C) (D)	21	(A) (B) (C) (D)	31	(A) (B) (C) (D)	41	(A) (B) (C) (D)
2	(A) (B) (C) (D)	12	(A) (B) (C) (D)	22	(A) (B) (C) (D)	32	(A) (B) (C) (D)	42	(A) (B) (C) (D)
3	(A) (B) (C) (D)	13	(A) (B) (C) (D)	23	(A) (B) (C) (D)	33	(A) (B) (C) (D)	43	(A) (B) (C) (D)
4	(A) (B) (C) (D)	14	(A) (B) (C) (D)	24	(A) (B) (C) (D)	34	(A) (B) (C) (D)	44	(A) (B) (C) (D)
5	(A) (B) (C) (D)	15	(A) (B) (C) (D)	25	(A) (B) (C) (D)	35	(A) (B) (C) (D)	45	(A) (B) (C) (D)
6	(A) (B) (C) (D)	16	(A) (B) (C) (D)	26	(A) (B) (C) (D)	36	(A) (B) (C) (D)	46	(A) (B) (C) (D)
7	(A) (B) (C) (D)	17	(A) (B) (C) (D)	27	(A) (B) (C) (D)	37	(A) (B) (C) (D)	47	(A) (B) (C) (D)
8	(A) (B) (C) (D)	18	(A) (B) (C) (D)	28	(A) (B) (C) (D)	38	(A) (B) (C) (D)	48	(A) (B) (C) (D)
9	(A) (B) (C) (D)	19	(A) (B) (C) (D)	29	(A) (B) (C) (D)	39	(A) (B) (C) (D)	49	(A) (B) (C) (D)
10	(A) (B) (C) (D)	20	(A) (B) (C) (D)	30	(A) (B) (C) (D)	40	(A) (B) (C) (D)	50	(A) (B) (C) (D)



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) ● (D) BENAR (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA

A	D	H	A	N	Y	A	A	M	S	Y	A	R	K
●	●	●	●	●	●	●	●	●	●	●	●	●	●
B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	●	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	●	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	●
L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	●	M	M	M	M	M	M
N	N	N	N	●	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	●
S	S	S	S	S	S	S	S	●	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	●	Y	Y	Y	Y	●	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)	
	Tgl.	Bln.	Thn.		
7	X	0	1	4	<input type="radio"/> Qur'an Hadits <input type="radio"/> Aqidah Akhlaq <input checked="" type="radio"/> Fiqih <input type="radio"/> S K I <input type="radio"/> Bhs. Indonesia <input type="radio"/> Bhs. Arab <input type="radio"/> Bhs. Inggris <input type="radio"/> Matematika <input type="radio"/> IPA <input type="radio"/> IPS <input type="radio"/> P Kn <input type="radio"/> Seni Budaya <input type="radio"/> Penjasorkes <input type="radio"/> Kertakes <input type="radio"/> T I K <input type="radio"/> Bhs. Jawa
8	B	1	1	1	
9	C	2	2	2	
D	3	3	3	3	
E	4	4	4	4	
F	5	5	5	5	
G	6	6	6	6	
H	7	7	7	7	
I	8	8	8	8	
J	9	9	9	9	

Tanda Tangan Peserta

[Handwritten Signature]

Tanggal Ujian : 8 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

1	(A) (B) (C) (D)	11	(A) (B) (C) (D)	21	(A) (B) (C) (D)	31	(A) (B) (C) (D)	41	(A) (B) (C) (D)
2	(A) (B) (C) (D)	12	(A) (B) (C) (D)	22	(A) (B) (C) (D)	32	(A) (B) (C) (D)	42	(A) (B) (C) (D)
3	(A) (B) (C) (D)	13	(A) (B) (C) (D)	23	(A) (B) (C) (D)	33	(A) (B) (C) (D)	43	(A) (B) (C) (D)
4	(A) (B) (C) (D)	14	(A) (B) (C) (D)	24	(A) (B) (C) (D)	34	(A) (B) (C) (D)	44	(A) (B) (C) (D)
5	(A) (B) (C) (D)	15	(A) (B) (C) (D)	25	(A) (B) (C) (D)	35	(A) (B) (C) (D)	45	(A) (B) (C) (D)
6	(A) (B) (C) (D)	16	(A) (B) (C) (D)	26	(A) (B) (C) (D)	36	(A) (B) (C) (D)	46	(A) (B) (C) (D)
7	(A) (B) (C) (D)	17	(A) (B) (C) (D)	27	(A) (B) (C) (D)	37	(A) (B) (C) (D)	47	(A) (B) (C) (D)
8	(A) (B) (C) (D)	18	(A) (B) (C) (D)	28	(A) (B) (C) (D)	38	(A) (B) (C) (D)	48	(A) (B) (C) (D)
9	(A) (B) (C) (D)	19	(A) (B) (C) (D)	29	(A) (B) (C) (D)	39	(A) (B) (C) (D)	49	(A) (B) (C) (D)
10	(A) (B) (C) (D)	20	(A) (B) (C) (D)	30	(A) (B) (C) (D)	40	(A) (B) (C) (D)	50	(A) (B) (C) (D)

S: 12
B: 28



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) (D) BENAR (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA

D	E	B	I		R	I	A		D	W	I	P							
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)
(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)
(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)
(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)
(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)
(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)
(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)
(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)
(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)
(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)
(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)
(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)
(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)
(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)
(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)
(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)
(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)
(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)
(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)
(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)
(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)
(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)
(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA

7	X	0	1	6
(7)	(A)	(0)	(0)	(0)
(8)	(B)	(1)	(1)	(1)
(9)	(C)	(2)	(2)	(2)
(D)	(3)	(3)	(3)	(3)
(E)	(4)	(4)	(4)	(4)
(F)	(5)	(5)	(5)	(5)
(G)	(6)	(6)	(6)	(6)
(H)	(7)	(7)	(7)	(7)
(I)	(8)	(8)	(8)	(8)
(J)	(9)	(9)	(9)	(9)
(X)				

Tanggal Lahir

Tgi.	Bln.	Thn.
2	9	07
(0)	(0)	(0)
(1)	(1)	(1)
(2)	(2)	(2)
(3)	(3)	(3)
(4)	(4)	(4)
(5)	(5)	(5)
(6)	(6)	(6)
(7)	(7)	(7)
(8)	(8)	(8)
(9)	(9)	(9)

MATA PELAJARAN

- (Hitamkan salah satu)
- Qur'an Hadits
 - Aqidah Akhlaq
 - Fiqih
 - S K I
 - Bhs. Indonesia
 - Bhs. Arab
 - Bhs. Inggris
 - Matematika
 - IPA
 - IPS
 - P Kn
 - Seni Budaya
 - Penjasorkes
 - Kertakes
 - T I K
 - Bhs. Jawa

Tanda Tangan Peserta

Tanggal Ujian : Sabtu, 8 Maret 2014

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

1 (A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	11 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	21 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	31 (A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	41 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
2 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	12 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	22 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	32 (A) <input checked="" type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	42 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
3 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	13 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	23 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	33 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	43 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
4 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input checked="" type="radio"/> (D) <input type="radio"/>	14 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	24 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	34 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	44 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
5 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	15 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	25 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	35 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	45 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
6 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	16 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	26 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	36 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	46 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
7 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	17 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	27 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	37 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	47 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
8 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	18 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	28 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	38 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	48 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
9 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	19 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	29 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	39 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	49 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>
10 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	20 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	30 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	40 (A) <input type="radio"/> (B) <input checked="" type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>	50 (A) <input type="radio"/> (B) <input type="radio"/> (C) <input type="radio"/> (D) <input type="radio"/>

S:4
B:36



KEMENTERIAN AGAMA
MTsN KEDIRI II KOTA KEDIRI
Jl. Sunan Ampel 12 Ngronggo Kediri

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

(A) (B) (C) (D) B E N A R (A) (B) (C) (D) Salah
(A) (B) (C) (D) Salah (A) (B) (C) (D) Salah

NAMA PESERTA

I	S	A	B	E	L	M	A	R	E	T	A	V	D
A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
	Tgl.	Bln.	Thn.	
7 X - 0 1 7	0 8 0 3 1 4			<input type="radio"/> Qur'an Hadits
8 A 0 0	1 1 1 1 1 1			<input type="radio"/> Aqidah Akhlaq
9 B 1 1	2 2 2 2 2 2			<input checked="" type="radio"/> Fiqih
C 2 2 2	3 3 3 3 3 3			<input type="radio"/> S K I
D 3 3 3	4 4 4 4 4 4			<input type="radio"/> Bhs. Indonesia
E 4 4 4	5 5 5 5 5 5			<input type="radio"/> Bhs. Arab
F 5 5 5	6 6 6 6 6 6			<input type="radio"/> Bhs. Inggris
G 6 6 6	7 7 7 7 7 7			<input type="radio"/> Matematika
H 7 7 7	8 8 8 8 8 8			<input type="radio"/> IPA
I 8 8 8	9 9 9 9 9 9			<input type="radio"/> IPS
J 9 9 9				<input type="radio"/> P Kn
				<input type="radio"/> Seni Budaya
				<input type="radio"/> Penjasorkes
				<input type="radio"/> Kertakes
				<input type="radio"/> T I K
				<input type="radio"/> Bhs. Jawa

Tanda Tangan Peserta

Tanggal Ujian : 08-03-2019

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

S: 8
B: 32

1 A B C D	11 A B C D	21 A B C D	31 A B C D	41 A B C D
2 A B C D	12 A B C D	22 A B C D	32 A B C D	42 A B C D
3 A B C D	13 A B C D	23 A B C D	33 A B C D	43 A B C D
4 A B C D	14 A B C D	24 A B C D	34 A B C D	44 A B C D
5 A B C D	15 A B C D	25 A B C D	35 A B C D	45 A B C D
6 A B C D	16 A B C D	26 A B C D	36 A B C D	46 A B C D
7 A B C D	17 A B C D	27 A B C D	37 A B C D	47 A B C D
8 A B C D	18 A B C D	28 A B C D	38 A B C D	48 A B C D
9 A B C D	19 A B C D	29 A B C D	39 A B C D	49 A B C D
10 A B C D	20 A B C D	30 A B C D	40 A B C D	50 A B C D

LEMBAR JAWABAN KOMPUTER

Contoh Cara Menghitamkan

A B C ● BENAR A B ● D Salah
A B ● C Salah A X C D Salah

NAMA PESERTA

M A H A N T I I N D A H I R

A	●	A	●	A	A	A	A	A	A	A	●	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	●	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	●	H	H	H	H	H	H	H	H	●	H	H	H	H	H
I	I	I	I	I	I	●	I	●	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	●	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	●	N	N	N	N	●	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	●	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	●	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

PETUNJUK PENGISIAN :

1. Isilah hanya dengan Pensil 2B.
2. Lembar Jawaban ini tidak boleh kotor, basah, robek, atau terlipat.
3. Jika salah, hapus sebersih mungkin dengan karet penghapus kemudian hitamkan bulatan yang menurut Anda benar.
4. Tulislah Nama Peserta, Nomor Peserta, dan Tanggal Lahir pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
5. Hitamkan bulatan pada kolom Nama Mata Pelajaran sesuai dengan yang diujikan.
6. Tulislah Tanggal Ujian dan Bubuhkan Tanda Tangan Anda pada kotak yang disediakan.

NOMOR PESERTA	Tanggal Lahir			MATA PELAJARAN (Hitamkan salah satu)
	Tgl.	Bln.	Thn.	
7 X - 0 1 8	1 6	0 6	0 1	<input type="radio"/> Qur'ani Hadits <input type="radio"/> Aqidah Akhlaq <input checked="" type="radio"/> Fiqih <input type="radio"/> S K I <input type="radio"/> Bhs. Indonesia <input type="radio"/> Bhs. Arab <input type="radio"/> Bhs. Inggris <input type="radio"/> Matematika <input type="radio"/> IPA <input type="radio"/> IPS <input type="radio"/> P Kn <input type="radio"/> Seni Budaya <input type="radio"/> Penjasorkes <input type="radio"/> Kertakes <input type="radio"/> T I K <input type="radio"/> Bhs. Jawa
8 A ● 0 0 9 B 1 ● 1 10 C 2 2 2 11 D 3 3 3 12 E 4 4 4 13 F 5 5 5 14 G 6 6 6 15 H 7 7 7 16 I 8 8 ● 17 J 9 9 9	18 0 0 ● 0 ● 0 19 1 1 1 1 ● 20 2 2 2 2 21 3 3 3 3 22 4 4 4 4 23 5 5 5 5 24 6 6 6 6 25 7 7 7 7 26 8 8 8 8 27 9 9 9 9	<input type="radio"/>		

Tanda Tangan Peserta

Tanggal Ujian : 8 MAHET 2019

JAWABAN (Hitamkan salah satu pilihan jawaban yang benar)

1 A ● C D	11 A B ● D	21 A B ● D	31 A ● C D	41 A B C D
2 A B ● D	12 ● B C D	22 A B ● D	32 A ● C ●	42 A B C D
3 A B ● D	13 A B C ●	23 ● B C D	33 A B ● C	43 A B C D
4 A B C ●	14 ● B C D	24 ● B C D	34 ● B C D	44 A B C D
5 A B ● D	15 A ● C D	25 A B ● D	35 ● B C D	45 A B C D
6 A ● C D	16 ● B C D	26 A B ● D	36 A ● C D	46 A B C D
7 A ● C D	17 A ● C D	27 A B ● C	37 A B C ●	47 A B C D
8 A B C ●	18 A ● C D	28 ● B C D	38 ● B C D	48 A B C D
9 A B C ●	19 A B C ●	29 A ● C D	39 A B C ●	49 A B C D
10 A B C ●	20 A B C ●	30 ● B C D	40 A ● C D	50 A B C D

S: 5
B: 35

*** NOTE *** The ID field length was translated to zero.

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Page 1

Item Statistics				Alternative Statistics					
Seq.	Scale	Prop.	Point	Prop.	Point				
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	Biser.	Key
1	0-1	0.900	0.249	0.145	A	0.000	-9.000	-9.000	
					B	0.900	0.249	0.145	*
					C	0.000	-9.000	-9.000	
					D	0.100	-0.249	-0.145	
					Other	0.000	-9.000	-9.000	
2	0-2	0.900	0.959	0.561	A	0.000	-9.000	-9.000	
					B	0.050	-0.438	-0.207	
					C	0.900	0.959	0.561	*
					D	0.050	-1.000	-0.565	
					Other	0.000	-9.000	-9.000	
3	0-3	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	

B 0.000 -9.000 -9.000
C 1.000 -9.000 -9.000 *
D 0.000 -9.000 -9.000
Other 0.000 -9.000 -9.000

4 0-4 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000
C 0.000 -9.000 -9.000
D 1.000 -9.000 -9.000 *
Other 0.000 -9.000 -9.000

5 0-5 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000
C 1.000 -9.000 -9.000 *
D 0.000 -9.000 -9.000
Other 0.000 -9.000 -9.000

6 0-6 0.150 0.421 0.275 A 0.100 -0.782 -0.457

B 0.150 0.421 0.275 *
C 0.550 0.122 0.097
D 0.200 -0.033 -0.023
Other 0.000 -9.000 -9.000

7 0-7 0.950 0.589 0.279 A 0.000 -9.000 -9.000

B 0.950 0.589 0.279 *
C 0.000 -9.000 -9.000
D 0.050 -0.589 -0.279

Other 0.000 -9.000 -9.000

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Page 2

Item Statistics				Alternative Statistics					
Seq.	Scale	Prop.	Point	Prop.	Point				
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	Biser.	Key
8	0-8	0.900	-0.018	-0.010	A	0.000	-9.000	-9.000	
					B	0.100	0.018	0.010	?
					CHECK THE KEY				
					C	0.000	-9.000	-9.000	
					D was specified, B works better				
					D	0.900	-0.018	-0.010	*
					Other	0.000	-9.000	-9.000	
9	0-9	0.550	0.870	0.692	A	0.400	-0.734	-0.579	
					B	0.000	-9.000	-9.000	
					C	0.050	-0.589	-0.279	
					D	0.550	0.870	0.692	*
					Other	0.000	-9.000	-9.000	
10	0-10	0.750	0.123	0.090	A	0.000	-9.000	-9.000	

B 0.150 -0.381 -0.249

CHECK THE KEY C 0.750 0.123 0.090 *

C was specified, D works better D 0.100 0.284 0.166 ?

Other 0.000 -9.000 -9.000

11 0-11 0.900 1.000 0.613 A 0.050 -1.000 -0.565

B 0.050 -0.589 -0.279

C 0.900 1.000 0.613 *

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

12 0-12 0.800 1.000 0.725 A 0.800 1.000 0.725 *

B 0.050 -1.000 -0.565

C 0.150 -0.715 -0.467

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

13 0-13 0.300 -0.197 -0.150 A 0.300 -0.197 -0.150 *

B 0.100 0.195 0.114 ?

CHECK THE KEY C 0.000 -9.000 -9.000

A was specified, B works better D 0.600 0.089 0.070

Other 0.000 -9.000 -9.000

14 0-14 0.900 -0.018 -0.010 A 0.900 -0.018 -0.010 *

B 0.100 0.018 0.010 ?

CHECK THE KEY C 0.000 -9.000 -9.000

A was specified, B works better D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

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Page 3

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Biser.	Biser. Key
15	0-15	1.000	-9.000	A	0.000	-9.000	-9.000
				B	1.000	-9.000	-9.000 *
				C	0.000	-9.000	-9.000
				D	0.000	-9.000	-9.000
				Other	0.000	-9.000	-9.000
16	0-16	0.950	0.589	A	0.950	0.589	0.279 *
				B	0.000	-9.000	-9.000
				C	0.000	-9.000	-9.000
				D	0.050	-0.589	-0.279
				Other	0.000	-9.000	-9.000
17	0-17	1.000	-9.000	A	0.000	-9.000	-9.000

B 1.000 -9.000 -9.000 *

C 0.000 -9.000 -9.000

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

18 0-18 0.750 0.858 0.630 A 0.200 -0.757 -0.530

B 0.750 0.858 0.630 *

C 0.050 -0.589 -0.279

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

19 0-19 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 0.000 -9.000 -9.000

D 1.000 -9.000 -9.000 *

Other 0.000 -9.000 -9.000

20 0-20 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 0.000 -9.000 -9.000

D 1.000 -9.000 -9.000 *

Other 0.000 -9.000 -9.000

21 0-21 0.950 1.000 0.565 A 0.050 -1.000 -0.565

B 0.000 -9.000 -9.000

C 0.950 1.000 0.565 *

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

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Page 4

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Biser.	Key
22	0-22	0.700	0.556	0.422	A 0.000	-9.000	-9.000
					B 0.100	-0.071	-0.042
					C 0.700	0.556	0.422 *
					D 0.200	-0.646	-0.452
					Other 0.000	-9.000	-9.000
23	0-23	0.950	-0.015	-0.007	A 0.950	-0.015	-0.007 *
					B 0.000	-9.000	-9.000
					CHECK THE KEY C 0.050	0.015	0.007 ?
					A was specified, C works better D 0.000	-9.000	-9.000
					Other 0.000	-9.000	-9.000
24	0-24	0.150	0.221	0.144	A 0.550	0.516	0.410 ?

B 0.300 -0.735 -0.558

CHECK THE KEY C 0.150 0.221 0.144 *

C was specified, A works better D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

25 0-25 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 1.000 -9.000 -9.000 *

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

26 0-26 0.850 0.648 0.423 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 0.850 0.648 0.423 *

D 0.150 -0.648 -0.423

Other 0.000 -9.000 -9.000

27 0-27 0.700 0.511 0.388 A 0.250 -0.515 -0.378

B 0.000 -9.000 -9.000

C 0.050 -0.136 -0.064

D 0.700 0.511 0.388 *

Other 0.000 -9.000 -9.000

28 0-28 0.850 0.314 0.205 A 0.850 0.314 0.205 *

B 0.100 -0.426 -0.249

C 0.000 -9.000 -9.000

D 0.050 0.015 0.007

Other 0.000 -9.000 -9.000

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Page 5

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Biser.	Key
29	0-29	1.000	-9.000	A	0.000	-9.000	-9.000
			B 1.000	-9.000	-9.000	*	
			C 0.000	-9.000	-9.000		
			D 0.000	-9.000	-9.000		
			Other 0.000	-9.000	-9.000		
30	0-30	0.350	0.703	A	0.350	0.703	0.546 *
			B 0.400	-0.290	-0.229		
			C 0.200	-0.089	-0.062		
			D 0.050	-1.000	-0.565		
			Other 0.000	-9.000	-9.000		
31	0-31	0.700	0.556	A	0.000	-9.000	-9.000

B 0.700 0.556 0.422 *

C 0.250 -0.221 -0.162

D 0.050 -1.000 -0.565

Other 0.000 -9.000 -9.000

32 0-32 0.250 0.123 0.090 A 0.000 -9.000 -9.000

B 0.250 0.123 0.090 *

C 0.250 -0.172 -0.126

D 0.500 0.039 0.031

Other 0.000 -9.000 -9.000

33 0-33 0.950 -0.015 -0.007 A 0.000 -9.000 -9.000

B 0.050 0.015 0.007 ?

CHECK THE KEY C 0.950 -0.015 -0.007 *

C was specified, B works better D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

34 0-34 0.750 0.564 0.414 A 0.750 0.564 0.414 *

B 0.250 -0.564 -0.414

C 0.000 -9.000 -9.000

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

35 0-35 0.250 0.319 0.234 A 0.200 0.356 0.249 ?

B 0.400 -0.210 -0.165

CHECK THE KEY C 0.250 0.319 0.234 *

C was specified, A works better D 0.150 -0.515 -0.336

Other 0.000 -9.000 -9.000

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Page 6

Item Statistics				Alternative Statistics					
Seq.	Scale	Prop.	Point	Prop.	Point				
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	Biser.	Key
36	0-36	0.900	0.071	0.042	A	0.100	-0.071	-0.042	
			B	0.900	0.071	0.042	*		
			C	0.000	-9.000	-9.000			
			D	0.000	-9.000	-9.000			
			Other	0.000	-9.000	-9.000			
37	0-37	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
			B	0.000	-9.000	-9.000			
			C	0.000	-9.000	-9.000			
			D	1.000	-9.000	-9.000	*		
			Other	0.000	-9.000	-9.000			
38	0-38	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*

B 0.000 -9.000 -9.000

C 0.000 -9.000 -9.000

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

39 0-39 0.900 0.959 0.561 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 0.100 -0.959 -0.561

D 0.900 0.959 0.561 *

Other 0.000 -9.000 -9.000

40 0-40 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 1.000 -9.000 -9.000 *

C 0.000 -9.000 -9.000

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

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Page 7

There were 20 examinees in the data file.

Scale Statistics

Scale: 0

N of Items	40
N of Examinees	20
Mean	31.900
Variance	10.290
Std. Dev.	3.208
Skew	-0.700
Kurtosis	-0.361
Minimum	24.000
Maximum	36.000
Median	32.000

Alpha 0.648

SEM 1.904

Mean P 0.798

Mean Item-Tot. 0.306

Mean Biserial 0.462

0 1 Scores for examinees from file JAWABAN.TXT

34.00

35.00

31.00

28.00

32.00

33.00

35.00

32.00

35.00

35.00

28.00

24.00

29.00

28.00

32.00

36.00

32.00

35.00







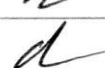
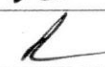
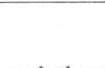
35.00


29.00

THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
TARBIYAH AND TEACHER TRAINING FACULTY
At Gajayana street number 50 telephone (0341) 552398
Fax mail (0341) 552398
Website: www.tarbiyah.uin-malang.ac.id

EVIDENCE OF CONSULTATION

Name : Uswatun Khasanah
Students Number : 10110022
Faculty : Tarbiyah and Teacher Training
Department : Islamic Education
Supervisor : Dr. H. M. Zainuddin, M.A
Title of Research Report : The Item Analysis of Fiqh Test for Accelerated Students of MTsN Kediri II

No	Date of Consultation	Consultation Material	Signature
1.	September 23 rd , 2013	Title of Research	
2.	November 26 th , 2013	Proposal Consultation	
3.	March 18 th , 2014	Refised Chapter I,II,III	
4.	March 27 th , 2014	Chapter IV	
5.	April 3 rd , 2014	Refised Chapter IV	
6.	April 21 st , 2014	Chapter V and VI	
7.	May 2 nd , 2014	Refised Chapter V and VI	
8.	May 5 th , 2014	All Chapter	
9.	May 13 th , 2014	Agreement All Chapter	

Acknowledged by,
Dean

Dr. H. Nur Ali, M.Pd
NIP.196504031998031002



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

Nomor : Un.3.1/TL.00.1/1741/2013
Lampiran : 1 (satu) berkas proposal skripsi
Perihal : **Penelitian**

18 September 2013

Kepada :
Yth. Kepala MTsN Kediri 2
di
Kediri

Assalamu'alaikum Wr. Wb.

Kami berharap dengan hormat agar mahasiswa di bawah ini:

Nama : Uswatun Khasanah
NIM : 10110022
Jurusan : Pendidikan Agama Islam (PAI)
Semester : Ganjil, 2013/2014
Judul Skripsi : "The Item Analysis of Fiqh Test for Accelerated Students of MTsN Kediri II"

dalam rangka menyelesaikan tugas akhir/menyusun skripsi yang bersangkutan mohon diberikan izin/kesempatan untuk mengadakan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.



Tembusan :
1. Yth. Ketua Jurusan PAI
2. Arsip



Certificate No. ID08/1219



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI KEDIRI II

Alamat: Jl. Sunan Ampel 12 Telp./Fax. 0354- 687895 Ngronggo-Kota Kediri 64127

NPSN : 20534472

NSM : 121135710003

Email : mtsn_kdr_2@yahoo.co.id

Web Site : www.mtsnkediri2.com.

SURAT KETERANGAN

Nomor : MTs. 15.24.3/PP.00.5/ 236 /2014

Yang bertanda tangan di bawah ini, Kepala MTs N Kediri II:

Nama : Drs. Nursalim, M. Pd.I
NIP : 196601011991031006
Pangkat/Golongan : Pembina/IV a
Jabatan : Kepala MTsN Kediri II
Alamat : Jl. Sunan Ampel 12 Kota Kediri

Menerangkan bahwa :

Nama : Uswatun Khasanah
NIM : 10110022
Semester : VIII
Program Studi : Pendidikan Agama Islam
Tempat Pelaksanaan : MTsN Kediri II
Waktu Pelaksanaan : 28 September 2013 – 30 April 2014
Keterangan : Yang bersangkutan telah mengadakan penelitian yang terkait dengan judul Thesis "The Item Analysis of Fiqh Test for Accelerated Students of MTsN Kediri II"

Demikian surat keterangan penelitian ini kami buat untuk digunakan sebagaimana mestinya.

Kediri, 1 April 2014
Kepala,

Drs. Nursalim, M.Pd.I
NIP. 196601011991031006



APPENDIX XI

DOCUMENTATION



Figure 1.1 The area of MTsN Kediri II



Figure 1.2 Main Gate of MTsN Kediri II



Figure 1. 3 Interview with Teacher of Fiqh Subject in UKS room



Figure 1.4 The condition of First Grade students of Accelerated Class Program when doing examination

APPENDIX XII

CURRICULUM VITAE



Name : Uswatun Khasanah
Student Number : 10110022
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Education Background:

- TK Dharma Wanita Blabak Kandat Kediri (1996-1998)
- SDN Blabak III Kediri (1998-2004)
- MTsN Kediri II (2004-2007)
- MAN Kota Kediri 3 (2007-2010)
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Organization:

- OSIS MAN Kota Kediri 3
- Treasurer of PKS (Patroli Keamanan Sekolah) of MAN Kota Kediri 3
- The member of KIR An-Nahl MAN Kota Kediri 3
- Superintendent of KOPSIS At-Taqwa Man Kota Kediri 3
- Networking division of HMJ PAI
- The member of JDFI in Islamic boarding School of Sunan Ampel Al ‘Aly