DESIGN, IMPLEMENTATION, AND EVALUATION OF PAI LEARNING
(Research Study at Nurul Islam Karawang Integrated Quran Elementary School)

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ABSTRACT

Evaluation or assessment is an integral part of the learning process. Evaluation is a component in the learning process carried out by applying several principles, namely continuity, comprehensive, cooperative, objective and practical. Islamic Religious Education at the Integrated Quran Dasat School (SDQT) Nurul Islam consists of combining government curriculum subjects and Foundation and extracurricular curricula. This study used two research methods. Field Research and Library Research. Therefore, this research is included in the qualitative research category. The results showed that the learning evaluation design process at the Nurul Islam Integrated Quran Elementary School (SDQT) refers to the principle of learning by applying formative and summative assessment patterns.

Keywords: Asessment learning, Islamic Religious Education, Integrated Elementary School

ABSTRAK

Evaluasi atau asesmen merupakan bagian integral dari proses pembelajaran.. Evaluasi menjadi komponen dalam proses pembelajaran yang dilakukan dengan menerapkan beberapa prinsip yakni Kontinuitas, komprehensif, kooperatif, objektif dan praktis. Pendidikan Agama Islam di Sekolah Dasat Quran Terpadu (SDQT) Nurul Islam terdiri memadukan mata pelajaran kurikulum pemerintah dan kurikulum Yayasan dan ekstrakurikuler. Penelitian ini menggunakan dua metode penelitian. Field Research (Studi Lapangan) dan Library Research (Studi Pustaka). Karenanya penelitian ini masuk dalam kategori penelitian Kualitatif. Hasil penelitian menunjukan bahwa proses desain evaluasi pembelajaran di Sekolah Dasar Quran Terpadu (SDQT) Nurul Islam mengacu kepada prinsip pembelajaran dengan menerapkan pola asesmen Formatif dan Sumatif.

Kata Kunci: Evaluasi Pembelajaran, Pendidikan Agama Islam, Sekolah Dasar Terpadu

1. INTRODUCTION

In the context of formal education, learning can be said to be a process; Where a learner holds the most dominant role. Therefore, the learning paradigm from the past until now is more about the *student center* (students as sources). Moreover, the trend of *Stundent Center Learning* (SCL) is still echoing at the world level of education practitioners, with the argument that the more students are active in the learning process, the greater their chances of improving the quality of their attitudes and behaviors.

Learning is required to produce maximum output. One of the instruments that can be used as an indicator of learning success is evaluation. Evaluations are compiled by educators to find out to what extent learners have achieved learning objectives. The selection of evaluation techniques is crucial because it must consider several principles, namely: *Continuity*; educators carry out the evaluation process not incidentally but continuously and can see the development of students at any time. *Comprehensive*; It means comprehensive – every aspect that is owned by the learner is evaluatedthoroughly, be it cognitive, appective, and psychomotor aspects. *Cooperative*; There is cooperation between educators and other educational community members as well as parents. *Objective* ; educators evaluate fairly and honestly not subjectively or other factors. and *Practical*; easy to implement, effective and efficient (Jailani, 2017).

In addition to principles; An educator in formulating learning evaluation instruments actually pays attention to directed steps. Among these steps are: needs *analysis*; by paying attention to the needs of the learners – the need in the context of solving problems, *determining the objectives* of the assessment; which is actually designed clearly and firmly because it will determine the direction of learning, *identify competencies and learning outcomes;* with this the educator will know the competencies that must be possessed by the learners, *Compile the Grid;* as a guideline in compiling evaluation instruments, *developing draft instruments;* to enrich the variety of implemented instruments; *Trial and analysis of questions;* to know the question of the worthy and the unworthy; *Revise and assemble the questions;* as a follow-up to the final evaluation process. Learning evaluation actually pays attention to these principles and steps, regardless of the design and type of learning evaluation applied (Purwanto, 2010)

On the other hand; Inthis case, the trend of integrated schools has increased quite significantly. Its development is among the rapid in Indonesia. Based on data compiled by the Integrated Islamic School Network (JSIT) to date the number of Integrated Islamic Schools registered is approximately 10,000 schools, a sufficient number fantastic. This is because the enthusiasm of parents to send their children to integrated Islamic schools is quite high, even though the cost of education is above the average school in general. . There are innovations that

are "sold' by the agency; Not only on the side of the curriculum that integrates general science and religion, but on the other hand the output of integrated schools is enough to convince parents to send their children to the institution . This is what then sparked the author to conduct research in integrated schools, especially how the institution designs, implements learning evaluation. Nurul Islam Integrated Qur'an Elementary School (SDQT) is an elementary school with an integrated Islamic concept; or more specifically "Integrated Qur'an" which was founded with concepts, paradigms, and educational systems oriented towards the formation of the characteristics of the "Qur'ani" SDQT Nurul Islam under the Foundation / Organization of the Islamic Unity Society (PERSIS) addressed at Jl. Veteran Sukamurni RT/RW : 02/03 Kel. Karawang Wetan Kec. Karawang Timur Kab. Karawang Prov. West Java - Indonesia Zip Code 41314. The development of this school is very rapid considering that from the beginning of its establishment in 2015 which originally only had 3 with 50 students ; currently has 21 students with 553 Learners. Even this school has just been accredited with a grade of 92 (A).

In terms of curriculum; like integrated schools, SDQT Nurul Islam integrates General subjects with Religion; even because of its orientation of producing learners who are Qur'ani; The content of religion is internalized in every program and subject. PAI subjects as a support are studied in several more specific sub-disciplines . Given the rapid progress of school development; triggering researchers to carry out research in the school, in this case related to the subject matter reviewed in the initial paragraph relating to Design, Implementation , Evaluation of PAI Learning at the Nurul Islam Karawang Integrated Quran School.

2. RESEARCH METODOLOGY

This study used two research methods. Field Research and Library Research. Therefore, this research is included in the qualitative research category. Qualitative research is a procedure in research by producing descriptive narrative data in the form of written or oral from sources or respondents that can be observed as research objects. The output of this study is data presented in the form of a descriptive narrative. As Lexy J.Moleong said that systematic, factual and accurate descriptions, drawings, or paintings regarding facts, properties and relationships between phenomena are investigated to describe or analyze a research result but are not used to make broader conclusions (Moleong, 2004). The type of data used in this study is qualitative data type. This means that the data collected is not in the form of numbers, but the data comes from interview manuscripts, field notes, personal documents, memo notes and other official documents. qualitative is also intended as a type of research whose findings are not obtained through statistical procedures or other forms of counting (Anselm Straus, 2003). Data collection techniques toobtain

the desired data in accordance with the problems in this study, then data collection techniques using triangulation, namely observation, interviews and documentation studies.

3. RESULT AND DISCUSSION

3.1 Definition of Learning

This research departs from several variables that must be understood first. These variables are learning evaluation, Islamic Religious Education, and Nurul Islam integrated Quran School. This variable has a very significant correlation with regard to the completion of this study. The fundamental thing about this research is the importance of understanding the meaning of learning and its derivatives (in this case it is evaluation).

According to Jamil Suprihatiningrum as quoted by Wahidah; that what is called learning is an effort made by educators to help students to receive the knowledge provided and help facilitate the achievement of learning objectives. This learning is a process that combines work and experience. What people do in the world becomes an experience for him. The experience will add skills, knowledge or understanding that reflect deep value. Effective learning will push towards change, development and increase the desire to learn (Wahidah, 2020). Learning must be oriented to all sources of potential possessed by students. Therefore, the notion of learning must be understood in several points of view. As reviewed by Miftahul Huda, learning must adapt to several contexts, namely; *first:* Learning is psychological. In this case, learning is described by referring to what happens in the human being psychologically. When the behavior pattern is stable, the learning process can be said to be successful. *Second:* Learning is a process of interaction between the individual and the surrounding environment, which means that psychological processes are not touched too much here. *Third;* Learning is a product of a person's experiential environment, related to how he responds to that environment. This has a lot to do with teaching, where a person will learn from what is taught to him (Wahidah, 2020).

3.2 PAI Learning Evaluation

According to the language, evaluation comes from the English word evaluation, which means assessment. In Indonesian, evaluation means to assess (by taking measurements first) (Arikunto, 2013). There are two steps in the evaluation activity that need to be measured and assessed. Measuring is about comparing anything to a single standard. This measurement is quantitative in nature. Although judging is a qualitative decision that involves estimating good and evil. Arifin provides a definition of assessment with a systematic and continuous process used to assess any value and significance to reach a decision (Hudri & Umam, 2022). Evaluation has a

number of definitions in an educational context. Evaluation, according to Tyler, is a data collection process to ascertain the level, type, and proportion of educational goals achieved (Suharsimi Arikunto, 2006).

Conbanch and Stufflebeam provide a more comprehensive explanation, arguing that the evaluation process is used to inform decisions regarding upcoming learning initiatives rather than simply measuring the extent to which goals are achieved (Praptiana, 2017) (Arikunto, 2013). Thus, learning assessment can be seen as a process of collecting information to assess the effectiveness of teaching and learning and to decide on the next learning program by assessing the extent to which educational objectives have been met. The third application of educational concepts (Aqliyah, Qolbiyah, and Amaliyah) can be used to evaluate educational programs in educational institutions. The process of collecting data, processing, and examining to determine whether the learning objectives of students have been met is known as learning evaluation (also known as learning assessment) (Regulation of the Minister of Education and Culture Number 23 of 2016). Meanwhile, it is very important to assess PAI learning to determine whether the student has achieved the necessary competency requirements in the areas of 'aqliya, 'amaliya, and qalbiya. Thus, each of the three domains must be evaluated by educators.

Evaluation of PAI learning has two objectives, including (1) determining the fulfillment of competency standards and (2) serving as a resource for making learning plans. Assessment findings are used to determine how well PAI learning performs in relation to predetermined learning objectives. It may be easier for teachers and schools to model planning, implementation, and learning outcomes if learning is continuously evaluated. The PAI learning program can then be improved as a result of this procedure (Hidayat & Asyafah, 2019)

3.3 Profile of Integrated Quran Elementary School Nurul Islam

Based on the results of an interview with the principal; Ustadz Abdurrohim, he explained that SDQT Nurul Islam was established in2015 departing from a sense of concern and responsibility given to PC Persis Karawang Timur, a land area of 1000 was entrusted to PC persis Karawang Timur. In feel that this waqf is not optimal because at that time this school was only filled by students of the madrasa in the afternoon while the morning classes were empty so that there were more empty than the contents, so because it was felt that this school was less prosperous, less useful many classes were empty so that PC Persis east karawang held deliberations. which happened to be attended by 4 people that day, namely Ustadz Abdurrahim, ustadz Aang Supriatna, ustadz Iik Irawan, and Ustadz Rijalul Hakim.

The results of the deliberations stipulated to form a kepanitiaan establishment of an elementary level school managed by PC Karawang Timur which consisted of Ustadz Abdurrahim as the founding chairman while ustadz Aang, Ustadz Iik, Ustadz Rijal as members. A work program was compiled which was then supported by PD Persis karawang and PC Persis karawang Timur to establish an elementary level school as capital d asar to form Tsanwiyah / Mualimin, the results of deliberations agreed on the establishment of SDQT Nurul Islam Karawang.

At the beginning of enrollment in 2015, the school only accepted 12 applicants. With the spirit of continuous effort and innovation in the following year the registrants are constantly increasing. Until now, the number of students of SDQT Nurul Islam has 680 students. With the number of classrooms as many as 21 classes. In terms of facilities and infrastructure, SDQT Nurul Islam has experienced a fairly rapid development. Currently, SDQT Nurul Islam integrated Nurul Islam has 50 Educators and Education Personnel.

Vision and Mission and Objectives of SDQT Nurul Islam

Vision

"The realization of educational institutions that foster the development of Science, Faith, and Charity in the frame of the Quran and As-Sunnah"

Mission

a. Forming peand students who have multiple intelligences (IQ, EQ, SQ

b. Realizing students who can practice the Quran and As-Sunnah

c. Shaping the Character of socially minded learners

d. Establishing student independence

Purpose

a. Realizing opportunities and equity for all students to get quality, accountable, effective and independent education

b. Making a conducive school environment by implementing school-based management so that a stable school resilience is realized.

c. Introducing information technology to all school residents.

d. Making the Quran memorization, and a guide in practice in everyday life

e. Increasing community fartisality in the form of bringing schools closer to the community and bringing the community to school.

3.4 SDQT Nurul Islam Curriculum

As an integrated school, the curriculum in this elementary school integrates the subjects of General and Religion. This combination refers to the curriculum set by the government; in this case the Ministry of Cultural Education, Research and Technology (Kemdikbudristek) and the curriculum set by the Foundation; in this case the Islamic Union. In general, the curriculum structure can be seen in the following table:

Table 1. SDQT Nurul Islam Curriculum

Government Curriculum	Foundation Curriculum
Bahasa Indonesia	Tahsin
PAIBP	Tahfiz
Matematika	Fikih
PPKN	Akhlak
IPS	Bahasa Arab
IPA	Nahwu
Seni Budaya dan Prakarya	Sharaf
PJOK	Adabiyah
Bahasa Inggris	Tauhid
Tematik	Lughoh
Mulok : bahasa sunda	Tajwid
	Hadits
	Ushul Fiqih

Extracurricular	
Pramuka	
Memanah	
Futsal	
Melukis	
Pencak Silat	
Taekwondo	
Syufu Taesukan	
Renang	
MTQ, MHQ	
Tadribul Khitobah	

3.5 Islamic Religious Education (PAI) at SDQT Nurul Islam

Islamic education is an education that aims to form a whole Muslim person, develop all human potentials both physical and spiritual, foster the harmonious life of each person with Allah, man and the universe (Daulay, 2009). Based on the National Education System Law of 2003, Islamic Religious Education (PAI) is a subject that must be taught at every level of education. Islamic Religious Education (PAI) is taught to meet the spiritual needs of learners inherent in him. According to Zakiah Darajat PAI is an effort in the form of guidance and upbringing for students so that after completion of their education they can understand and practice the teachings of the Islamic religion and make it a *way of life* (Darajat, 2014) (Budianto et al., 2020) There are also those who interpret Islamic Religious Education as a process that directs humans to a better life and that elevates the degree of humanity, in accordance with their basic abilities (fitrah) and teaching abilities (outside influences) (Arifin, 2010) (Amirudin & Muzaki, 2019).

The implementation of PAI at SDQT Nurul Islam is carried out through several approaches. *First*, the subject approach that is explicitly stated in the curriculum, namely PAIBP which is taught at all levels. Likewise with other subjects as a support for children's cognition abilities such as Jurisprudence, Morals, Tawhid and Hadith. *Second*, approach through habituation and extracurricular programs. This habituation is sought to shape the character of students from an early age. As SDQT Head Nurul Islam put it:

> "SDQT Nurul Islam strives to cultivate character (morals) as early as possible, through subjects and habituation programs applied in schools. PAI subjects will not be enough to instill moral values in learners, therefore We strive through other programs. We add PAI specialties with other subjects such as jurisprudence, morals, tawhid and hadiths. "There are many excellent program programs at SDQT Nurul Islam that are able to "build the value of character values in students as well as applying 5S Habituation (smiles, greetings, greetings, courtesy, courtesy, and patience), congregational dzuhur prayers, Murojaah surah Al-Quran in class, reading prayers after and before studying, being honest, madiri loving and respecting each other, respecting educators and at SDQT Nurul Islam there is also a MABIT program (Malam Bina Iman and Taqwa) (Abdurohim, 2022)

Of course, the habituation applied to students will not be effective as long as there are no examples from educators, so Abdurohim emphasized that Educators-Educators are at the forefront of shaping student behavior by setting good examples and examples.

> "Educator Educators at SDQT are required to support the character building process at SDQT Nurul Islam, not only PAIBP Educators, but all Educators at SDQT are required to set a good example so that what educators do can be modeled or followed by students at SDQT nurul Islam, especially by grade IV students" "(Abdurohim, 2022)

3.6 Evaluation Design of PAI Learning at SDQT Nurul Islam

In terms of the learning evaluation process, previously the head of SDQT Nurul Islam always reminded educators to pay attention to the principles of learning. This principle is important to understand and as a barometer for formulating learning evaluations. This is usually delivered at the beginning of the school year.

a. Learning Designed taking into account the current stage of development and level of achievement of learners, while reflecting diverse characteristics and results, to make learning meaningful and enjoyable; usually pthere is the beginning of the school year, Educators seeks to determine the readiness of learners for learning and previous achievements. For example, through a conversation with Participants educate, small group discussions, Q&A sessions, completing surveys and questionnaires, and/or other appropriate techniques. Besides that pexist meeting Early, educators plan or choose learning objectives that true appropriate with phase development Participants educate.

Educators can use or modify the teaching module, Educators also Required to providing a pleasant learning experience so that Participants educate view learning as a positive experience.

b. Learning is planned and implemented to develop the capacity of students in continuous (lifelong) learning efforts; The learning process actually helps the growth of the character and competence of students as a whole. In its implementation, educators encourage learners to reflect so that they can identify their personal potential. Educators are also consistent in offering feedback to learners in a timely manner, which inspires learners to continue learning and studying. Open-ended questions are used by Educators to encourage critical thinking. Educators encourage learners to play an active role in developing an independent learner mindset. Educators provide Learners with the right amount of space for initiative, creativity, and independence based on their skills, interests, and physical and psychological growth. To promote individual learning and scientific exploration while considering the learner's learning load, educators assign homework or assignments. Through tasks and activities with an appropriate number of difficulties, educators create learning experiences that inspire learners to continue to develop their competencies.

c. Relevant education, or planned teaching with parents, communities, and learners as partners according to context, environment, and culture; educators structure learning as needed. To enable planned, structured, integrated, and beneficial interactions between educators and learners, and learning resources, educators develop interactive learning. Educators use local communities, other communities, organizations, and professionals from different fields as resources to enhance and promote workable learning. Parents are included in the learning process by educators through two-way communication and reciprocal feedback.

d. Learning is focused on a sustainable future. By combining beliefs and practices (Science and Charity) that show concern for the environment and the future, such as using resources wisely . Educators work to incorporate sustainable living into a variety of learning activities. Educators encourage learners to realize that the future is theirs and that they must assume roles and responsibilities for it. Throughout their learning phase, Educators encourage their learners to solve difficulties in their daily lives. Educators benefit from efforts to raise the profile of Pancasila Students in order to develop the character and competence of students as future citizens of the world.

These principles are actually the educator's handle in the learning process; both in the process of understanding and following learning outcomes, formulating learning objectives, compiling the flow of learning objectives, designing learning , and in compiling assessments / evaluations learning (Sugiri & Priatmoko, 2020). How then the evaluation or assessment carried out by educators refers to the learning principles conveyed by the principal (Kunandar, 2014). Assessment of learning for Islamic Religious Education lessons in particular is carried out with several approaches; of course it refers to the rules that apply. Assessment is actually a unity of activity in the learning process. Assessment is carried out in an effort to find a basis for consideration or evidence of achievinglearning objectives. When the researcher confirmed to the PAI Educator at SDQT Nurul Islam; It was found that the assessment process was carried out with 2 approaches, namely:

1. Formative Assessment:

Formative assessment is an assessment that tries to provide information or feedback to Educators and Learners to improve the learning process. This evaluation is carried out at the beginning of learning and at the learning process. To ascertain whether learners are ready to understand the subject matter and achieve the intended learning objectives, assessments are carried out at the beginning of the learning process. Because this assessment is not intended to evaluate the learning outcomes of students listed on the report card, but rather to meet the needs of educators in learning design, this assessment is included in the category of formative assessment. Meanwhile, assessments are carried out during the learning process to track learners' progress and, at the same time, provide quick feedback. This assessment is usually carried out throughout or in the middle of the activity or learning stage, although it can also be carried out at the conclusion. This evaluation corresponds to the definition of formative assessment.

Based on the results of an interview with one of the PAI Educators; In its implementation, formative assessment is always carried out by conveying motivation to students , students are always actively involved in the learning process. The results of the observations made by researchers found that PAI educators carried out formative assessments quite well. Educators ask questions regarding ideas or subjects discussed in previous meetings to begin face-to-face activities. Educators also ask students to write down three things about the concept they just learned, two things they want to learn more about, and one thing they don't understand at the end of the classroom learning activity. Educators provide an assessment of learners' understanding in discussions. The educator also presents written questions, and after the learner responds, the learner receives the

answer key as a guide to completing the self-evaluation. Self-evaluation, peer evaluation, sharing criticism among friends as reflection. For example, Learners may be asked to outline a newly studied topic orally or in writing (as in a letter to a friend).

2. Summative Assessment

Summative assessment, which is an assessment that verifies that the learning objectives have been met as a whole. These assessments can be placed at the end of the learning process or, depending on the education unit's policy and educator's consideration, can be carried out simultaneously for two or more learning objectives. Summative assessments are included in the evaluation calculations at the end of the semester, the end of the school year, and the end of the level, in contrast to the formative test.

The results of the interview showed that the summative assessment was carried out in the form of Midterm Assessment (PTS) and End of School Assessment (PAS)

In a manner common technique Assessment that Used by Educators PAI at SDQT Nurul Islam Including Observation, that is Continuous evaluation of Learners carried out with an eye on their frequently observed behavior. The subject of observation can be entire Learners or Participants educate certain. Observation is possible during work or daily activities. Performance, demanding appraisal Learners Demonstrate/demonstrate and apply their knowledge in a variety of situations and contexts in accordance with the intended requirements. Performance evaluation may take the form of exercises, product creation, project completion, or portfolio development. Project, Activities valuation Based at Activities Design, implementation assignment Project that must Resolved deep Century time certain. Test Written, with Q&A used to assess or collect knowledge data Learners. The written exam may consist of essays, multiple-choice questions, descriptions, or other types of questions. Test oral, ask questions during Learning which requires an oral response from Learners and can be delivered by way of classical.

4. CONCLUSSION

For maximum learning output , evaluation is one of the determining instruments. Evaluation is one of the tools that can be used to measure learning success. To assess how well Learners have met their learning objectives, educators conduct assessments. The choice of evaluation method is very important because it must take into account a number of principles, including: Continuity: Educators regularly evaluate Learners and can track their growth at any time. This process is not sporadic. Comprehensive: This term indicates that each component of the learner—be it cognitive, emotional, or psychomotor—is carefully assessed. Cooperation; There is collaboration between parents, educators, and other educational communities. Educators judge

fairly and honestly, not subjectively or using other variables. and practical; easy to use; sukses and efficient.

5. ACKNOWLEDGEMENT

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