Management of PAI Learning Evaluation Activities at SMP Negeri 1 Pleret

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Abstract

Introduction to The Problem : Evaluation of Islamic religious learning in schools is an important aspect in improving the quality of education. Effective and diverse evaluation methods are needed to ensure that students understand the material taught and are able to apply it in everyday life. However, challenges in the implementation of Islamic learning evaluation are still often faced, including in terms of planning, implementing, and supervising evaluation. **Purpose** : The purpose of this study is to understand more about the process of planning, implementing, and evaluating Islamic religious learning in a school, focusing on the use of qualitative techniques in data collection and analysis. This study aims to provide insight into how the evaluation process can be optimized to improve the effectiveness of Islamic religious learning. **Design/methods/approach**: Penelitian ini menggunakan pendekatan kualitatif, dengan teknik pengumpulan data melalui wawancara terstruktur dan dokumentasi. Informan utama adalah guru PAI dan siswa, serta dokumen terkait dengan proses evaluasi pembelajaran. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. **Findings** : The results showed that PAI learning evaluation planning at SMP Negeri 1 Pleret was carried out through workshops or seminars, where all educators were invited to obtain an overview of how to teach students. Teachers are required to plan learning evaluation activities independently, including semester programs, lesson plans, annual programs, and syllabi, which must be based on three domains of student assessment: cognitive, affective, and psychomotor. Teachers conduct direct supervision of learning evaluation activities in class and CCTV assistance outside the school. **Research implications/limitations**: This research provides important implications for education practitioners in terms of planning and implementing the evaluation of Islamic religious learning. However, this study has limitations in terms of the number of samples and geographical scope, which can affect the generalizability of the results. **Originality/value** : This research adds new insights into how the evaluation process of Islamic religious learning can be optimized through a qualitative approach. The results of this study are expected to provide references for future research and practical contributions for education practitioners in improving the quality of Islamic religious learning.

Keywords : Management, Evaluation, Islamic Education Learning.

Introduction

Management is a variety of manners that include planning and coordinating every individual who works together to the supervision stage to achieve a goal effectively and efficiently (Wahab & Islam, 2022). Management in learning is the totality of educators in transferring knowledge to students from planning to assessment (Fitri & Rahmat, 2018) to realize quality students following learning objectives (Maliki & Erwinsyah, 2020). An educator or teacher must have skills in managing learning, one of the final stages of evaluating the teaching (Wahab & Islam, 2022). Management is necessary to learn activities properly (Setiawan, 2021).

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Evaluation is a structured stage to collect, describe, interpret, and present data to be used as a benchmark (Mustamiin et al., 2021) for decision-making(Maliki & Erwinsyah, 2020). Evaluation can be interpreted as a kind of tip for providing information or determining the level of measurement results by comparing the results in the form of a questionnaire with specific criteria (Saputra, 2020). The determination of the assessment is a measure of the success of student learning (Afandi & Irawan, 2013). Thus, education must be able to measure students' achievement levels to find out how far the educational process has been carried out (Mustaqim, 2018).

Educators are the primary human resources (Fitri & Rahmat, 2018) responsible for every learning activity (Ningrum et al., 2022). Learning is an educator's effort in the process of transferring knowledge. These efforts include three core stages: planning, process, and evaluation of learning (Maliki & Erwinsyah, 2020). Thus, evaluation activities are also included, which educators must master (Zainal, 2012) and are inseparable from learning activities (Mustamiin et al., 2021). Evaluation in an educational institution, especially in the learning process, is critical (Ningrum et al., 2022). Quality improvement in educational institutions will be realized if the learning evaluation management process runs well (Ningrum et al., 2022). The evaluation results can determine the direction of better learning (Mustaqim, 2018).

Quality is evaluating value and meaning (Asrul et al., 2015). Evaluation in learning aims to obtain explicit data about students' learning achievements so that educators can follow up on their learning outcomes (Maliki & Erwinsyah, 2020). Through this follow-up, students can continue learning to the upper level (Saputra, 2020); thus, whether or not the success and failure of learning can be guessed from the evaluation (Anwar, 2014).

The Law on the National Education System, Number 20 of 2003, explains that: "Education evaluation is an activity of controlling, guaranteeing, and determining the quality of education on various components of education at every path, level, and type of education as a form of accountability for education implementation" (Mustaqim, 2018). Management of evaluation activities is a benchmark for understanding something well-planned so that the plan is directly proportional to reality (Wahab & Islam, 2022). Learning evaluation management systematizes prelearning activities to know what is considered necessary, both strengths and weaknesses, to do the best during learning activities in the field (Saputra, 2020).

Islamic Religious Education (PAI) transfers Islamic values to human life (Hermawan, 2012). Islamic Religious Education is also an effort to guide and improve the physical, intellectual, and soul of students as a whole based on the view of Islamic teachings, which aims to produce religiously obedient students (Anwar, 2014). Islamic Religious Education as a subject is also feasible to manage the evaluation system (Anwar, 2014). Research on the management of learning evaluation activities has been conducted by (Setiawan, 2021), which focuses on Integrated Islamic Al-Ulum Junior High School, Medan. In this paper, the researcher explains the management of learning evaluation activities specifically for Islamic Religious Education subjects at SMP Negeri 1 Pleret. Then, (Purbasari & Nurmawati, 2022) in their article examined the Communication Patterns of Islamic Religious Education Teachers and Students at SMP Negeri 1 Pleret, while the current researcher is researching the evaluation management of Islamic Religious Education teacher learning activities at SMP Negeri 1 Pleret.

This research is considered necessary to study because learning evaluation is a means for an educator to know the ability of students objectively so that it can determine a follow-up to students. Thus, this research is expected to be helpful and help educators understand and implement PAI learning evaluation for students.

Literature Review

Recent research on the evaluation of Islamic learning in schools highlights the importance of using various question/test models in the evaluation process. The study shows that written tests, oral tests, and practice tests become important tools in assessing students' comprehension, memorization, and practical skills, such as calligraphy and prayer movements. Question forms used in daily assessment, end-of-semester, and grade advancement exams include multiple choice, analysis/essays, and short descriptions, showing variations in the assessment methods used.

Planning for the evaluation of PAI learning at SMP Negeri 1 Pleret is carried out through workshops or seminars, where all educators are invited to get an overview of how to teach students. The result of this workshop is that teachers are required to plan learning evaluation activities independently, including semester programs, lesson plans, annual programs, and syllabi, which must be based on three domains of student assessment: cognitive, affective, and psychomotor. This suggests that careful planning based on clear assessment standards is essential in improving the effectiveness of learning evaluation.

Direct supervision of classroom learning evaluation activities and CCTV assistance outside of school demonstrate the school's commitment to ensuring transparency and integrity in the evaluation process. This supervision includes daily assessments, midterm assessments, and end-of-semester assessments, as well as special exams such as school exams, where schools bring in supervisors from outside the school, such as the Ministry of Religious Affairs (Kemenag) and the Special Region of Yogyakarta (DIY), and also use CCTV to support supervision. This suggests that external surveillance and modern technology can be effective tools in ensuring compliance with evaluation standards and learning quality.

Overall, this study provides a comprehensive overview of the process of planning, implementing, and evaluating Islamic religious learning in a school. The focus on using qualitative techniques for data collection and analysis suggests that this approach can provide deep insights into the dynamics of learning and evaluation in the school environment. The study suggests that a similar approach could be applied in the context of Islamic religious learning and other fields of study to improve the effectiveness and efficiency of the evaluation process.

Methods

The research approach used is qualitative. According to Sugiyono, it explains that a qualitative approach is an approach based on the philosophy of postpositivism to examine a natural object. Data collection techniques use triangulation and inductive data analysis to produce results that emphasize generalization. Meanwhile, according to Moleong, a qualitative approach can be interpreted as an approach taken to determine the occurrence of phenomena in a research subject by describing using language and words and utilizing natural context methods. From some of the above opinions, it can be concluded that a qualitative approach is an approach to understanding and knowing the phenomena that occur in a subject or object of research; then, the results obtained are described in words and language and emphasize generalization.

The data collection technique uses two methods, namely interviews and documentation. Interview data collection techniques using structured interviews, namely what to ask, have been prepared as research instruments in writing using a notebook. The informants in this study were PAI teachers and students.

From the interview, the results and information about the planning of Islamic learning evaluation, the implementation of Islamic learning evaluation, and the supervision of Islamic learning evaluation were obtained. Researchers' documentation seeks data on things that can support what is researched according to the object seen, which is sourced in pictures and people, as for what can be documented, namely an overview of the school.

Data analysis techniques use data reduction, data presentation, and conclusion drawing. First, data reduction. According to Sugiyono, data reduction is data obtained in the field and recorded carefully and in detail. Then, summarize and select the primary data and discard unnecessary data. Second, data presentation is a brief description that can connect between appropriate categories or make narrative text. Third, the conclusion, namely temporary initial findings, will change if no substantial evidence or data supports the following data. However, if the initial conclusions can be supported by valid and consistent evidence and data, then these conclusions can be interpreted as credible.

Result

The researcher interviewed the resource person, Mrs. Maherlina Muna Ayu Hana, S.Pd, as the Islamic Religious Education Teacher, which resulted in several parts, namely as follows:

1. Learning Evaluation Activity Planning

The PAI learning evaluation planning process at SMP Negeri 1 Pleret is carried out through workshops or seminars. All educators are required to attend the workshop with the principal. In the workshop, educators are coached or guided so that they can have a view from socialization on how to evaluate students in learning at school.

After running the workshop or training, the output is that teachers are required to independently plan learning evaluation activities, such as semester programs (prose), lesson plans (app), annual programs (porta), and syllabi. The planning of learning evaluation activities must be based on the three domains of student assessment: cognitive, affective, and psychomotor. Finally, after all these elements have been established, it can be submitted to the principal to be legalized with his signature.

In evaluation planning, teachers must make grids on specific assessments, such as midterm assessments (pts) and end-of-semester assessments (pas), because teachers must complete the questions. Thus, students can prepare to be evaluated

2. Implementation of Learning Evaluation Activities

In implementing learning evaluation activities, teachers, in assessing students, determine several models of questions/tests, such as written tests, oral tests, and practical tests, and then make them into portfolios. Teachers usually use written tests to assess students in terms of understanding in daily classroom learning. Teachers usually use oral tests to assess student memorization. Teachers generally use practical tests to determine calligraphy drawings and practice prayer movements, recitations, and other parts of religious practice.

The form of questions in the implementation of the grade promotion exam (ukk), endof-semester assessment (pas), mid-semester assessment (pts), daily assessment (ph) is multiple-choice, analysis or essay, and short description. For the daily assessment, the teacher who makes the questions is the teacher himself. In contrast, the end-of-semester assessment (pas) and mid-semester assessment (pts) in the odd semester are the Consultation of Subject Teachers (MGMP) of Bantul Regency, while in the even semester specifically for grade seven (7) from the subject teacher himself and grades eight (8) and nine (9) from the Principal Work Conference (MKKS).

In implementing learning evaluation activities, three domains of learner assessment (cognitive, affective, and psychomotor) are considered. The mental side focuses on students' level of knowledge or understanding in the classroom, so several forms of tests above can be used. The affective side focuses on the attitude or behavior of students so that the teacher in the evaluation process is by direct observation or observation by the teacher in class and assessment between friends. From the psychomotor side, it focuses on student's skills so that the teacher can use them in the evaluation process as practical tests.

In implementing the learning evaluation, teachers also use technology in education as a form of innovation to facilitate teachers' work. Quizizz, Google Classroom, and Google Forms are the most commonly used technology.

The follow-up of a teacher if in the implementation of evaluating students finds students who are less than the minimum standard of learning achievement or minimum provision criteria (km) is that students are asked to rework (remedy) by re-reading literature or books to recall the material that has been delivered before. Not only do teachers work on questions that have been asked, but teachers also sometimes use other questions according to the child's ability.

3. Implementation of Learning Evaluation Activities

Regarding learning evaluation activities, teachers directly supervise the course of learning evaluation activities in the classroom and CCTV assistance outside the school. Direct classroom supervision includes daily assessment (ph), mid-semester assessment (pts), and end-of-semester assessment (pas). However, in specific exams such as school exams (us), the school brings explicitly in supervisors from outside the school, namely from the Ministry of Religious Affairs (Kemenag) and Yogyakarta Special Region (DIY).

Discussion

1. Planning learning evaluation activities

All aspects of human activity must begin with the planning stage, one of which is planning learning evaluation activities in schools. Evaluation of learning must be planned to organize the process that will be carried out in the field. Planning in learning evaluation focuses on elements made by educators before implementing learning (Revita & Fitri, 2019)

The planning process is usually held by gathering those obliged in one place. The gathering is commonly called a workshop or training. Workshop activities are intended so that educators can know, prepare, and deepen in conducting learning evaluations (Aslam et al., 2021). (Mahfud et al., 2019) found that training or workshops significantly impact teacher competence. In their research, (Rachmadtullah et al., 2021) also revealed that training increased understanding related to learning evaluation to the preparation of instruments. In their research, (Usman et al., 2022) found that workshop activities intended for educators can improve skills in developing learning evaluation models. Workshops also help maximize the various tools used in learning evaluation, such as technology in education (Asriadi et al., 2022).

After carrying out workshops or training, educators are expected to independently make outcomes through syllabi, lesson plans, semester programs, and annual programs.

The syllabus is a direction of what must be achieved to achieve the learning objectives and methods. In addition, the syllabus also contains what assessment techniques should test the extent of learning success (Suyitno, 2022). The syllabus includes subject identity, time allocation, competency standards, essential competencies, achievement indicators, learning objectives, subject matter, learning methods, learning steps (beginning, core, and end), learning resources, and assessment criteria (Zulaikhah, 2020).

Lesson plans, commonly referred to as lesson plans, are all aspects of preparing teaching materials (Afriyanti & Riza, 2022).). Lesson plans are developed from the syllabus to direct student learning activities to achieve Basic Competencies (KD) (Revita & Fitri, 2019). The content of the lesson plan includes development steps starting from subject identity with a clear label in the form of school type, subject, class/semester, meeting, time allocation, Competency Standards, Basic Competencies, achievement indicators, learning objectives, learning methods, references, assessment criteria, which are derived from the syllabus (Syafruddin, 2022). Thus, lesson plans are intended to direct the learning process in the field.

The Semester Program is an activity plan (outline) that must be carried out by the teacher in the current semester for face-to-face activities, which include Basic Competencies, topics, and sub-topics, Determining the number of hours in each week column and the number of face-to-face sessions per week for subjects, Allocating time according to the needs of topics and sub-topics in the week and month columns and Making notes or information for parts that require explanation(Ariani, 2022). The semester program outlines teaching and learning activities made within one semester by considering the annual program and the time allocation for each week (Astuti, 2018).

The annual program outlines teaching and learning activities within one year by considering effective weeks (Astuti, 2018). the yearly program is prepared to determine the number of hours needed to achieve essential competencies (Ariani, 2022).

A grid is a format in the form of a matrix containing the scope of material content used as a guide for writing or assembling questions into a test (Parni, 2020). The question grid is made to assist teachers in compiling question items and organizing the distribution of the difficulty level of the questions so that all components of the question are measured correctly and accurately (Istikhomah, 2021). One of the ways to make a question grid is by analyzing students' cognitive, affective, and psychomotor domains (Kasim, 2022).

The cognitive, affective, and psychomotor domains as the basis for assessing learners are also called Bloom's taxonomy. The cognitive domain of learners includes the behavior of learners shown through intellectual aspects, such as knowledge and thinking skills. The psychomotor domain can be reviewed through aspects of absolute actualization or practical application. The affective domain of learners can be checked through moral elements, which are shown through the feelings, values, motivation, and attitudes of learners (Magdalena et al., 2020)

2. Implementation of learning evaluation activities

Learning evaluation activities are implemented by constructing items for daily assessments, mid-semester assessments, end-of-semester assessments, and grade promotion exams. The tests are written, oral, and objective (multiple choice). Written tests, often called paper and pencil tests, are tests that require answers from students in written form (Zainal, 2012). Generally, written tests conducted in schools are short descriptions and free descriptions/essays; generally, objective tests conducted in schools are multiple choice.

Essay form tests are a type of test that requires answers that are discussion or elaborate words (Afandi & Irawan, 2013). In a brief or limited description, students must express or answer questions limited by certain limitations or scope (Zainal, 2012). Short descriptions are questions that require answers in the form of words, numbers, sentences, or symbols, and the answers can only be judged as correct or incorrect (Afandi & Irawan, 2013). Due to each learner's different thinking processes and imagination, this limited description can guide students' thoughts toward a particular focus. Free description: Students can express opinions according to their abilities (Zainal, 2012). Meanwhile, objective tests are a form of test that requires students to choose the correct answer among the possible answers that have been provided (Zainal, 2012). One type of objective test is multiple choice. Multiple choice questions are a form of test that has one correct or most appropriate answer (Afandi & Irawan, 2013) from several other answer choices.

Of the two forms of questions above (multiple choice and description) which are generally used in schools, (Ahmad, 2015) in his book "Teaching Book for Learning Evaluation," suggests several benefits of these forms of questions as follows:

a) The advantages of the multiple choice question form, namely easy and fast assessment, are that it can cover a broad scope of material/material and reveal low to high cognitive levels.

b) The advantages of the description question form, among others, can measure the ability to organize thoughts, analyze problems, and express ideas in detail.

In addition to written tests, educators use oral tests. Oral tests are carried out by holding questions and answers directly between educators and students. The advantages are: can assess the ability and level of knowledge possessed by students, attitudes, and personalities because it is done directly; for students whose thinking ability is relatively slow so that they often experience difficulties in understanding the question statement, this form of test can help because students can ask directly for clarity of the question in question; test results can be directly known by the educator. (Wulan & Rusdiana, 2014).

In the psychomotor domain, educators use action tests. Action or practice tests demand answers from students in the form of behavior, actions, or actions under the supervision of examiners who will observe their performance and make decisions about the quality of the learning outcomes they produce or show (Asrul et al., 2015). On the affective side, students

can also use this action test (Wulan & Rusdiana, 2014) using educators to observe student behavior in learning directly.

To increase the effectiveness and efficiency of learning evaluation activities, they need to be supported by a system that can support learning evaluation (Mustamiin et al., 2021), such as technology in education. The advancement of information technology can integrate the world of life with digital, which can impact various fields of life, one of which is the field of education (Usman et al., 2022). Quizizz, Google Classroom, and Google Forms are platforms that are being widely used as learning evaluation systems in schools.

Quizizz is a fun learning evaluation application. Learners can directly see their position with their friends on the leaderboard. Quizizz also provides data and statistics on student performance through Excel spreadsheets and helps educators track students' correct answers (Putri & Jauhariyah, 2021). Quizizz, a platform for implementing learning evaluations, can make students work on evaluation questions. The display of questions is more attractive by combining music when working on questions, and teachers can monitor all student answers and work, including student grades (Ariyanto et al., 2023).

Google Classroom as a learning evaluation tool is an application or website that facilitates every assessment of the tasks that the teacher has given, and students send tasks that have been completed with the advantage that students can see the file storage (Google Drive), which is automatically arranged neatly. (Dewi & Afriansyah, 2022).

Google Forms is a website that can also be used as a learning evaluation tool. Educators can utilize Google Forms to conduct quizzes/tests on students or trainees through the devices they use (smartphones, tablets, or laptops). (Amalia, 2019).

If the results of the learning evaluation find students who score less than the standard, remediation must be carried out. Learning outcomes that are considered successful are those that can achieve the specified KKM. If the learning can achieve the predetermined KKM, it means it has succeeded. However, if the learning has not reached the predetermined KKM, the learning has not been considered successful. Likewise, if student learning outcomes are low, it shows that the learning has not been successful (Afandi & Irawan, 2013). The determination can be done by giving tests to students (Ahmad, 2015),), which has been discussed by the researcher above.

3. Supervision learning evaluation activities

In the course of learning evaluation activities, supervision is needed. Supervision in the education process is integral to improving the quality of learning activities in the school environment (Setiawan, 2021). Supervision can also improve the quality of student learning (Setiawati, 2021), such as minimizing existing cheating, such as cheating.

Conclusion

PAI learning evaluation planning at SMP Negeri 1 Pleret is carried out through workshops or seminars. The elements involved are all educators together with the principal, where teachers are guided to have a view of how to evaluate learning in students at school. After that, teachers are required to independently make both the annual program (prota), semester program (prosem), and Learning Implementation Plan (RPP) and syllabus. The content of the learning evaluation must look at the cognitive/knowledge, psychomotor/skill, and affective/attitude/behavioral sides of students.

In assessing students, teachers use several forms of tests, such as written tests, oral tests, and practice, and then use them as a portfolio. The form of questions in the implementation of daily assessments (ph), midterm assessments (pts), end-of-semester assessments (pas), and grade promotion exams (ukk) is multiple-choice, analysis/essay, and short description. For the daily assessment (ph), the subject teacher is the one who makes the questions, while the mid-semester assessment (pts) and the end-of-semester assessment (pas) in the odd semester are from the Bantul Subject Teacher Conference (MGMP), then in the even semester specifically for grade 7 from the

class teacher, and grades 8-9 from the principal's work meeting (MKKS). Follow-up from a teacher if the student's score is less than the KKM when PTS and PAS students are asked to do the questions again (remedy) by reading the book first.

Teachers directly supervise the course of learning evaluation in the classroom, such as daily assessments, midterm assessments, and end-of-semester assessments. However, in specific exams, such as school exams, the school explicitly brings supervisors from outside, namely the DIY Ministry of Religious Affairs, to supervise, and there is also a CCTV to support supervision at school.

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