

Basic Concepts of Evaluation In The Evaluation of Islamic Religious Education Learning In Schools

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ABSTRACT

The notion of assessment in PAI learning in public elementary schools is the topic of discussion in this research. One of the most basic challenges facing the school system is, according to researchers, solvable. Due to the fact that evaluation is integrated into the many stages of learning, it has a crucial and strategic place within the learning process. The purpose of this analysis is to establish how successful and productive the educational system is. The assessment of learning programmes, procedures, and results are all included in the scope of this project. Continuity, comprehensiveness, fairness, objectivity, collaboration, and practicality are the main components that make up the assessment principles. Integration, coherence, pedagogy, and accountability are the specific components that make up the principles. Evaluations of learning may be broken down into many categories, including planning, development, monitoring, impact, and efficiency evaluations, as well as overall programme evaluations. The topic of learning assessment is one of them. This article will describe the fundamental idea of evaluation in the context of PAI learning in public elementary schools. In this particular research endeavour, a qualitative approach was used by gathering information in the form of words and images rather than numerical data. SD Negeri is where all of this research is being done. The PAI instructors, the school administrators, and the fifth-grade children attending state primary schools all participated as data sources for this research. In this research, the fundamental ideas of evaluation, as well as its roles and goals, evaluation processes and methodologies, PAI topics taught in primary schools, and the fundamentals of evaluation in PAI education, are discussed.

Keywords: Learning Evaluation, Islamic Religious Education, Basic Concepts

A. INTRODUCTION

Education is a continuous human activity to improve the nation's survival (Jannah, 2013; Rahman et al., 2022). Quality education is needed to progress the nation and state (Rasyid, 2015; Nurhuda, 2022). Muslich states that education is the self-cultivation of a person and society to form humans and a civilized society (Muslich, 2011). A large nation is determined by its human resources, and the community's education level determines its human resources (Budgeti et al., 2015; Stevi et al., 2021). Teachers greatly influence the level of education in the community. One component of teacher performance is learning activities. Teacher performance largely determines learning success (Dina et al., 2022).

One of the most important elements teachers need to understand in the learning process is assessment (Halimah & Adiyono, 2022). In other words, assessment is considered critical and strategic because the results are relevant to the interests of all stakeholders, including teachers, students, parents, government, and the wider community (Haris et al., 2023). A common problem facing educators is the monotonous use of assessment. Support facilities that are considered synonymous with memorization of short surahs, attributes of Allah, Names of the Prophet, and so on. As a result, "students appear less enthusiastic about attending classes and prefer to learn together in small, structured groups that engage in learning activities that enhance each other's cognitive abilities" (Tambak, 2017).

Given that education is one field that produces quality human resources, national education must be considered in planning, implementation, and evaluation (Salahudin et al., 2018). Therefore, implementing education as part of the nation's educational life must receive proper attention from policymakers. Article 31 of the Fourth Amendment to the 1945 Constitution states that every citizen has the right to education.

The primary goal of education is to facilitate the intellectual, emotional, and spiritual development of its students (Alfiyanto et al., 2022). In light of the mission that education is supposed to serve, its end result should be able to generate human resources that have advantages on intellectual, emotional, and spiritual fronts (Febriyanti & Alfiyanto, 2022; Afif et al., 2022; Safitri et al., 2022). Education has to be prepared to meet the difficulties posed by the advancement of science and technology together with the increasing speed at which knowledge is disseminated (Andi Warisno, 2019; Alfiyanto & Hidayati, 2022). As a result, education as a process in human growth will be confronted in the future with difficulties that are both more significant and more complicated. One of these issues is the implementation of education in Indonesia, which is necessary since it will help enhance both the quality and quantity of the education that is provided (Yaniariza et al., 2022; Hendra et al., 2022; Ikhwan

et al., 2023). Since the advent of globalisation, education has ceased to be a symbol of social status and has instead become synonymous with optimum self-development and catering to the requirements of each person as determined by the patterns, developmental tasks, and expectations of the world of work and life into which they will eventually join (Ridho, 2023). In the meanwhile, the advancement of science and technology, if it is not supported by a sufficient education, will generate a crisis in the quality of Indonesia's human resources in all disciplines, one of which is the field of education (Pasaribu et al., 2022).

Therefore, the need for enhancing both the quality and quantity of education must be matched with the quality of instructors, who must have the essential competences in order to be effective educators (Elvira, 2021; Alfiyanto, 2022). Pedagogic competence is one of the abilities that must be mastered by the teacher, and as part of this competency, the teacher must master several areas of learning assessment. However, the truth on the ground is that many educators, even those who teach Islamic Religious Education (PAI), continue to struggle with the process of evaluating their students' learning. This is one of the situations in which this is the case. On the other hand, many PAI teachers still cannot distinguish the terms evaluation, assessment, measurement, and test. This failed PAI teachers to foster the moral development of students.

According to Hidayat, the education problem cannot be separated from various crises in the country in education, economy, health, politics, society, culture, law, and government (N. Hidayat, 2018). Practical educational institutions today are not entirely based on the various causes that lead to the above educational problems. One interesting reason to highlight is that in the face of environmental change and uncertainty, educational institutions inevitably (must) do three things: 1) Think strategically like never before, 2) Translate their inputs into effective strategies to deal with the changing environment, 3) Develop the reasons necessary to lay the foundation for the use and implementation of strategies (Muhamad Khoirul Umam, 2019).

The most fundamental problem is the difficulty in estimating the degree of congruence between the reported 'score' and the student's actual 'attitude and behavior.' According to Moral and Ethical Education: Expectations and Reality, there is no correlation between student learning outcomes in religion, Civics, and other majors with the behavior of other students. Do teachers give wrong 'grades,' or are students 'attitudes and behaviors difficult to control outside school? This can be correlated with the results of the initial assessment. These results show that teachers do not want assessment activities to become a heavy burden that adds to the burden of other activities. In its implementation, the role of educators is not only to teach in the classroom but also to participate in school management, including maintaining social relations

with parents of other students and the local environment. On the other hand, teachers must be able to develop all areas of student inclusion, including critical thinking (Jupriyanto, 2018).

Syafri observed that PAI teachers were less interested in conducting assessments at the beginning and during the learning process. PAI teachers are more likely to conduct assessments at the end of the lesson. Conducting tests at the beginning of learning will help teachers to determine where learning begins. Suppose an assessment is carried out during the learning process, of course. In that case, the abilities and weaknesses of students in mastering knowledge and skills will be known so that improvements and enrichment can be made. It is felt that its role is optimal, even though the unique characteristics of religious education demand qualified teachers. These teachers have more complete competencies and abilities than teachers in general. They are not only required to have general pedagogic competence and superior professionalism but individual competence, personality, and example (Syafri, 2016).

Based on the above problems, of course, there are influencing causes. Hidayat & Suryana reported that education problems are inseparable from the multidimensional crisis in this country in education, economy, health, society, culture, politics, law, and government (T. Hidayat & Suryana, 2018). Hidayat & Asyafah observe the current reality, and educational institutions have not been fully successful in developing morals and shaping students' behavior in anticipating ethical and moral problems. This condition encourages the government to immediately re-evaluate learning materials, teacher and lecturer resources in providing learning, including learning methods (T. Hidayat & Asyafah, 2019). On the other hand, Nurharjadmo & Negara observed various problems in Indonesia's education system: First, the low quality of education. Second, there is no equity in obtaining access to education. Third, there is no efficiency in providing education (Nurharjadmo & Negara, 2008). Fourth, there is no democratization of education. Public participation in education is still minimal.

Based on several causes that cause educational problems, as described above, one of the interesting causes to highlight is the lack of optimal implementation of effective and efficient evaluation. Idrus made the observation that knowledge of evaluation is one step towards improvement since evaluation may give a more complete way to supplying information to education in order to assist with the progress and development of the education system (Idrus, 2019). Therefore, it is necessary to do an analysis of prominent individuals in the area of education, such as education policymakers, education specialists, and those who provide the go-ahead for educational programmes. In light of this, it is necessary to find a solution to the issue in order to overcome it; if it is not addressed, it will make the process of education more difficult.

To see the success of PAI subjects, an evaluation is needed. The evaluation has the necessary techniques and targets to succeed in the whole teaching and learning process and education. A successful assessment should be based on objectives that have been defined based on previous preparation, and then the teacher should work on those goals with the pupils. If the assessment is not based on the objectives that have been established, then the aim will not be attained, regardless of how excellent the evaluation is (Miswanto, 2014). The standards for the assessment process must to be consistent with the goals, which are often stated in behavioural language. assessment is one of the complex and demanding aspects that instructors need to be aware of. This is due to the fact that not all behaviours can be conveyed using the same assessment instruments (Bayudi, 2020). The author is interested in having a conversation about the Evaluation of the Learning Process of Islamic Religious Education in State Elementary Schools based on the description that was provided above. It is anticipated that this debate will provide a solution to one of the sources of issues in the world of education, one of which is connected to problems with the assessment of learning.

B. METHOD

The research methodology includes procedures and methods for validating the data needed to solve and answer research questions. In other words, the research method determines how the research is conducted. This type of research is included in the category of descriptive qualitative research and is carried out by collecting, processing, analyzing, and drawing conclusions (Nabilah & Erihadiana, 2022).

According to Sugiono, this research is field research because the data is obtained directly from the object concerned using a qualitative approach. The qualitative approach is called the interpretive method, which interprets data from survey results into field data. Therefore, in this study, we explain how events and events exist in a field (qualitative field) without converting them into numbers or symbols.

The main instrument of the study is the researcher himself as a human instrument that must fully adapt to the research situation. As a tool, researchers conduct observations and interviews, review documents and notes in the field, and explain nonverbal cues. Data analysis is focused on the relationship between information and data collected, as well as the relationship between data and events described. It is carried out by describing and explaining events that are the background of the research.

C. RESULTS OF DISCUSSION

Basic Concepts of Evaluation

The word "evaluation" derives from the Arabic phrase "Al-Taqdir" and the Indonesian word "evaluasi." Both of these phrases imply "evaluation." The original meaning of the term in English was "value." In Arabic: "Al-Qimah." In Indonesian, it means "penilaian." "Measurement" is what the word "Pengukuran" means when translated into English. In Arabic, it is referred to as "Al-Qiyas," while in Indonesian, it may be understood to mean an endeavour that is carried out with the purpose of measuring something. Measuring is comparing with a certain measure or something based on a certain size. Evaluating means deciding something based on oneself and sticking to good or bad, healthy or sick, and so on. The evaluation includes two proposed activities; measurement and evaluation (Sudijono, 2015). The fact that a conclusion is reached at the end of the evaluation process is one of its defining characteristics. The evaluation's value and usefulness will be impacted in some way as a result of this choice.

Evaluation in the field of education is called educational evaluation. The activities evaluated include everything related to education. Educational evaluation is a process of obtaining information about teaching and learning outcomes and interpreting them into quantitative or qualitative values according to certain criteria (Astuti, 2022). While evaluation is broader than assessment, assessment focuses on certain aspects of this scope. If a learning system is being evaluated, then the scope of the evaluation must include all aspects of learning, and the word "assessment" rather than "evaluation" should be used when referring to the process of evaluating the learning system. On the other side, there is also the vocabulary that is associated with measuring. If both the assessment and the evaluation are qualitative, then the measurement that is produced from the instrument will be quantitative (a score or a number).

As a result of what has been discussed thus far, it is clear that assessment is comprised of measurement as well as evaluation. One characteristic of assessment is that it culminates in the making of a choice. Because of this choice, the value and usefulness of the review will be affected. Evaluation has a broader scope than assessment, but evaluation can only be viewed within a specific framework. If the learning system is evaluated as a whole, the proper term for evaluating the learning system is evaluation conversely when only one or more learning components are evaluated. For example, learning outcomes, appropriate assessment terms should be used. Evaluation is qualitative, measurement is quantitative, and is carried out using measuring instruments.

Functions and Objectives of Evaluation

The function and purpose of assessment are to (a) provide feedback to teachers to improve the learning process and implement student support programs; (b) submit reports to the Party, determine progress scores, and determine student progress/results (numbers) as the basis for determining whether or not students pass; (c) placing students in appropriate learning situations (such as when deciding on an interesting program) according to their level of competence; (d) Understand the context (psychological, physical and environmental) of students with learning disabilities and be able to use the results as a basis for solving learning disabilities.

Education in the context of Islam is to build the development of the soul and body by the teachings of Islam to guide, train, build, and supervise the entire teachings of Islam. Islam obliges humans to be educated to fulfill the life purpose set by Allah.

Evaluation Procedures and Techniques

The learning assessment process consists of five stages: design preparation, equipment preparation, data collection, data analysis, and reporting. In planning evaluations, teachers set evaluation goals, compile grids, arrange questions and tools, and test and correct questions. The teacher then explains the evaluation tools using test and non-test techniques. The oral test is An assessment technique widely used in PAI learning. This form of test requires responses in the form of oral discussion. In addition, there is an action test, which is a form of test that requires behavioral responses. In other words, the disciples acted according to what they were told.

Both test and non-test data are raw data that require further processing. This activity is called processing evaluation results. There are four main steps in processing evaluation results. Three tools are required to earn or award points. Namely, Answer Key, Score Key, and Score Guide. (b) convert raw scores into standardized scores by specified criteria; (c) convert standard values into letters or numbers; (d) conduct item analysis (if necessary) to determine the level of validity and reliability of the item, the difficulty level of the item (difficulty index), and the distinguishing power; After processing the assessment results, the next step is interpretation both in groups and individually.

PAI Subjects in Elementary Schools

Islamic Religious Education in elementary schools has its curriculum. There are five steps that teachers must take to develop a curriculum, according to Rusman, namely: (a) planning the learning process, (b) preparation principles, (c) learning implementation, (d) learning assessment, and (e) learning monitoring (Aziz et al., 2021). Primary school subjects

are oriented towards thematic and integration, except for some independent subjects, which are oriented towards thematic approach and integration. This book on Islamic Religious Education and Character (PAI-BP) is written with an interdisciplinary approach and sessions of 35 minutes, 4 hours per week. Educators are expected to be able to improve and coordinate the absorption of students by offering activities in books. Educators must enrich themselves with creations from other activities from the surrounding natural, social, and cultural environment (Shunhaji, 2019).

According to Omar, systematic learning criteria include planning and goal interaction. Efforts to organize learning in a systematic structure must be balanced with the ability of PAI-BP educators to follow standards. The success of educators in the classroom requires a supportive atmosphere. Therefore, Pacific Penetration contributes greatly to your success. PAI-PB now offers more services to educators. Educators are involved in planning, implementing, and evaluating the PAI-BP learning process. Educators must understand chapters on core competencies, basic competencies, learning outcomes, learning processes, assessment, reinforcement, development, and interaction between educators and parents. Educators must also be able to understand the characteristics of students to carry out the appropriate learning, assessment, reinforcement, and development processes (Shunhaji, 2019).

Evaluation principles should include PAI learning objectives, processes, and outcomes. Evaluation of PAI learning must be carried out continuously, and it is not enough to only do it once, even at the end of the semester. However, it must be done continuously so student development is known after participating in learning. The evaluation should also be comprehensive, covering the domains of *aqliyah*, *qolbiyah*, and *amaliyah*. Do not let the success of learning PAI only be seen from the aspect of *aqliyah*. In addition, PAI educators must uphold other principles, namely fair, cooperative, objective, and practical. Do not let PAI educators give assessments that are not based on the principles mentioned, let alone judge, because their closeness to students can cause social jealousy and cause the authority of PAI educators to be less good in front of students.

Regardless of type, PAI learning evaluation must include planning, development, monitoring, efficiency, and overall program evaluation. The plan that has been made must be evaluated, and if it is found that there is something inappropriate based on experience in the field, then development is carried out. That way, PAI learning plans will continue to evolve, not using the same every year. Then the monitoring carried out by PAI educators must also be evaluated to determine its effectiveness. Meanwhile, the impact of PAI learning must be evaluated to determine how much PAI learning can provide change to students. Then the

efficiency and economic aspects are evaluated so that the efficiency of PAI learning in the field is known. After all, evaluations are carried out, and a comprehensive learning evaluation will be found.

In terms of objects and subjects of evaluation, the objects that must be evaluated must include all domains present in PAI learning, namely the domains of *aqliyah*, *qolbiyah*, and *amaliyah*. The subjects that conduct the evaluation first are PAI educators, but PAI educators can also collaborate with officers who have been fostered (psychologists) and teachers of other subjects. In addition, PAI educators can also ask other students for information to obtain more complete data because fellow students usually already know each other. Educators must also instill the values of awareness in learners to conduct self-evaluation.

From a technical point of view, PAI learning evaluation techniques consist of test and non-test techniques. Test techniques can be done to determine student understanding in understanding the learning that has been done. The time can be every meeting, midterm, or even the end of the semester. The form can be a written test, an oral test, and a practical test. However, it should be noted that test techniques are not the only way to see learning success. Still, other core aspects are assessed, namely those related to the *amaliyah* aspect. Thus, the evaluation should be carried out using non-test techniques.

PAI educators must be skilled in this non-test evaluation technique because this aspect is the core of Islamic education learning, which is related to practicing Islamic religious teachings in everyday life. Islamic education emphasizes process, not results because what is mandatory is the process of seeking knowledge, not seeking knowledge. The one who imparts knowledge is Allah Subhanahu Wa Ta'ala. Therefore, educators must evaluate the seriousness of student learning, meaning that PAI learning is more about measuring, assessing, and evaluating the learning process. Therefore, educators must see the development of *aqliyah*, *qolbiyah*, and *amaliyah* students. Techniques can be done through observation, interviews, questionnaires, and even evaluations that are unknown to students.

The process of personality development may be realised if the PAI assessment can be carried out in an effective and efficient manner. Students need to have faith, sanctity, and high morals instilled in them, and PAI has to be at the forefront of that effort. PAI plays a pivotal part in the process of ingraining religious beliefs since it is the primary conduit through which younger generations of Muslims are indoctrinated with Islamic religious principles. In addition, if Muslim children are taught to internalise moral principles, then future generations of Muslims will be moral, and vice versa (Amiruddin, 2021). Syahrul observed the educational objectives of the human action evaluation system, among others: First, to test the strength and

ability of humans to believe. Second, to know the education results through revelations the Prophet Sallā Allah 'Alaihi Wa Sallam applied to his people. Third, to determine the classification of human Islamic life so that it is known that some believe and have piety and some deny Islamic teachings (T. Hidayat & Asyafah, 2019).

Hidayat et al. found that the evaluation results can be used as a benchmark for educational learning in the next semester. In contrast, for students, this evaluation can be used as introspection material in the next learning so that it can be even better (T. Hidayat et al., 2018). Thus, Sari ensures that evaluation in Islamic education is closely related to what has been conveyed in the Qur'an, where the objects assessed by students are not only things related to intellectual and religious aspects but there is a balance between the two. Students are always evaluated religiously, socially, scientifically, skills, etc.

From our observations, we found that three research subjects used the evaluation results to make the following reports: Examples: students, parents, principals, and supervisors. The results of the evaluation are also feedback for the improvement of the learning process. According to a PAI teacher at the public elementary school where the study was conducted, the outcome assessment aims to inform parents about the results and progress students have made, form an objective attitude, and follow up on the report. Increase. For example, when many students perform poorly on formative and summative tests, material improvements are made to improve the learning process.

D. CONCLUSION

The researcher comes to the following conclusions based on the findings of research and conversations that pertain to the issues that are brought up in this study: 1) Evaluation in PAI learning has to be carried out in a way that is both thorough and integrated. The role that assessment plays in the PAI learning process is of utmost importance since it plays such a pivotal role in evaluating whether or not the learning process is successful. The making of a conclusion is the culmination of this process, which is one aspect that distinguishes the assessment. This choice pertains to the importance as well as the advantages of assessment. Evaluation has a broader scope than assessment, whereas assessment is only seen within a certain scope; 2) According to Rusman, in developing this curriculum, five steps must be done by a teacher, namely: (a) Planning the Learning Process, (b) Preparation of Principles, (c) Implementation of Learning, (d) Learning Assessment, (e) Learning Supervision; 3) The learning evaluation procedure consists of five stages, namely "design preparation, instrument preparation, data collection, data analysis, and report preparation." In planning the evaluation,

the teacher formulates evaluation objectives, compiles grids, questions, tools, tries, and revises the questions.

Furthermore, the teacher compiles evaluation instruments with test and non-test techniques. Evaluation techniques that are also widely used in PAI learning are oral tests, which are a form of test that requires responses in the form of oral discussions; 4) The implementation of evaluation on this aspect of learning aims to show teachers to carry out planned assessment activities in the form of written, oral, and behavioral tests. Observations show that three forms of assessment activities are widely used: homework, daily tests, and final exams. The three subjects in this study still have difficulty formulating indicators in the grid because they are confused about finding sources to compile problems. The question forms used are multiple choice and essay. The reason is to help learners process their questions more effectively. Three subjects were immediately created with answer sheets, answer keys, and assessment guidelines.

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