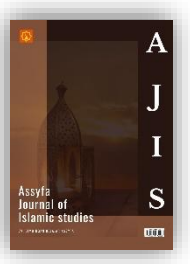
Assyfa Journal of Islamic Studies

AJIS. Vol. 4 No. 3 (2026) Page 71-77

e-ISSN: 2988-7399 p-ISSN: 2988-7399



Check for updates

OPEN ACCESS

ORIGINAL RESEARCH ARTICLE

DOI: 10.6160/ajis..v4i2.1355

Diagnostic, Formative, and Summative Assessment in Fiqh Learning Through a Deep Learning Approach

M. Abdul Ghopururohim[1]*, Mohammad Imam Mudhi Al Ghofiqi[1]

[1]Institut Agama Islam Khozinatul Ulum Blora, Indonesia

Correspondence: abdulghopururohim@iaiku.ac.id

Article History: Received: 20 September 2026 • Revised: 05 October 2025 • Accepted: 10 October 2026 • Published: 20 October 2026 date pending

ABSTRACT

This qualitative case study examines diagnostic, formative, and summative assessment in eighth-grade Fiqh learning at MTs Diponegoro Japah, Blora, within the Merdeka Curriculum and a deep learning pedagogical approach. Evidence came from classroom observation, interviews with the madrasah head, Fiqh teacher, and students, and instructional documents; the source manuscript describes data reduction, display, conclusion drawing, and source and method triangulation. The teacher used oral prompts to identify prior knowledge and adjust initial support. Questions, group discussion, performance tasks, and immediate feedback provided formative information, while written and practical tests assessed learning at the end of a unit or semester. Prayer and focused preparation, everyday examples of transactions, and participatory activities illustrate the mindful, meaningful, and joyful dimensions reported in the case. School leadership, teacher initiative, and facilities supported implementation; limited time, varied student readiness, and teacher development needs constrained it. The evidence describes practices and perceived uses of assessment, without providing score data or establishing their effects on achievement.

Keywords: Diagnostic Assessment; Formative Assessment; Summative Assessment; Fiqh Education; Deep Learning Pedagogy; Merdeka Curriculum

ABSTRAK

Studi kasus kualitatif ini mengkaji asesmen diagnostik, formatif, dan sumatif dalam pembelajaran Fiqih kelas VIII di MTs Diponegoro Japah, Blora, pada Kurikulum Merdeka dengan pendekatan pembelajaran mendalam. Data diperoleh melalui observasi, wawancara kepala madrasah, guru Fiqih, dan siswa, serta dokumen pembelajaran; naskah sumber menjelaskan reduksi dan penyajian data, penarikan kesimpulan, serta triangulasi sumber dan teknik. Guru memakai pertanyaan lisan untuk mengenali pengetahuan awal dan menyesuaikan bantuan. Tanya jawab, diskusi kelompok, unjuk kerja, dan umpan balik langsung menjadi bagian asesmen formatif, sedangkan tes tertulis dan praktik digunakan pada akhir lingkup materi atau semester. Doa dan pemusatan perhatian, contoh jual beli sehari-hari, serta kegiatan partisipatif menggambarkan dimensi berkesadaran, bermakna, dan menggembirakan. Dukungan pimpinan, inisiatif guru, dan fasilitas membantu pelaksanaan; keterbatasan waktu, perbedaan kesiapan siswa, dan kebutuhan pengembangan guru menjadi kendala. Temuan mendeskripsikan praktik dan pemanfaatan asesmen menurut informan, tanpa data nilai yang membuktikan dampaknya terhadap prestasi.

Kata kunci: Asesmen Diagnostik; Asesmen Formatif; Asesmen Sumatif; Pembelajaran Fiqih; Pembelajaran Mendalam; Kurikulum Merdeka

How to cite: Ghopururohim, M. A., & Al Ghofiqi, M. I. M. (2026). Diagnostic, Formative, and Summative Assessment in Fiqh Learning Through a Deep Learning Approach. *Assyfa Journal of Islamic Studies*, *4*(3), 71–77. https://doi.org/10.61650/ajis.v4i2.1355

1. INTRODUCTION

Assessment informs what students already know, how they are learning, and what they can demonstrate at the end of instruction. In Fiqh, these questions extend beyond recalling legal terms to explaining and performing relevant religious practices. A teacher may therefore need different kinds of evidence at different points in a lesson. The distinction between assessment for learning and assessment of learning helps explain why feedback during instruction cannot be replaced by a final test (Black & Wiliam, 1998; Earl, 2013).

The Merdeka Curriculum gives teachers room to use evidence of readiness and learning to adapt instruction. Indonesia's deep learning framework describes an educational approach organized around mindful, meaningful, and joyful learning (Ministry of Primary and Secondary Education, n.d.). Here, deep learning means pedagogical depth and engagement, not machine learning. In a Fiqh classroom, these principles may connect attention at the start of a lesson, religious concepts in everyday life, and active participation. Whether assessment actually supports these aims depends on what evidence teachers elicit and what they do with it (National Research Council, 2001).

Diagnostic questioning can locate relevant prior knowledge, formative activities can expose developing understanding, and end-of-unit tasks can document the attainment of learning goals. These roles overlap in practice: a classroom question can become useful only when it informs a teaching decision, while a practical test needs criteria tied to the performance being assessed (Bennett, 2011; Sadler, 1989). The source study focuses on a single madrasah where these assessment forms are used alongside a locally described deep learning approach.

© 2026 Ghopururohim & Al Ghofiqi. Published by CV. Bimbingan Belajar Assyfa,

This article examines how the Fiqh teacher at MTs Diponegoro Japah Blora implements the three assessment forms, how they are associated with mindful, meaningful, and joyful learning, and what conditions support or constrain implementation. It reports a qualitative case rather than an estimate of effects on student achievement. The discussion relates documented classroom practice to assessment literature while keeping claims within the available observation, interview, and document evidence.

2. RESEARCH METHODS

The research was conducted as a qualitative case study at MTs Diponegoro Japah in Blora Regency. The participants described in the source were the madrasah head, the Fiqh teacher, and eighth-grade students selected purposively because of their direct involvement in classroom assessment. The exact participant count and duration of fieldwork are not specified in the supplied manuscript. A case design is appropriate for describing the sequence and context of assessment practices at this school (Yin, 2018).

The source reports participatory classroom observation, semistructured interviews, and document review. Observation concerned the opening diagnostic activity and assessment during lessons; interviews addressed planning, use of assessment information, and implementation difficulties. Reviewed material reportedly included teaching modules, assessment grids and instruments, teacher reflections, and student learning records. The full instruments, transcripts, and anonymized examples of student work were not provided in the source.

Analysis followed reduction, display, and conclusion drawing or verification, with source triangulation across the school head, teacher, and students and methodological comparison among observation, interviews, and documents (Miles et al., 2019). The results below distinguish a directly described classroom practice from the teacher's reported instructional response. Triangulation helps develop a credible account of the case but does not produce a measured comparison with other schools (Lincoln & Guba, 1985).

The source provides no quantitative scores, rubric sheets, pretest-posttest comparison, or stated sample size. Consequently, expressions such as improvement and holistic attainment are treated as instructional interpretations rather than demonstrated causal outcomes. More detailed reporting of sampling, interview questions, document selection, and consent procedures would strengthen a submission-ready methods section (Creswell & Poth, 2018; Patton, 2015).

3. RESULTS AND FINDINGS

At the beginning of a Fiqh lesson, the teacher asks oral prompts about previously taught material. The responses are used to identify initial understanding. The source reports that students needing prerequisite explanations receive additional guidance, whereas those who appear ready may receive more demanding questions or tasks. Opening prayer and apperception are also described as ways of preparing attention for the lesson. Although the source mentions noncognitive diagnosis, it does not specify an instrument or observed procedure for that component.

© 2026 Ghopururohim & Al Ghofiqi. Published by CV. Bimbingan Belajar Assyfa,

During instruction, the teacher uses questions, group discussions, assignments, and practical demonstrations when the topic requires a religious practice. Immediate responses to students' work allow the teacher to check comprehension and offer feedback. Everyday buying and selling provides an example for discussing muamalah. The source also identifies games and simulations as participatory activities intended to sustain attention and involvement; it does not provide frequency counts or comparative observations for these activities.

At the end of a topic or semester, written and practical tests are reported as summative assessment. For worship-related content, students are assessed on their ability to demonstrate the procedure. Results are recorded and reported; the manuscript states that students who have not met the learning goals can receive guidance or remedial work and those who have met them may receive enrichment. It does not include the assessment rubric, attainment threshold, or examples of resulting decisions.

Interviews and observation in the source associate implementation with support from the madrasah head, teacher initiative, and available learning facilities. They identify time constraints, differences in students' prior ability, and a need to strengthen teacher understanding of assessment aligned with deep learning pedagogy. The extent to which each factor shaped an individual lesson is not quantified. These factors are reported as conditions of the case, not as independently tested predictors.

4. DISCUSSION

The opening oral prompts illustrate the diagnostic purpose of assessment: to make prior understanding visible before selecting the next teaching step. The reported extra explanation and extension questions show how that evidence can support different starting points. However, the absence of sample prompts and response records makes it difficult to judge whether the questions adequately distinguish misconceptions from simple recall gaps (Heritage, 2010; National Research Council, 2001).

The described formative practices have potential value because the teacher can respond while students are still learning. Questions, discussion, and performance reveal different aspects of understanding, and feedback can guide a student's next attempt (Black & Wiliam, 2009; Hattie & Timperley, 2007). To evaluate that potential in this classroom, the next documentation step would be to show a specific student response, the feedback supplied, and the subsequent revision or teaching decision.

Written and practical summative tasks address different Fiqh learning goals. A written response may capture an explanation of a rule, whereas performance can show whether a student can carry out a procedure. These are complementary forms of evidence only if criteria and scoring are aligned with the intended outcomes (Brookhart, 2013; Wiggins, 1998). The source indicates that practical testing occurs, but it does not establish reliability of scoring across students or teachers.

The mindful element is visible in the teacher's opening prayer, recall, and invitation to focus. Meaningful learning is illustrated by relating muamalah to familiar transactions, and joyful learning by discussion, games, and simulations. These are plausible examples of Indonesia's deep

© 2026 Ghopururohim & Al Ghofiqi. Published by CV. Bimbingan Belajar Assyfa,

learning framework, but the presence of an activity alone does not show depth of understanding. Students' explanations and application in unfamiliar situations would provide stronger evidence (Biggs & Tang, 2011; Ministry of Primary and Secondary Education, n.d.).

The three assessment forms create an apparent instructional sequence from initial readiness, through feedback, to end-point attainment. That sequence becomes a learning cycle when the teacher uses evidence to revise teaching and students use feedback to improve their work (Earl, 2013; Wiliam, 2011). The source describes intended remedial and enrichment responses, but does not document their frequency, duration, or effects. Reporting those follow-up actions would clarify how far assessment informs learning in this case.

Differences in student readiness create a practical challenge when a teacher has limited time. Oral screening is efficient, but it may privilege students who answer aloud; brief written responses or multiple opportunities to demonstrate knowledge could make participation broader. A practical Fiqh rubric with clear criteria might also allow faster feedback and more consistent observation (Andrade & Heritage, 2018; Brookhart, 2013). These are implications of the case and literature, not interventions evaluated by the study.

Leadership support and teacher initiative are reported as enabling conditions, while professional development is a stated need. Useful development could center on drafting diagnostic prompts, eliciting explanations during Fiqh activities, calibrating practical-task rubrics, and planning responses to common misconceptions. Teacher learning is more credible when connected to concrete classroom tasks and feedback about implementation (Darling-Hammond et al., 2017; Shulman, 1986). The source does not evaluate any training program.

The single-school design and absence of participant counts, assessment artefacts, and learning outcome data limit the conclusions. The strongest finding is a descriptive account of assessment practices and perceived constraints at MTs Diponegoro Japah. Further research could collect anonymized prompts, rubrics, student work, teacher feedback, and longitudinal records before testing whether this approach changes conceptual understanding or practical competence (Creswell & Poth, 2018; Shadish et al., 2002).

5. CONCLUSION AND SUGGESTIONS

The teacher at MTs Diponegoro Japah uses oral diagnostic questions at the start of Fiqh lessons, formative questioning, discussion, and performance with direct feedback during instruction, and written and practical summative tasks after a topic or semester. The source links focused preparation, everyday examples, and active activities to mindful, meaningful, and joyful learning. School leadership and teacher initiative support the practice, while time, differing readiness, and professional development needs constrain it.

This case establishes a description of practice, not a measured gain in learning. The madrasah could document diagnostic responses, practical criteria, feedback, and remedial or enrichment actions to make the relationship between assessment evidence and teaching decisions visible. A later study with clearly reported participants and student work could evaluate the quality and consequences of these decisions.

© 2026 Ghopururohim & Al Ghofiqi. Published by CV. Bimbingan Belajar Assyfa,

REFERENCES

Andrade, H. G., & Heritage, M. (2018). *Using formative assessment to enhance learning, achievement, and academic self-regulation*. Routledge.

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice, 18*(1), 5–25. https://doi.org/10.1080/0969594X.2010.513678

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. https://doi.org/10.1080/0969595980050102

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability, 21*, 5–31. https://doi.org/10.1007/s11092-008-9068-5

Bloom, B. S., Hastings, J. T., & Madaus, G. F. (1971). *Handbook on formative and summative evaluation of student learning*. McGraw-Hill.

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://doi.org/10.54300/122.311

Earl, L. M. (2013). *Assessment as learning: Using classroom assessment to maximize student learning* (2nd ed.). Corwin.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE.

Ministry of Primary and Secondary Education. (n.d.). *Pembelajaran mendalam*. https://kurikulum.kemendikdasmen.go.id/pembelajaran-mendalam

National Research Council. (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press. https://doi.org/10.17226/10019

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199–218. https://doi.org/10.1080/03075070600572090

Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed.). Pearson.

© 2026 Ghopururohim & Al Ghofiqi. Published by CV. Bimbingan Belajar Assyfa,

Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE.

Popham, W. J. (2017). *Classroom assessment: What teachers need to know* (8th ed.). Pearson.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science, 18*, 119–144. https://doi.org/10.1007/BF00117714

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4–14. https://doi.org/10.3102/0013189X015002004

Stiggins, R. J. (2005). From formative assessment to assessment FOR learning: A path to success in standards-based schools. *Phi Delta Kappan, 87*(4), 324–328. https://doi.org/10.1177/003172170508700414

Torrance, H., & Pryor, J. (1998). *Investigating formative assessment: Teaching, learning and assessment in the classroom*. Open University Press.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. Jossey-Bass.

Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice, 41*(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2

© 2026 Ghopururohim & Al Ghofiqi. Published by CV. Bimbingan Belajar Assyfa,