

Evaluation of Islamic Religious Education Learning School-Based Program

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ARTICLE INFO

Keywords: Evaluation, Learning, Education, Religion, Islam

Received : 26, December

Revised : 24, January

Accepted: 21, February

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ABSTRACT

Evaluation in education is intended to get a picture of success in the learning process or learning program, which will later be used for improvement programs. This paper aims to describe the evaluation of Islamic education learning based on school programs. The research method used is a type of library research. Data sources come from literature which consists of primary data sources and secondary data sources. The results of the study show that the evaluation of Islamic religious learning is carried out comprehensively, continuously and integrated with school programs.

INTRODUCTION

Evaluation of learning is part of the activities carried out by the teacher to support the realization of educational goals. The evaluation carried out by the teacher is an evaluation of learning outcomes designed to measure the level of knowledge and skills of students after receiving material and teacher guidance. Evaluation of religious education is a method or technique for assessing student behavior based on comprehensive competency standards from all aspects of religious psychology, psychology and the spiritual life of students. Because the personal image expected by Islamic education is not only being a religious person, but also having the knowledge and skills to do good and serve God and society. (Suwarno, 2021).

The process of learning evaluation, especially in Islamic education, was exemplified by Rasulullah SAW in a dialogue forum with his friends by asking questions to test his knowledge. It was narrated from Ibn Umar ra, the Prophet saw once said, as for the meaning as follows:

Among the many trees there is a tree whose leaves do not fall and that tree is like a Muslim. Tell me what is the name of that tree? People started thinking about the trees in the desert and I thought the Prophet meant the naklah or date palm but was too shy to say so. People said to the Prophet, what is the name of that tree, O Messenger of Allah? The Prophet answered tree naklah (An-Naisaburi, 1994)

Education is a human endeavor to broaden his knowledge horizons to shape values, attitudes and behavior.(Suwarno, 2017). As an effort that not only generates great benefits, education is also one of the basic needs of humanity, and people often think that this need does not meet expectations. Education is a conscious and planned effort that aims to create an atmosphere and learning process so that students can actively develop their potential to have spiritual strength, self-control, individuality, and talents needed by themselves, society, the state and the state. Noble morals and skills (Article 1) Paragraph 1 of the Law on the National Education System Number 20 of 2003.(Depdiknas, 2003). The world of education is a tool that cannot be separated from the learning process. In the learning process there are subject teachers (teachers) and learning subjects (students). Teachers who are teaching/educational subjects are practitioners in the field of education. In order for lesson planning to be successful, the teacher plays a very important and pioneering role to support the smooth running of learning activities inside and outside the classroom. Even though teachers will be required to be professional in carrying out their duties as educators. In teaching, teachers are required to provide the best education so that the desired educational goals can be achieved. To see the achievement of teaching and learning activities, it is necessary to evaluate the learning process in schools.

Evaluation can be done in a quantitative or qualitative way. In a quantitative way, it means that the resulting data is in the form of numbers or scores. While the qualitative method means that the information on test results is in the form of verbal statements such as poor, moderate, good and so on. In carrying out evaluation activities, two types of techniques can be used, namely

test and non-test techniques. Test techniques are usually used to collect data on aspects of ability, where we are familiar with, for example, learning achievement tests, intelligence tests, special aptitude tests, and so on. While non-test techniques are usually used to assess other aspects of personality, for example interests, opinions, tendencies and others, where interviews, questionnaires, observations, and so on are used. This study aims to describe evaluation based on school programs.

LITERATURE REVIEW

The meaning of evaluation comes from English, evaluation, which is commonly interpreted with the meaning of interpretation or assessment. Which the verb evaluate, interpreted to assess. The meaning of evaluation in Arabic is called al-Thaqdir which means assessment. The root word is al-Qimah which means value. Thus literally learning evaluation (Educational evaluation = al-Taqdir al Tarbawy) is defined as an assessment in education or an assessment of matters related to educational and learning activities. (Syamsul Arifin, Nurul Abidin, 2021).

One thing that characterizes evaluation is that this process ends with decision making. This decision concerns the value and benefits of the evaluation. Evaluation is broader in scope than assessment, while assessment is more focused on certain aspects that are part of that scope. If the thing being assessed is the learning system, then the scope is all components of learning and the appropriate term for assessing a learning system is evaluation not assessment. If one or several parts/components of learning are to be assessed, for example learning outcomes, the appropriate term to use is assessment, not evaluation. On the other hand, there are also measurement terms. If the evaluation and assessment are qualitative, then the measurements are quantitative (scores/numbers) obtained using a measuring instrument. (Baharun, 2016).

In the broad sense of the meaning of evaluation as quoted by Ngalim Purwanto in Mehrens & Lehmann, explaining is a process of planning, obtaining and providing information that is very necessary for decision alternatives. Evaluation implies, as an assessment tool for teachers to determine the success and achievement of goals after taking place, evaluation has the meaning of gathering information, describing, searching, and presenting information for decision making about the program being implemented. Sax also argues "evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator" training from evaluators.(Hidayat & Asyafah, 2019).

Evaluation uses information on the results of measurements and assessments. The measurement results are in the form of scores (numbers) which are then assessed and interpreted based on rules to determine a person's ability level. The results of this assessment process are then evaluated to determine the level of success of a person or a program. In the world of education, assessing is often interpreted the same as evaluating. The difference between the two words lies in the utilization of information, where assessment

information is the result of measurements, while information in evaluation is in the form of values.

METHODOLOGY

This study uses a type of library research, namely research whose data is obtained from pure literature. (Khatibah, 2011). Data sources come from primary data sources in the form of basic literature on learning evaluation, and secondary data sources as a complement. Analysis of the data used using content analysis. Namely a technique used to analyze and understand text. (Khusnul Auliyah, Suwarno, Uswatun Chasanah, 2021).

RESULTS AND DISCUSSION

1. Evaluation of Islamic Religious Education (PAI) Learning

Islamic religious education material presented in schools is still a lot of repetition with the previous level. In addition, Islamic religious education material is studied separately and is disconnected from other fields of study, so that Islamic religious subjects are not accepted as something alive and responsive to students' needs and challenges of change. Even the presence of Islamic religious education lessons can certainly be boring and less challenging. The Islamic religion learning methodology in schools is conveyed by some teachers in a static-indoctrinative-doctrinal manner with the main focus being cognitively busy teaching religious knowledge and rules, but how to be a good human being: full of compassion, respect for others, care for the environment, hate hypocrisy and lies and so on actually escape attention. (Suwarno, 2016).

From the expressions described above, it can be understood that the implementation of Islamic religious education in schools faces a number of pressing problems to be solved. If not, it is feared that the main mission to be carried out by Islamic religious education will not or will not reach the target. (Suwarno, 2017). Evaluation or assessment is a process carried out by the teacher to find out, understand, and use the results of student learning activities in achieving the goals set. has been established. The assessment process must be based on an interval, not just a moment. This means that evaluation is a collection of a series of measurements that are carried out many times with a specific purpose. Children's learning outcomes obtained through evaluation are not only for the teacher to know and understand, but what is more important is that they can be used for specific purposes such as grade promotion, graduating students and so on. (Harahap, 2022).

Evaluation objectives have two general objectives and specific objectives. General objectives: First, to collect information materials that will be used as evidence regarding the level of development experienced by students, after they have followed the learning process for a certain period of time. Second, to determine the level of effectiveness of teaching methods that have been used in the learning process for a certain period of time. (Saifulloh & Safi'i, 2017).

While the First Special Purpose is to stimulate the activities of students in taking educational programs. Without evaluation, it is impossible to stimulate students to improve and increase their respective achievements. Second, to find the factors that cause the success and failure of students in participating in

educational programs, so that ways of improvement can be sought and found. Arifin noted that the purpose of evaluation in learning is to determine the effectiveness and efficiency of the learning system, whether it concerns objectives, materials, methods, media, learning resources, environment or the assessment system itself. (Bulhayat, 2019).

The specific objectives of learning evaluation are adjusted to the type of learning evaluation itself, such as planning and development evaluation, monitoring evaluation, impact evaluation, efficiency-economic evaluation, and comprehensive program evaluation. Based on the description above it can be understood, in general the evaluation aims to determine the development of students while participating in learning and in order to determine the effectiveness and efficiency of the learning process. As for specifically to stimulate students to improve and improve their achievements and find the factors that cause success and failure of students in participating in educational programs, so that ways to overcome them will be found.(Bararah, 2017).

According to Rosyad, the objectives of the evaluation are: first, Stimulate the activities of students in taking educational programs. Without evaluation, there is no possibility of enthusiasm or stimulation for students to improve and increase their respective achievements. Second, knowing the level of effectiveness of the method used in increasing students' understanding of the subject matter being studied, as well as training courage, and inviting students to recall the material that has been given, and knowing the level of behavior change. Third, knowing which of the students is smart and who is weak, so that the weak are given special attention so that they can catch up with their shortcomings. Fourth, collect information that can be used as a basis for carrying out systematic checks on the educational results that have been achieved and then compared with predetermined goals. (ROSYAD, 2019).

A similar opinion reveals that the purpose of the evaluation is to determine student mastery in certain competencies/sub-competencies after participating in the learning process, to determine student learning difficulties (diagnostic test) and to provide direction and scope for further evaluation development. There are three pedagogical objectives of God's evaluation system of human actions, namely: first, to test the human capacity to have faith in the various kinds of life problems that they experience. Second, to find out how far the results of Islamic education have been applied by Rasulullah SAW. towards his people. Fourth, to determine the classification or levels of Islamic life or human faith, so that it is known that humans are the most noble in the eyes of Allah SWT, namely those who are most pious to Him, humans who are in faith or piety, humans who deny Islamic teachings. (Idrus, 2019).

2. The School Program as the Basis for Evaluation and Assessment of Islamic Religious Education

Learning is one of the core aspects in education, learning in it includes aspects of planning, implementation, and evaluation. Good learning can be known when an evaluation has been carried out, while an evaluation is carried out to determine the extent to which the planned learning objectives have been

achieved. In Islamic education, evaluation has a very important position to measure and assess the extent to which the success of education is carried out. Before evaluating Islamic education, one must first know the nature of Islamic education itself, so that the evaluation process is in line with the domain that must be evaluated. (Jumaeda, 2022).

Islamic education as a process of transferring knowledge, understanding, values and practice of Islam in a planned, systemic and sustainable manner. (Suwarno et al., 2022). In other words, Islamic education is an effort to grow and develop the natural potential of students who are innate from birth into abilities and strengths that can give birth to professional competence. Fitrah here as a tendency (potential) to know, understand and practice Islamic teachings as a servant of Allah Subhanahu Wa Ta'ālā on earth. (Harahap, 2022) Therefore, to determine the achievement of an Islamic education process, it is necessary to carry out a comprehensive and integrated evaluation covering all aspects that must be evaluated. the essence of evaluating Islamic education is the concept of thinking about assessment in the teaching and learning process which has the goal and function of knowing the level of success in achieving the desired educational goals, namely in fostering Islamic personality. (Maslahah, 2011).

Islamic education is an integrated and comprehensive educational concept. Therefore, the evaluation must be integrated, comprehensive and systemic. To ensure the development of the quality of education delivery, it is necessary to carry out a systemic evaluation covering: First, input aspects include content standards, educator standards, educational staff standards, facilities and infrastructure standards. Second, process aspects include process standards, management standards, and educational assessment standards. Third, the output aspect, includes graduate competency standards, in terms of knowledge, skills and attitudes. PAI is a subject that has its own characteristics and is different from other subjects. The characteristic that exists in PAI subjects is that they are always bound by divine values, and that is a core value. Therefore, an integrated and comprehensive evaluation must be carried out covering all the intended domains, both aspects of aqliyah, qolbiyah, and amaliyah. (Solehat & Ramadan, 2021)

Meanwhile, evaluation has a very important position to determine the achievement of Islamic education learning objectives. Evaluation is carried out not only to abort the obligation alone, but there is more value than that, which is related to reckoning. If students already understand the measurement, assessment, and evaluation that must be carried out by themselves, the implication will facilitate and influence the learning process. In terms of its objectives, PAI subjects have a complete goal in understanding science, covering the realms of aqliyah, qolbiyah and amaliyah. Therefore, the evaluation carried out must also cover all of these areas. Meanwhile, the purpose of evaluating PAI learning is aimed at knowing the progress of students while participating in learning so that their effectiveness and efficiency can be determined.

If a learning process is found that is not in accordance with the plan, that is where the role of the PAI educator is to correct and overcome the problems found. In terms of function, evaluation functions to determine and recognize the capacity of educators and students. Improving student achievement, not only in terms of knowledge, but must also be seen in terms of personality and skills. As for educational institutions, evaluation functions as a diagnostic, so that it is known that in order to instill faith, piety, and noble character it is not enough to just rely on PAI subjects, but must be integrated between all educational components in schools. (Suwarno, 2021).

The function of evaluation for PAI learning is as material to support the preparation of learning plans, so that deficiencies are found and then they can be corrected and perfected, as the objectives of PAI learning should be. Evaluation must know how far the progress of PAI learning has been so far, both in terms of aqliyah, qolbiyah, and amaliyah. Don't let every study and evaluation that is carried out only fulfill the formality of job demands, and dry from divine values. However, the evaluation carried out must contribute to making learning changes. (Magdalena et al., 2020).

Evaluation has the function of knowing the results of PAI learning that have been achieved, to see that success must be returned to the learning objectives that have been formulated. Learning outcomes must be relevant to the program goals to be achieved, if irrelevance is found, then evaluation is useful in making improvements both in terms of planning, implementation, and learning outcomes. (Munthe, 2015). After repeated repairs, adjustments and refinements to the PAI learning program are made, a better learning design will be obtained than before. (Suarga, 2019). The scope of the evaluation of PAI learning includes aspects of planning, implementation, and results. Therefore, the scope of the evaluation of PAI learning must be comprehensive and integrated between the learning steps. Evaluation of PAI learning cannot only be determined from the results, but must be seen from the beginning to the end, so that more comprehensive results will be found. The intended domain must include the realms of aqliyah, qolbiyah, and amāliyah. (Casnan et al., 2022).

If PAI evaluation can be carried out effectively and efficiently, the process of building personality can be realized. PAI must be the spearhead in instilling the values of faith, piety, and noble character to students. PAI has a central role in the internalization of religious values, because PAI is the main gate in internalizing Islamic religious values to the Muslim generation. (Musya'Adah, 2018). Furthermore, if the internalization of values is good, then the Muslim generation will be good, and vice versa. (Ismatul Izzah, 2018) The pedagogical goals of the evaluation system for human actions include: First, to test the capabilities of human beings who believe. Second, to find out to what extent the results of the revelation education that had been applied by the Messenger of Allah Sallā Allah 'Alaihi Wa Sallam to his people. Third, to determine the classification of human Islamic life, so that it is known that there are those who believe and are pious and there are those who deny Islamic teachings. (Rahayu, 2019).

The policy of the Minister of Education and Culture, Nadiem Makarim, regarding Freedom of Learning includes (1) national standardized school exams (USBN) developed by each school; (2) The national exam (UN) changes to a minimum competency assessment and character survey; (3) the freedom of educators to design learning implementation plans (RPP); and (4) flexibility in new student admission regulations (PPSB). Nadiem Makarim's Freedom to Learn Policy deserves to be appreciated, especially with the background of the Minister of Education and Culture who is not from the world of education being able to provide a policy breakthrough that is felt by various groups to be able to bring progress in Indonesian education. One focus of improvement in the Merdeka Learning policy is on the aspect of learning assessment. Learning assessment is a vital element in education, through this assessment it is then known to what extent students' competency standards have been achieved, which is then carried out by developing learning models to improve student competence on an ongoing basis. Authentic assessment seems to be an assessment model that will continue to be used in the future, this assessment has the characteristics of being flexible, based on real-life problem solving, multiple evaluation designs, and assessment of all aspects of student competency. The PAI learning evaluation design has different characteristics from the content of other subject evaluation models. This difference is based on the existence of divine aspects in learning activities. The divine concept has 3 main domains namely 'aqliya, 'amaliya, and qalbiya.

CONCLUSION

Evaluation in PAI learning must be carried out in a comprehensive and integrated manner. The position of evaluation is very important in PAI learning, because evaluation occupies a very central position to determine the success of the learning process. Evaluation is carried out to determine the effectiveness and efficiency of learning carried out, its function is to determine the capacity of educators and students, so that improvements can be made if there are indeed factors that are not optimal in the learning process.

Evaluation of Islamic Religious Education learning in schools must be carried out continuously, comprehensively, and integratedly. Thus, PAI educators must be able to evaluate the developmental behavior of students in the aspects of aqliyah, qolbiyah, and amaliyah. Therefore the researchers concluded that the development of PAI learning evaluation must be designed by combining authentic assessment with learning characteristics in Islamic concepts. Evaluation of the achievement of cognitive, affective, and psychomotor competencies is directed at achieving a balance of dhikr, thought and good deeds.

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