



Designing Learning Evaluation Islamic Education

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This evaluation must be carried out continuously, comprehensively, and using various assessment instruments so that the data obtained is valid and reliable. Teachers, as the implementers of the evaluation, are required to have the ability to design appropriate instruments, process evaluation data, and apply objective, practical evaluation principles that involve students. Evaluation is an important activity carried out by educators in the learning process. With evaluation, educators can improve their competence in class management, both in choosing learning methods, media, teaching materials, and so on that can motivate students to learn. In addition, with evaluation, educators can find out the level of success of their students. Therefore, educators must carry out evaluation activities correctly. However, in reality, there are still many educators who have not carried out the evaluation process properly, especially in elementary schools. One of the causes is the lack of knowledge that educators have about the evaluation itself. So that knowledge is needed about the concept, role of evaluation and procedures for implementing evaluation in order to obtain evaluation results that can describe the actual condition of students. This article is compiled through a literature study method, which includes collecting information from various literature related to the topic of learning evaluation. The findings of this study underline that appropriate evaluation can support the achievement of learning objectives effectively, assist teachers in optimizing teaching strategies, and improve the quality of student learning outcomes.

Keywords: Evaluation, Learning, Islamic Education

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INTRODUCTION

Islamic religious education is one of the lessons in the institution education, not only theoretical, but also equipping students with practical experience. In general, PAI develops three aspects in learning, namely affective, cognitive, and psychomotor. In the implementation Islamic Religious Education learning, learning evaluation is something that must be implemented, with the aim of obtaining data to describe the level of development students after carrying out learning, and also to find out the level of effectiveness of learning that has been implemented.

Evaluation is very important in education. Changes in the curriculum paradigm have implications for the evaluation or assessment paradigm, therefore, teachers are required to have adequate understanding and ability both conceptually and practically in the field of learning evaluation to determine whether the mastery of competencies as learning objectives has been successfully mastered by students or not (Sanjaya,2011).

Assessment is an integral part of learning. By conducting an assessment, teachers as managers of learning activities can find out the abilities of students, the appropriateness of the teaching methods used, and the success of students in achieving the competencies that have been set. Based on the results of the assessment, educators can make the right decisions to determine the steps that must be taken next. Therefore, evaluation must be carried out in a planned and systematic manner, so that the decisions taken by teachers are not wrong due to lack of preparation and planning in carrying out the evaluation of learning. In this case, E. Mulyasa emphasized that a good evaluation is carried out only if it is based on a good plan (Mulyasa,2004). To obtain accurate information, evaluation must be carried out systematically using evaluation principles. Important evaluation principles are valid, practical, accurate and implemented in accordance with procedures. Evaluation work has its own procedures, evaluation procedures will provide a fairly clear picture of the systematic evaluation work in general. If we already have a systematic picture of the evaluation work framework, it will be easier for us to build an evaluation system that can be accounted for.

At this time, Islamic Religious Education teachers should be aware of their duties as teachers and also as evaluators. There are several things that are quite important in carrying out the function of an evaluator for a teacher, namely:

1. Evaluation must be carried out on all aspects of student development, including cognitive, affective and psychomotor aspects.
2. Evaluation must be carried out continuously.
3. Evaluation is carried out using various assessment instruments.
4. Evaluation must be carried out openly by involving students as evaluators (Sanjaya,2011).

To be able to carry out the four things above, teachers need to understand the theory and techniques of assessment. Some of the abilities that teachers must have in order to carry out the role as evaluators include:

1. Teachers need to have the ability to design various evaluation instruments.
2. Teachers must have the ability to process data as part of the evaluation process carried out.

METHOD

This article is written using a literature study research method. Literature study is a series of activities related to the method of collecting library data, reading and recording and processing research materials (Mestika,2018). Literature study can also be said as an activity to collect relevant information related to a topic or problem that is the object of discussion. The data collection technique is by reviewing books, articles or other sources that are related to the topic of discussion, namely learning evaluation.

RESULTS AND DISCUSSION

Learning evaluation consists of the words evaluation and learning. Evaluation comes from the word evaluation in English, has the basic word value which means value. From the word value, the word assessment is formed which is often used as an equivalent of evaluation, even though conceptually, the word assessment is not a translation of the word evaluation (Ismail,2020).

Evaluation has a broad meaning. There are several opinions about the meaning of evaluation. According to Wand and Brown, evaluation is an action or process to determine the value of something (Fitriyani,2020). Stufflebem, et al. state that evaluation is the process of describing, obtaining and presenting useful information to assess decision alternatives (Ismail,2020). Evaluation can also be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment (Mahirah,2017). Based on expert opinion on the definition of evaluation, it can be concluded that evaluation is a structured and systematic process to assess and make decisions on something based on certain criteria.

Learning evaluation is an evaluation activity carried out by educators during the learning process to determine the development of their students and the extent of the success of learning in the classroom that the educator applies.

In carrying out evaluations, there are several principles that are used as a basis so that the process and results can be maximized, namely:

1. continuity

Evaluation must be carried out continuously or continuously during the learning process because learning is also a continuous activity. This is done so that the evaluation results obtained can clearly describe the actual state or development of students;

2. comprehensive

In carrying out an evaluation, teachers should assess all aspects of the students, including cognitive, affective and psychomotor aspects;

3. fair and objective

This means that in the evaluation process all students must be treated equally without differentiating between one and another. In addition, teachers must also be objective in assessing student abilities, according to data and facts, and as they are without reducing or exaggerating. Because in reality, evaluation is not the result of manipulation and engineering;

4. practical,

This means that the evaluation tool is easy to use by teachers and others who will use the tool, so it is necessary to pay attention to the language and instructions for working on the questions. In addition, the cost of organizing the evaluation is not too expensive.

5. cooperative,

Teachers or educators should work together with all parties, such as parents, school residents, and students themselves so that all parties feel satisfied with the evaluation results;

6. valid and reliable

In producing an evaluation that is in accordance with the facts, the evaluation tool used must be valid and reliable. Valid means that the evaluation tool is made in accordance with the desired evaluation objectives and is able to measure the aspects to be measured. An evaluation tool (test) is said to be valid if the test can measure the learning outcomes to be measured. For example, to measure speaking skills, the test used must be in oral form. This is also related to the test made by the educator must be in accordance with the competency indicators that have been set in the learning process.

Evaluation activities are carried out through several stages of activity, including: planning, implementation, results, and follow-up. This aims to ensure that the evaluation carried out is in accordance with needs, efficient, systematic and accountable.

Evaluation must be planned well, so that in its implementation the learning evaluation can be carried out properly and the results are useful for further learning development.

Planning evaluation is intended so that the results obtained from the evaluation can be maximized. This planning is important and even affects the evaluation procedure as a whole. Evaluation planning is carried out to facilitate data collection, so that it is possible to make valid statements about the influence of an effect or that appears outside the program, practice, or policy being studied (Arifin,2011). In planning learning evaluation, teachers have a crucial role to ensure that the evaluation conducted is able to measure the achievement of student competencies accurately and relevantly. For this reason, mature and systematic evaluation planning is essential. The following are the steps that must be taken by teachers in designing an effective evaluation:

1. **Conducting a Needs Analysis**

The first step in planning an evaluation is to conduct a needs analysis of students. Teachers need to understand the characteristics and learning profiles of each student in order to design an appropriate evaluation. This needs analysis aims to ensure that the evaluation conducted is able to measure the achievement of learning objectives as a whole. As expressed by Hamzah B. Uno and Nurdin, teachers' understanding of students' needs is very important to provide effective and useful educational services. By knowing students' needs, teachers can adjust the right evaluation to be more relevant to learning objectives.

2. **Determining Evaluation Objectives**

Determining the evaluation objectives is a very important stage, because the evaluation objectives provide a clear direction in the process of measuring learning outcomes. These evaluation objectives guide teachers to know what they want to achieve in the evaluation, how to measure these achievements, and ensure that the evaluation results are able to reflect the development of students. For example, in the subject of Islamic Religious Education, if the learning objective is for students to be able to memorize QS At-Tin, then the evaluation is directed to measure students' memorization abilities. Without clear objectives, evaluation can lose direction and be ineffective.

3. **Identifying Competencies and Learning Outcomes**

Once the objectives are determined, the teacher needs to identify the specific competencies and learning outcomes to be assessed. This identification aims to ensure that the evaluation reflects the achievement of the planned competencies. For example, if the expected competency is the ability to memorize and understand the verses of the Qur'an, then the evaluation must cover these aspects in detail.

4. **Compiling Question Grids**

The preparation of the question grid is the next step. This grid must represent the learning aspects in the curriculum and be a guide for teachers to assess the learning components being measured. A good question grid is one that is easy to understand, in accordance with the predetermined indicators, and represents the evaluation objectives. With the grid, the evaluation will be more systematic and focused.

5. **Developing a Draft Evaluation Instrument**

After the grid is complete, the teacher begins to draft the evaluation instrument that will be used, whether in the form of questions, observations, or other forms of assessment. This draft must be adjusted to the evaluation objectives that have been set, both for cognitive, affective, and psychomotor aspects. For example, to measure psychomotor abilities, teachers can compile practical tasks that are in accordance with the competencies being assessed.

6. **Conducting Trials and Question Analysis**

The evaluation instrument trial is an important step so that teachers can find out the level of difficulty of the questions and the effectiveness of the evaluation tools that have been prepared. This trial can be conducted on colleagues or several students who are used as samples. The results of the trial will help teachers analyze the questions to see whether the questions are in accordance with the needs or need to be revised.

7. **Revise and Assemble New Instruments**

Based on the trial results, teachers can revise the evaluation instrument. This process ensures that the instrument is appropriate for use and is able to measure student competencies according to learning objectives. This revision includes fixing difficult questions, using language that is easier to understand, and adjusting to the desired indicators.

By implementing the steps above, teachers can build an evaluation system that is accurate, structured, and in accordance with learning objectives. Good evaluation not only measures student learning outcomes, but also becomes a reflection tool for teachers to assess the effectiveness of the learning strategies implemented. This allows teachers to provide more effective follow-up in supporting the development of students to the maximum.

CONCLUSION

Evaluation activities in Islamic Religious Education (PAI) learning play a very important role in assessing student development comprehensively, which includes cognitive, affective, and psychomotor aspects. Through structured evaluation, teachers can obtain in-depth information about students' abilities in understanding and practicing the religious values taught. In addition, this evaluation is a reflection tool for teachers to assess the effectiveness of the learning strategies that have been implemented, so that they can continue to improve and perfect teaching methods.

In conducting evaluation, teachers need to prioritize the basic principles of evaluation, such as validity, continuity, comprehensiveness, fairness, and objectivity. Evaluation should also involve student participation so that the results obtained reflect the real situation and build a sense of responsibility in students towards their learning development.

An effective evaluation process involves several stages, including analyzing student needs, which aims to understand the characteristics and learning profiles of students so that the evaluation is relevant and meaningful. Furthermore, the teacher determines the evaluation objectives specifically, in order to be able to measure competency achievement clearly. The next step is to compile a question grid as an assessment guide and ensure that each question component reflects the learning objectives to be achieved. After that, the teacher needs to develop an evaluation instrument that is in accordance with these objectives, including instrument testing and revision so that the evaluation tool is truly accurate and meets standards.

By implementing planned and systematic evaluations, teachers can ensure that the evaluations carried out are able to provide a real picture of student competencies, as well as being a reflection tool for teachers to continue to improve the quality of learning. Good evaluations not only measure student learning outcomes, but also become the basis for decision making to provide appropriate follow-up, in order to support optimal and sustainable student learning development.

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