



Evaluation of Islamic Religious Education Learning Based on Local Wisdom

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ABSTRACT

This research aims to analyze the evaluation of learning based on Islamic Religious Education (PAI). This research is included in the type of library research, namely research that analyzes content related to the opinions of experts and researchers that have been published regarding the evaluation of learning in PAI subjects based on local wisdom. Secondary data sources were obtained through books and journal articles as well as other sources relating to the policies of the government of the Republic of Indonesia regarding PAI curriculum and learning. Selecting literature that is relevant to the content of this research, namely evaluation of PAI and local wisdom-based learning, as well as the implementation of both in learning. Next, analyze the literature to assess the extent to which it provides an understanding of the evaluation of PAI learning based on local wisdom. Aims to determine the suitability of the concept and application of local wisdom-based learning for PAI teachers. The findings of this research are that local wisdom-based PAI learning evaluations have a positive impact in achieving learning goals, helping teachers and educational institutions understand the strengths and weaknesses of learning, so they can continue to improve the process. The integration of local wisdom in PAI learning does not only focus on cognitive aspects, but also builds strong morals and culture in students, not only serves to assess the effectiveness of materials and methods, but also to understand the extent to which students can link religious values with the culture they live in. The results of this evaluation will provide valuable information for teachers in achieving PAI learning goals.

Keywords: *Evaluation, PAI Learning, Local Wisdom*

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INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and spiritual values of students. Along with developments over time, Islamic Religious Education learning approaches need to undergo innovation to be more contextual and relevant to everyday life (Dalimunthe, 2023). One approach that is developing is learning Islamic Religious Education based on local wisdom, namely religious values are integrated with the culture and traditions of the local community (Sukeriyadi & Duraesa, 2023), or vice versa. Integrated starting from setting goals to evaluating the implementation of learning.

PAI learning based on local wisdom not only teaches religious teachings textually, but also invites students to understand and apply religious values in the context of their daily lives (Azizah Putri Irmayanti, et.al, n.d.). Through the integration

of local traditions and culture, students can more easily understand religious teachings in a form that is closer to their experience. For example, in a society that has a tradition of mutual cooperation, the values of togetherness and mutual assistance can be linked to Islamic teachings about *ukhuwah* (brotherhood) and social care. This approach is also able to enrich students' insight, not only about religion, but also about the importance of maintaining and preserving local culture as part of national identity. However, the implementation of PAI learning based on local wisdom certainly requires proper evaluation. It is important to ensure that this approach remains in accordance with religious principles and does not conflict with universal Islamic values. On the other hand, evaluation can provide input for teachers and schools in developing more effective and innovative teaching methods, so that educational goals can be achieved optimally.

The PAI learning approach based on local wisdom has a number of advantages that support the development of students' character and spiritual understanding (Khatimah, 2024). This approach makes religious learning more relevant to the context of everyday life, so that students more easily understand and apply religious values in their environment. The integration of religious teachings and local culture creates more contextual learning, allowing students to see the direct connection between Islamic principles and their life practices (I Fahriyah, n.d.). So religion is not only seen as something theoretical, but also has a real role in social life.

From a pedagogical perspective, this approach facilitates more interactive and collaborative learning. Students are invited to explore religious values through local traditions, such as mutual cooperation, deliberation, or other local wisdom. This can increase students' active involvement in the learning process, so that they not only receive information passively, but also appreciate and apply the values taught. However, critical analysis also needs to be carried out on the challenges that arise in implementing local wisdom-based PAI learning. One of them is the risk of bias or distortion of religious teachings if the local wisdom applied is not in line with Islamic values (Khairil Anwar, n.d.). Therefore, the role of competent teachers is needed in selecting and combining local elements with religious teachings so that they remain in accordance with Islamic law.

Teachers must also have a deep understanding of religious teachings and local wisdom in order to be able to prepare a curriculum that is balanced and does not deviate from religious principles (Nafiah Nur Sofiah Rahmah, et.al, n.d.). In addition, an evaluation analysis of the effectiveness of this approach is also important. Effectiveness can be measured from several indicators, such as increased spiritual understanding, social behavior that reflects religious values, and student involvement in activities based on local wisdom (Sholeh et al., 2023). Continuous evaluation will provide a clearer picture of the extent to which this approach is successful in achieving educational goals, as well as improving and developing more innovative methods in the future. PAI learning based on local wisdom not only enriches students' learning experiences, but also has great potential to shape better character if implemented properly and evaluated regularly.

METHODS

This research is included in the type of library research, namely research that analyzes content related to the opinions of experts and researchers that have been published regarding learning evaluation in Islamic Education subjects based on local wisdom, in literature studies in the form of books and journal articles and other

sources relating to the policies of the government of the Republic of Indonesia regarding the curriculum and learning of Islamic Religious Education. The data sources for this research consist of PAI learning evaluation theories and concepts and the concept of local wisdom. This research was carried out in the stages of identifying secondary research sources, selecting literature that was relevant to the content of this research, namely evaluation of Islamic Religious Education learning and local wisdom-based learning, as well as the implementation of both in learning. Next, analyze the literature to assess the extent to which it provides an understanding of the local wisdom-based PAI learning evaluation that was carried out. This aims to determine the suitability of the concept and application of local wisdom-based learning for Islamic Religious Education teachers. Followed by systematically compiling research findings, to provide a comprehensive picture of the state of PAI learning and local wisdom in various learning contexts, to draw conclusions.

RESULTS AND DISCUSSION

1. Evaluation of Islamic Religious Education Learning Based on Local Wisdom

Local wisdom is knowledge, norms and values that have developed in society from generation to generation and become an integral part of their lives (Hidayatloh, 2019). Local wisdom can be used as a teaching resource that enriches religious learning material (Erna, et,at, n.d.). For example, in Javanese society, Islamic teachings can be integrated with cultural values such as "mutual cooperation," which is in line with the concept of *ukhuwah Islamiyah* in Islam. Local wisdom can also strengthen students' understanding of religious values through an approach that is closer to their daily lives (Iswatiningsih, 2019). Local traditions and culture that contain elements of virtue, such as deliberation, mutual respect and tolerance, can be linked to Islamic teachings which emphasize the importance of justice, equality and harmonious social relations. This will make students not only study religion as an abstract science, but also see the real relevance of these teachings in maintaining balance and harmony in social life.

Integrating local wisdom in PAI learning can also foster a sense of pride in local cultural heritage while still upholding Islamic principles. This condition can encourage students to develop an identity that is firmly rooted in the religious and cultural values they adhere to. For example, in Minangkabau society, the traditional values "*adat basandi syarak, syarak basandi kitabullah*" show how culture and Islamic teachings can complement and strengthen each other. Utilizing local wisdom as a teaching resource can also be a means for teachers to create more contextual and interesting learning experiences (Satutik Rahayu, et.al, n.d.). Through local stories, proverbs, or cultural practices that are relevant to religious teachings, teachers can provide concrete examples of how Islamic values are applied in everyday life. This will help students make connections between religious teachings and their real lives, so that religious learning becomes more applicable and meaningful.

However, it is also important to ensure that local wisdom integrated into PAI learning remains in line with universal Islamic teachings. Teachers must have the critical ability to select local values that are relevant and in line with Islamic principles, so that learning can have a positive impact without causing contradictions with religious teachings.

This local wisdom-based approach aims to make learning material easier to understand and apply in everyday life (Siti Sriyati, et.al, n.d.), because students are faced with a familiar and relevant context. It is hoped that students can more easily internalize religious values and implement them in social life. This approach also has

the potential to build bridges between religious values and positive local culture, so that students not only understand religious teachings from a theoretical perspective, but also from a practical and contextual perspective. When learning material is delivered with local wisdom in mind, students will be more involved emotionally and intellectually because they see how religious teachings live and develop in their own society.

PAI learning is no longer abstract or far from their reality. On the other hand, religious teachings become closer and more relevant, because they are conveyed through real examples that they encounter in everyday life. This can also strengthen a sense of belonging to religious values, because students feel harmony between the teachings they learn and the culture and traditions that have become part of their life identity (Mutia Sari, et.al, n.d.). This local wisdom-based approach can increase the sense of togetherness and mutual respect between students (Agus Salim et.al, n.d.). When they learn how religious values are integrated with local culture, they also learn to respect and understand the differences in traditions between local communities (Wahyuni et al., 2022). This can strengthen social relations and foster an attitude of tolerance, in line with Islamic teachings which prioritize the principle of mutual respect in social life (Saihu & Aziz, 2020).

The integration of local wisdom in PAI learning not only enriches the learning process, but also equips students with a broader and deeper understanding of how they can implement religious teachings in diverse cultural and social contexts. Students are expected to become individuals who are not only intellectually intelligent, but also have strong character and are able to contribute positively to society. Ki Hadjar Dewantara stated that education must be rooted in the culture and local wisdom of the community (Hikmasari et al., 2021). Ideal education is education that not only transfers knowledge, but also shapes character by utilizing the richness of local culture. In the PAI context, this principle can be applied by integrating religious values with local culture to strengthen students' identity and spiritual values. Meanwhile, Paulo Freire argued that education must connect knowledge with the social reality of students to make it more meaningful (Aridlah Sendi R, n.d.). In PAI learning based on local wisdom, Islamic religious teachings connected to local culture can make learning more relevant, so that students are better able to understand and apply religious values in real life. Meanwhile, Zamroni stated that learning based on local wisdom is a form of educational innovation that can strengthen the character of students. Zamroni emphasized that local cultural values collaborated with religious education can foster religious attitudes that are more concrete and close to everyday life (Zamroni, 2019). He also believes that this approach is able to foster pride in local identity while still maintaining religious principles.

2. The Importance of Evaluation of Local Wisdom-Based Learning

Learning evaluation is a systematic process carried out to assess the effectiveness and efficiency of the learning process, as well as the achievement of educational goals. In PAI learning based on local wisdom, evaluation is important to ensure that this method really has a positive impact on students (Nita Nurdiana. et.al, n.d.). Evaluation of local wisdom-based PAI learning does not only focus on the final results or output of learning, but also on the process of how students internalize and apply the religious values learned (Khatimah, 2024). This evaluation includes an assessment of students' conceptual understanding of religious teachings (Arifin et al., 2021), as well as the extent to which they are able to relate it to the local cultural values

being taught (Nurjannah, 2024). The evaluation carried out must be holistic, covering cognitive, affective and psychomotor aspects.

Evaluation can be used to identify strengths and weaknesses in implementing local wisdom-based methods (Yuliatin et al., 2023). For example, does this approach really help students understand religious concepts better, or does it actually cause confusion if local values are not in line with religious teachings? Proper evaluation will provide valuable feedback for teachers in perfecting their teaching methods, both in terms of material, delivery, and how to integrate local wisdom with Islamic teachings.

Evaluation is also important to measure the long-term impact of this approach on student behavior and character. After learning, do students show positive changes in attitudes and actions that reflect local religious and cultural values? Are they more sensitive to their social environment and able to implement values such as mutual cooperation, deliberation and tolerance in line with Islamic principles? By involving various evaluation instruments, such as written tests, observations, interviews, and portfolios, the assessment process can provide a more comprehensive picture of the effectiveness of local wisdom-based PAI learning (Rahmawati, 2023). The results of this evaluation are not only useful for students and teachers, but also for educational policy makers to continue to develop and perfect innovative and contextual learning approaches, according to the needs of students and society. Evaluation of local wisdom-based PAI learning includes several aspects, including:

a. Relevance of Material to Local Wisdom

This evaluation aims to assess the extent to which the PAI material presented has been integrated with local wisdom existing in the local community. Is the material relevant to students' daily lives and can students understand and relate it to religious values? This evaluation also aims to see whether the teaching methods used are effective in helping students connect religious teachings with the local cultural context. A local wisdom-based approach should be able to make PAI material easier to understand, so that students not only memorize religious concepts, but are also able to apply them in everyday social interactions. For example, students must be able to relate the value of mutual cooperation that lives in their society with Islamic teachings about *ukhuwah* and mutual assistance.

A good evaluation will also assess the level of students' understanding of the balance between religious teachings and local cultural practices. This is important to ensure that the application of local wisdom does not conflict with universal Islamic values. For example, evaluation can see whether students understand that although local traditions are recognized and respected, religious values must remain the main basis for action. Evaluation must include a critical assessment of students' abilities to sort out which cultural practices are in accordance with Islamic teachings and which need to be corrected or avoided. This evaluation is also important in assessing the extent to which the application of local wisdom in PAI learning has had a positive impact on the formation of students' character (Wati et al., 2024). Do they become more appreciative of positive local traditions, while still practicing true religious values? (Pratama et al., 2024). Evaluation also needs to see whether PAI learning based on local wisdom is successful in fostering a sense of togetherness, tolerance and social responsibility among students (Khatimah, 2024).

By carrying out comprehensive and ongoing evaluations, teachers can obtain a clear picture of the effectiveness of the learning methods used, as well as how this local wisdom-based approach can continue to be developed to make it more

relevant and meaningful for students. The results of this evaluation can also be used as a basis for improving curriculum and teaching strategies in the future.

b. Effectiveness of Using Local Wisdom

The evaluation was carried out to see whether the use of local wisdom in learning succeeded in increasing students' understanding of Islamic religious teachings. For example, whether it is easier for students to understand the concept of religious teachings through a cultural approach that is familiar to them. The evaluation also assesses the extent to which local wisdom is able to strengthen the connection between religious teachings and students' daily lives. By using familiar cultural examples, such as local traditions or customs, students are expected to be able to more quickly understand and absorb Islamic values. For example, the value of helping each other in local culture can be used as a medium to explain the concept of *ukhuwah Islamiyah*, so that religious teachings feel more real and relevant for students.

Through evaluation, you can also consider whether the local wisdom-based approach is successful in creating a more meaningful learning experience. Students are not only invited to understand religious teachings textually, but also how they can apply them in the social context they experience every day. For example, students can see how the concepts of justice, togetherness, or leadership in Islam are applied in social life, through the tradition of deliberation or mutual cooperation. Evaluation functions to measure changes in students' attitudes and behavior after implementing this approach. Are they more motivated to practice religious teachings in social life? Are they starting to apply local wisdom values that are in line with Islamic teachings, such as respecting parents, helping each other, and protecting the environment? So it is hoped that this evaluation will not only measure cognitive understanding, but also have affective and social impacts on learning.

On the other hand, the evaluation must examine whether there are obstacles or challenges in implementing local wisdom in PAI learning. Are there difficulties in aligning local values with universal Islamic principles? These findings are important to ensure that the integration of local wisdom in learning remains relevant and does not deviate from true religious teachings. Thus, the evaluation results will provide comprehensive insight for the development of more effective and contextual learning methods.

c. Increasing Religious Attitudes and Behavior

The main aim of PAI learning is to shape students' religious character. The evaluation aims to see whether learning based on local wisdom is able to improve students' religious attitudes and behavior, both at school and in their social environment. Apart from that, the evaluation also functions to measure whether the local wisdom-based approach is effective in strengthening the application of religious values in students' daily lives. Through the integration of local wisdom, such as mutual cooperation and deliberation, evaluation can assess whether these values are not only understood in theory, but also internalized and implemented in real behavior.

On the other hand, evaluation aims to see long-term changes in students' character. PAI learning based on local wisdom is not only expected to produce a deep understanding of religion, but also to form good habits that are reflected in daily behavior. For example, after undergoing this learning, students will be more diligent in worshiping, care more about each other, and maintain more

harmonious relationships with the surrounding environment. Evaluation includes analysis of how students respond to moral challenges in their social environment by referring to local religious and cultural values. Are they better able to deal with social conflicts in a wise manner, in accordance with Islamic principles and local wisdom values? This is an important indicator to measure the impact of PAI learning on the development of students' attitudes of tolerance, leadership and social responsibility. Through evaluation, teachers and education managers can also gain insight into the effectiveness of the teaching methods applied. If the evaluation results show a positive increase in students' religious attitudes and behavior, then the local wisdom-based approach can be considered successful. On the other hand, if the results are less than satisfactory, steps can be taken to adjust the learning methods to make them more relevant and in line with the expected goals of religious character education.

d. Active Participation of Students

Evaluation measures the level of student participation in the learning process. Learning based on local wisdom should make students more active because they are exposed to contexts that are close to their daily lives. This level of participation can be assessed from their involvement in discussions, questions and answers, or learning practices.

3. Evaluation Method

There are several evaluation methods that can be used in the teaching and learning process, including Islamic religious education lessons in assessing learning based on local wisdom, including:

- a. **Written Tests and Evaluations.** Written tests can be used to assess the extent to which students understand the religious concepts being taught. In this context, test questions can combine relevant local wisdom elements to measure students' understanding more comprehensively.
- b. **Observation.** Observations are carried out to assess students' religious behavior outside the classroom, such as their participation in religious activities or how they apply Islamic values in everyday life. This observation can be carried out by teachers, parents or community leaders.
- c. **Portfolio.** A portfolio is a collection of students' work that reflects their understanding of the material being taught. In local wisdom-based learning, this portfolio can be in the form of reflections, writing, or other creative works that link religious teachings and local cultural values.
- d. **Interviews and Questionnaires.** Interviews and questionnaires can be used to get direct feedback from students and parents. Through interviews, teachers can assess how students respond to learning and whether they feel this approach helps in understanding religion.

4. Challenges in Evaluation

Even though PAI learning based on local wisdom has many advantages, its evaluation still faces several challenges. One of the challenges is the difference in local wisdom in each region, making it difficult to create a uniform evaluation instrument. In addition, not all teachers have a deep understanding of local wisdom where they teach, which can affect the quality of integration of local wisdom in learning.

Another challenge is how to ensure that local wisdom applied in learning remains in line with universal Islamic teachings. Some local values or traditions may have elements that are not in accordance with Islamic principles, so care needs to be taken in selecting and integrating them into learning. If teachers are not careful in

selecting relevant local wisdom, this could potentially cause confusion for students regarding the boundaries between cultural values and religious teachings.

Limited resources and support in terms of developing local wisdom-based curricula are also an obstacle. Not all schools have access to relevant materials or adequate training for teachers to master and apply this approach well. As a result, the implementation of PAI learning based on local wisdom may not be optimal, and evaluation of its impact will be less accurate.

Another challenge that arises is designing evaluation methods that cover all aspects of local wisdom-based learning. Because local wisdom is contextual and unique to each region, evaluation must be flexible and adaptive, adapting to the socio-cultural background of students. This requires an evaluation instrument that not only assesses cognitive understanding, but also changes in students' attitudes, behavior and ability to apply religious values that are integrated with local culture.

Overcoming this challenge requires collaborative efforts between the government, education managers and local communities in formulating comprehensive and contextual guidelines. Teachers also need to be provided with more intensive training regarding the integration of local wisdom in PAI learning, so that they not only understand religious teachings, but also the local wisdom that exists in their area. In this way, local wisdom-based PAI learning evaluations can be more accurate and reflect the achievement of expected educational goals.

Evaluations carried out regularly allow education managers to see long-term developments in students' attitudes and behavior, in other words evaluations can be an indicator of the success of educational learning goals which are expected to grow individuals who are not only academically intelligent, but also have integrity, a sense of empathy and social responsibility. This is very important in the context of PAI learning which prioritizes human values and spirituality. In addition, good evaluations can also inspire innovation in teaching practices. Teachers get clear feedback on what is working and what needs improvement, they can have more confidence to apply creative and contextual teaching methods. This also creates a more dynamic learning atmosphere, where students feel actively involved in the learning process, so that it is easier for them to internalize religious and cultural values. Finally, by prioritizing comprehensive evaluation in PAI learning based on local wisdom, students can appreciate the cultural richness around them. This integration makes education more holistic, where students are equipped with relevant knowledge, skills and attitudes to face global challenges in this modern era, while still adhering to strong religious values.

CONCLUSION

Evaluation of PAI learning based on local wisdom is very important to ensure this approach can have a positive impact in achieving learning goals. A good evaluation can help teachers and educational institutions understand the strengths and weaknesses of this approach, so they can continue to improve the learning process in the future. The integration of local wisdom in PAI learning can provide a new color in education that not only focuses on cognitive aspects, but also builds strong morals and culture in students. The evaluation process not only functions to assess the effectiveness of materials and methods, but also to understand the extent to which students can relate religious values to the culture they live in. The results of this evaluation will provide valuable information for curriculum development that is more responsive to the needs and characteristics of local communities.

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