

## The Role of Islamic Religious Education Learning Evaluation (Study at SMP 2 Colomadu Karanganyar City)

Hidayah Rochandhito<sup>1</sup>, Nurul Latifatul Inayati<sup>2</sup>

<sup>1</sup> Universitas Muhammadiyah Surakarta; [g000200123@student.ums.ac.id](mailto:g000200123@student.ums.ac.id)

<sup>2</sup> Universitas Muhammadiyah Surakarta; [nl122@ums.ac.id](mailto:nl122@ums.ac.id)

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### ABSTRACT

The purpose of the study was to determine the assessment of PAI learning in SMP 2 Colomadu Karanganyar technical evaluation conducted at SMP 2 Colomadu Karanganyar This type of research is a qualitative descriptive study, data collection techniques using observation, interviews, and documentation techniques. Data analysis techniques use inductive and deductive frameworks. The results of the study, namely the implementation of the evaluation is taken from the results of daily tests, midterm exams and final exams evaluation management includes planning, managing the implementation of organization and evaluation. Technical Evaluation of PAI Learning leads to the cognitive domain, affective domain and psychomotor domain. evaluation of PAI Learning techniques applied in SMP 2 Colomadu Karang anyar non-test techniques SMP 2 Colomadu Karang anyar This type of research is a qualitative descriptive study, data collection techniques using observation, interviews, and documentation techniques. Data analysis techniques using inductive and deductive frameworks. The results of the study, namely the implementation of the evaluation is taken from the results of daily tests, midterm exams and final exams of the semester evaluation management includes planning, management of organizational implementation and evaluation. Technical evaluation of PAI learning leads to the cognitive domain, affective domain and psychomotor domain.

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### Corresponding Author:

Hidayah Rochandhito

Universitas Muhammadiyah Surakarta; [g000200123@student.ums.ac.id](mailto:g000200123@student.ums.ac.id)

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## INTRODUCTION

Learning evaluation is very necessary in teaching and learning activities, because evaluation is part of learning planning. In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 57 paragraph (1), evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including students, institutions, and education programs. (INDONESIA, 2006) With the evaluation of learning, teachers will find it easier to obtain information and data on the success of students, as well as a measuring tool for continuing the next learning. In addition,

evaluation is also useful for knowing what methods can be used by teachers when they want to carry out teaching and learning activities. (Dkk, 2020)

According to: Wand and Brown (1957) evaluation as "referring to the act or process of determining the value of something" Evaluation refers to a process for determining the value of something being evaluated. (Hamdi, 2020) Meanwhile, according to Guba and Lincoln, evaluation is a process of giving consideration to the value and meaning of something that is considered. (Suardipa & Primayana, 2020) From this concept, there are two things that characterize evaluation. First, evaluation is a process. This means that in an evaluation implementation, it should consist of various actions that must be taken. (Ananda, Rusydi, Tien Rafida, 2017) Thus evaluation is not a result or product, but a series of activities. Second, evaluation is related to giving value or meaning. This means that based on the results of evaluation considerations whether something has value or not. In other words, evaluation can show the quality that is being assessed.

For one purpose evaluation is important, but it may not be useful for another purpose, therefore a teacher must be familiar with the various purposes of evaluation and the conditions that must be met so that they can plan and conduct evaluations wisely and appropriately. (Magdalena, Ina, Hadana Nur Fauzi, 2020) A good evaluation must meet the requirements of: 1) valid, 2) reliable, 3) objective, 4) balanced, 5) discriminating, 6) norm, 7) fair, 8) practical. (Priyanto, 2016)

Assessment is one component of the learning system, where assessment is the final activity that must be carried out to determine the success or achievement of the desired learning objectives, because it is an action or a process to determine the value of something or to determine the value of the learning success of students after they have experienced the learning process for a certain period. (Priyanto, 2016) In addition, evaluation is also referred to as an assessment process to describe the achievements made by a learner in accordance with predetermined criteria.

Hamalik's opinion explains that evaluation is carried out by every educator which is an ongoing process of collecting and interpreting to assess decisions made in designing a learning system. The evaluation formulation has three implications, namely: First, evaluation is a continuous process, not only at the end of teaching but starting before learning is carried out. (Ananda, Rusydi, Tien Rafida, 2017) until the end of learning. Secondly, the evaluation process is always directed towards a specific goal, namely to get answers about how to improve learning. Third, evaluation requires the use of accurate and meaningful measurement tools to gather the information needed to make decisions.

In the field of education, evaluation is a process that deals with the collection of information and data as evidence to determine the level of learning progress, and can be detected in the future. Evaluation carried out by educators is one of the efforts to determine the level of ability of students as well as making it easier to control the course of the assessment process, and serves to control all activities carried out at school. Islamic Religious Education lessons have a very important role in human life, and become a guide in efforts to realize a meaningful, peaceful and dignified life. It contains values that can be developed through education, both in the family, school and community environment. Islamic Religious Education (Al-Islam) organized in schools is a process which in its development is a family of subjects taught in schools and universities.

In the assessment activities of Islamic Religious Education (Al-Islam) it is the same as other subjects. To find out the success of students, an assessment is also carried out through ev. (Fauzi & Andriani, 2023). Teachers conduct assessments starting from the implementation of learning activities to the end of learning activities, such as conducting pretests and posttests, conducting daily tests, conducting mid-semester tests (UTS) and end-of-semester exams which are carried out at the end of the learning process, even performance assessments (appearance) when discussion and presentation activities are carried out, besides that independent assignments or group assignments given to students. (Suharsini Arikunto., 1986) Likewise, Islamic education, in its development seeks to foster a Muslim person who is combined in terms of spiritual, physical, spiritual, emotional, intellectual and social, so that noble morals are embedded, and can make a complete human being, trying to make humans as khalifah fil al-ardh, responsible and still serve Allah, especially in the face

of technological developments in the global and modern era as it is today, which can affect human life. (Fitriyani, Ema Dwi, Abu Mansur, 2020) So Islamic education must be maintained intact. However, in reality, Islamic Religious Education learning subjects in schools are still less attractive to students, and are still less successful in shaping positive behavior in students because of the monotonous nature of learning, then the weak methodological aspects mastered by the teacher which is the cause of the low quality of learning. In addition, the evaluation plan planned by the teacher is less considered in its implementation in the event that when he wants to teach the teacher has prepared a lesson plan and assessment in his activities. This is certainly very influential in the success of student learning in the classroom. (Febriyanti, Eka, Fajri Ismail, 2022)

In developing the evaluation of the teacher's ability is very much demanded in accordance with technological developments, as in SMP 2 Colomadu in Karanganyar city using test and non-test evaluations, namely written tests and oral tests. (Alimron et al., 2023) This tool is used to assess the success of students in mastering concepts, while practical tests are used to assess students in mastering practices such as the implementation of worship (prayer) or reading the Koran memorization and psychomotor. As for assessing the attitude of students in schools using non-test assessment tools, namely by observing the attitudes and behavior of students at school during the teaching and learning process. (Sukirman et al., 2023) Assessment in Al-Islamic subjects is carried out not only in teaching and learning activities in the classroom, but also outside the classroom, such as moral assessment of students while in the school environment, the implementation of prayer services scheduled at zuhur prayer time, memorization of short letters that must be followed by students, and other activities related to Islamic religious subjects in SMP 2 Colomadu Karanganyar City.

The purpose of this study was to describe the exploration of the Implementation of Islamic Religious Education Teachers on the implementation of learning evaluations, especially in the subject of Aqidah Akhlak. Ulul, Ahmad Syaiful, title Implementation of Islamic Religious Education Learning Evaluation. The purpose of this study was to determine the stages in the implementation process of the Computer-based test starting from the implementation stage and the results of the implementation of the test evaluation (Study of SMP 2 Colomadu Karanganyar city). This type of research is qualitative phenomenology. The results of this study indicate that, 1) planning the evaluation of student learning outcomes offline, namely technical planning of the system, making an implementation schedule, entering teacher and student data, preparing facilities and infrastructure, conducting training. 2) implementing includes several stages. (Martina, Martina, Nyayu Khodijah, 2019) The purpose of the study was to determine the evaluation of Islamic Religious Education Learning in SMP 2 Colomadu Karanganyar and the technical evaluation of religious education learning carried out in SMP 2 Colomadu Karanganyar.

The benefits of this research at SMP 2 Colomadu (1) Adding to the author's knowledge about the evaluation of Islamic religious education learning (Al-Islam) at SMP 2 Colomadu (2) As a scientific contribution to SMP 2 Colomadu Karanganyar city. (3) To develop thoughts related to the development of learning evaluations that must be considered and mastered by Islamic Religious Education teachers in SMP 2 Colomadu Karanganyar city.

## METHODS

This type of research is descriptive qualitative research because it is intended to describe, analyze, and present the actual situation that occurs at the location of the research area in the school. (Meleong, 2007) To the Islamic religion teacher about the evaluation of Islamic religious education learning in SMP 2 Colomadu Karanganyar city in the implementation of the research, it is hoped that the author can obtain the data needed in this study. The data sources referred to in the study are primary data, namely data sources collected directly from the main source, namely the Xth grade Islamic Religious Education teacher at SMP 2 Colomadu Karanganyar city and secondary data, namely supporting data sources obtained from books, journals. The data collection technique uses a triangulation technique which means to analyze the results of observations, various interviews with

principals, teachers, staff / employees, and students. Data analysis techniques use inductive and deductive frameworks or analyze data that is not in the form of numbers using only thinking patterns. Ahmad Wahyu Hidayat, *Ideology of Islamic Education in the Curriculum (Studi Kasus Sma It Abu Bakar Yogyakarta)*, 2019.

## FINDINGS AND DISCUSSION

The interview was conducted on December 27, 2022 against the Islamic Religious Education (Al-Islam and Kemuhmadiyah) teacher at SMP 2 Colomadu while the interview was conducted on December 27, 2022 against the Islamic Religious Education teacher at SMP 2 Colomadu Karanganyar. In the process of evaluating Islamic Religious Education learning carried out at SMP 2 Colomadu Karanganyar, the teacher makes an evaluation plan for Islamic Religious Education learning. (Syarnubi et al., 2019) Learning evaluation planning is a series of decisions taken to determine the extent to which teaching objectives have been achieved by students. In planning the evaluation of PAI learning in SMP 2 Colomadu Karanganyar, teachers pay attention to several things such as: (a) the purpose of carrying out the evaluation, (b) Developing grids, (c) Writing test questions and analyzing questions, (d) Revising and assembling questions. The implementation of PAI learning evaluation at SMP 2 Colomadu Karanganyar is taken from the results of daily tests, Midterm Tests and End of Semester Tests and for grade promotion the assessment is taken from the implementation of the evaluation at the end of even semester. The implementation of the evaluation carried out by the teacher means how to carry out an evaluation in accordance with the evaluation plan, both using tests (written tests, oral tests and action tests) and non-tests. (Arief, 2017) In the implementation of these tests and non-tests, they will differ from one another. In practice, the implementation of learning outcomes tests can be held in writing, orally or by action. (Syarnubi, 2019a) In oral tests, test questions are asked orally and answered orally as well. As for the action test, the form of the test question is the giving of orders or tasks that must be carried out by the testee and the way the assessment is carried out on the process of completing the task and the final results achieved after carrying out the task. The management of PAI learning evaluation in SMP 2 Colomadu Karanganyar city is carried out on planning management, implementation management, organizational management and evaluation management. Management is carried out by converting standard scores into values, either in the form of letters or numbers and analyzing questions.

The aspects assessed in the evaluation of PAI learning in SMP 2 Colomadu Karanganyar city are cognitive, affective and psychomotor aspects. The cognitive domain includes knowledge, which is the level of ability that requires students to be able to recognize or know the existence of concepts, principles, and facts. (Poerwanti, 2015) Comprehension, which is the level of ability that requires students to understand or understand the lesson material conveyed by the teacher. (Aris, Ika Evitasari, 2021) Application, which is the level of ability that requires learners to use general ideas. Analysis, which is the level of ability that requires learners to decompose a certain situation or situation into its constituent elements or groups.

Synthesis, which is the level of ability that requires learners to produce something new by combining various factors. Evaluation, which is the level of ability that requires students to be able to evaluate a situation, condition, statement or concept based on certain criteria. (Syarnubi, 2019b) The affective domain, namely the internalization of attitudes that point towards inner growth and occur when students become aware of the values received, then take an attitude so that it becomes part of themselves in forming values and determining behavior. (Susandi, 2017) The affective domain consists of several levels of ability, namely: ability to accept, ability to respond, assess, and organization. The psychomotor domain, which is the ability of learners related to body movements or parts, ranging from simple movements to complex movements. (Qomari, 2008)

Changes in movement patterns take at least 30 minutes. Muscular or motor skills, including: demonstrating movement, showing results, jumping, gesticulating, performing. Manipulations of materials or objects, including: repairing, arranging, cleaning, shifting, moving, shaping. Neuromuscular coordination, including: observing, applying, connecting, coupling, combining,

fitting, cutting, pulling, and using. (Sa'diya, Lida Khalimatus, 2020) The evaluation techniques for PAI Learning carried out at SMP 2 Colomadu Karanganyar city are test and non-test techniques. Tests: carried out by means of written tests and oral tests (using android) and on written tests already using edumu. Non-test is done by means of interviews of worship practices, portopolio and observation. (Rukajat, 2018)

The forms of tests that are often used in the teaching and learning process can essentially be grouped into 3 groups, namely: (Sopian, 2016) (a) Oral test. This test is often used by classroom teachers to evaluate their students by asking them questions. The results can be used by the teacher to add factors that determine the student's final grade. (b) Written test is a type of test where the questions and answers are done in writing. There are 2 types of written tests including: 1). Essay tests (subjective) and 2) Objective test. There are various kinds of objective tests, including true-false tests, multiple choice tests, matching tests and completion tests. (c) Behavior or action tests. Non-test evaluation instruments can be used if we want to know the quality of the process and product of a job as well as matters relating to effective domains such as attitude, interest, talent and motivation. The forms are Observation (Observation), Interview (interview), Questionnaire (Questionnaire).

## CONCLUSION

Islamic Religious Education Learning Evaluation carried out in SMP 2 Colomadu Karanganyar city runs well because all teachers make (a) Islamic Religious Education learning evaluation planning, (b) the implementation of Islamic Religious Education learning evaluation in SMP 2 Colomadu Karanganyar city is taken from the results of daily tests, Midterm Tests and End of Semester Tests and for class promotion the assessment is taken from the evaluation at the end of even semester, (c) Management of Islamic Religious Education learning evaluation in SMP 2 Colomadu Karanganyar city is carried out on planning management, implementation management, organization management and evaluation management. Technical Evaluation of Islamic Education Learning implemented in SMP 2 Colomadu Karanganyar city leads to three domains, namely the cognitive domain, affective domain and psychomotor domain. Islamic Education Learning evaluation techniques implemented in SMP 2 Colomadu Karanganyar city are test and non-test techniques. Tests: carried out by means of written tests and oral tests using android and on written tests already using edumu. Non-test is done by means of interviews, worship practices, portopolio and observation.

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