



EVALUATION IN ISLAMIC LEARNING EVALUASI DALAM PEMBELAJARAN AGAMA ISLAM

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ABSTRACT

Learning evaluation in Islamic religious education has a crucial role in ensuring the achievement of expected educational goals. Evaluation is not just a data collection process, but a structured action that measures the overall success of the education process. Evaluation aims to analyze learners' learning achievements and make data-based decisions that support learning management, planning and improvement. Evaluation principles such as continuity, comprehensiveness, objectivity and fairness must be applied by educators to make evaluation effective and on target. This article outlines the definition, function and principles of learning evaluation and highlights the role of teachers in conducting evaluation as a basic competency. Thus, good implementation of evaluation can improve the quality of education and ensure that learners can achieve maximum development in aspects of knowledge, skills and attitudes.

Keywords: evaluation, islamic, learning, religious

ABSTRAK

Evaluasi pembelajaran dalam pendidikan agama Islam memiliki peran yang krusial dalam memastikan pencapaian tujuan pendidikan yang diharapkan. Evaluasi bukan sekadar proses pengumpulan data, melainkan tindakan terstruktur yang mengukur sejauh mana keberhasilan proses pendidikan secara menyeluruh. Evaluasi bertujuan untuk menganalisis capaian belajar peserta didik dan membuat keputusan berbasis data yang mendukung pengelolaan, perencanaan, dan perbaikan pembelajaran. Prinsip-prinsip evaluasi seperti kontinuitas, komprehensif, objektivitas, dan keadilan harus diterapkan oleh para pendidik agar evaluasi berjalan efektif dan sesuai sasaran. Artikel ini menguraikan definisi, fungsi, dan prinsip-

prinsip evaluasi pembelajaran, serta menyoroti peran guru dalam melaksanakan evaluasi sebagai kompetensi dasar yang wajib dimiliki. Dengan demikian, implementasi evaluasi yang baik dapat meningkatkan kualitas pendidikan dan memastikan bahwa peserta didik dapat mencapai perkembangan maksimal dalam aspek pengetahuan, keterampilan, dan sikap.

Kata-kata kunci: *Evaluasi, Pembelajaran, Agama Islam*

A. INTRODUCTION

Education has an important role in advancing a country. The future of a country is said to be safe if it is in the midst of an educated society. Islamic education is a form of human effort to mature students so that they are able to become human beings and are responsible for themselves, others, and the surrounding creatures. Efforts to mature learners have a broad meaning, such as; transfer of knowledge and transfer of skills, guidance and direction of mastery of knowledge, skills and personality development, moral attitudes and so on. Learners are not only children who experience the process of growth and development, but also as adult humans who are learning knowledge and skills. (Ahmad Syar'i, 2005: 4).

In Islamic education, the purpose of education is the center of all educational processes. So that all components in Islamic education such as curriculum, methods, and processes that take place must always be adjusted to the objectives of Islamic education. The success or failure of the output of education can be seen from the results of the evaluation carried out. Such is the importance of the evaluation process in education. Of course, related to this, Islamic education has a heavy task, one of which is to develop the potential of human nature to form inasan kamil. So to find out the quantity and quality of students, an evaluation needs to be held.

In evaluation, there is a need for techniques and goals to lead to success in the learning process and education as a whole. A good evaluation must be based on the objectives set based on previous planning and then actually endeavored by the teacher for students. No matter how good the evaluation is, if it is not based on the goals that have been set, it will not achieve its goals.

Evaluation and assessment are very important processes in Islamic religious education. This component is a competency that must be mastered by teachers, this is in line with their duties and responsibilities in learning, namely evaluating learning including carrying out assessments of learning processes and outcomes. These competencies are also in line with the teacher ability assessment instrument, one of the indicators of which is to evaluate learning. There are many more models that describe the basic

competencies that teachers must master. This shows that in all models the basic competencies of teachers always describe and require the ability of teachers to evaluate learning, because the ability to evaluate learning is a basic ability that every teacher or prospective teacher absolutely must have

B. DISCUSSION

1. Definition of Evaluation.

In this section The term Evaluation comes from the English "Evaluation" which means the action or process of determining the value of something. Edwin Wandt and Gerald W. Brown: Evaluation refers to the act or process of determining the value of something. (Suharsimi Arikunto, 1993).

One of the important components to see success in education is evaluation. The success or failure of Islamic education in achieving its goals can be seen after evaluating the output produced (Jalaludin, 1994: 60). If the results are in accordance with what is set out in the objectives of Islamic education, then the educational effort can be considered successful. But if on the contrary, then this is considered a failure. Therefore, evaluation in a broad scope can be interpreted as an effort made to determine the level of success and weakness of an Islamic education process (with all components involved in it) in achieving the aspired educational goals (Nizar, 2002: 77).

Evaluation can be defined as a planned activity to determine the state of an object using an instrument and the results are compared with a benchmark to obtain a conclusion. The main function of evaluation is to examine an object or situation to get the right information as a basis for decision making. In accordance with the opinion of Grondlund and Lin, learning evaluation is a process of collecting, analyzing and interpreting information systematically to determine the extent of achievement of learning objectives. (Mudjiono Dimiyati, 2002).

According to 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, programs and education. (Sulthon, Moh. Khusnuridlo, 2006). In a broad sense, evaluation is a process of planning, obtaining, and providing information that is needed to make alternative decisions. In accordance with this understanding, every evaluation or assessment ac-

tivity is a process that is deliberately planned to obtain information or data; based on this data, a decision is then tried to be made. (W.S Winkel, 2004: 531).

Evaluation not only aims to determine the extent to which educational goals are achieved, but also to make decisions in various aspects of education, such as planning, management, process, and follow-up education. In the context of Islamic education, evaluation and assessment have no small role in ensuring that learners achieve the desired educational goals.

The activity of students in learning is very important and is a major factor in the realization of learning objectives, in this case of course the role of the teacher is also very important. There are many problems that do not have a meeting point, one of which is about how an educator is able to foster a motivation for students. So motivation has a contribution to the learning process of students so that the evaluation can produce good output.

In the world of education, if the evaluation process is not carried out, it will result in the output or quality of the students, namely the students' understanding of the material taught is not maximized, and the expected goals of an educational institution cannot be achieved optimally (Ibrahim & Muhsyanur, 2020). As for its development, it can still be found that some educators have not been able to maximize learning evaluation activities, namely there are still teachers who do not make changes in the learning process, both in the delivery of material and in evaluation activities. Even though it is clearly seen that students have not been able to absorb all the material presented so that the resulting value in the learning process is still low. In addition, what we often encounter is teachers raising the report card scores of students so that all of them are complete in reaching the KKM (Minimum Completeness Criteria) when in reality, there are still students whose scores are below the predetermined limit.

2. Learning Evaluation Principles

Evaluation is essentially a process of all designed and planned activities in terms of creating unity and direction of activities. (Afika Tisa Auliya, 2021). Therefore, educational institutions (schools) can apply the principles of learning evaluation so that the implementation is in accordance with the objectives. (Lestari Arisca et al., (2020).

Here are some principles that must be adhered to if you want the evaluation of learning outcomes to run or be carried out properly:

- a. The principle of continuity means that evaluation should not be done on an intermittent basis because learning is a continuous process.
- b. The Comprehensive Principle means that the evaluation should take the whole object into account.
- c. The principle of fairness and objectivity means that the evaluation of learning outcomes can be declared good if it is free from subjective factors.
- d. Cooperative means that the teacher's assessment should be about everyone working together.
- e. Practical means that a good evaluation is easy to use. (Zainal Arifin, 2016).

In addition, teachers must also pay attention to the general technical principles of assessment, including:

- a. Assessments should be designed in such a way that it is clear which abilities should be assessed, the material to be assessed, the assessment tools and the interpretation of the assessment results.
- b. Assessment should be an integral part of the learning process,
- c. To obtain objective results, assessment must use various tools/instruments in both test and non-test forms.
- d. The selection of assessment tools must be in accordance with the competency tools set.
- e. Assessment tools should encourage learners' reasoning ability and creativity, such as essay written tests, performance tests, learners' work, projects and portfolios.
- f. The object of assessment should include aspects of knowledge, skills, attitudes and values.
- g. Assessment should refer to the principle of differentiation, which provides opportunities for learners to demonstrate what is known, what is understood and what can be done.
- h. Assessment is non-discriminatory, meaning that teachers must be fair and honest with all learners and be accountable to all parties.
- i. Assessment must be followed by follow-up.
- j. Assessment should be life skills-oriented and educational in nature.

Thus it can be understood that evaluation can be carried out with the above principles, it will run optimally. The principles of learning assessment are common to all schools to measure the extent of the process of applying the principles of assessment to learning.

C. CONCLUSION

Learning evaluation is an essential component in Islamic religious education to ensure the achievement of expected educational goals. Evaluation serves as a measuring tool to determine the success of the learning process and helps in making decisions related to improving the education process. To be effective, evaluation must be continuous, comprehensive, fair and objective, and involve the cooperation of various parties. A good evaluation is able to measure not only knowledge, but also skills and attitudes of learners. Despite its importance, there are still challenges in the implementation of evaluation, such as the less than optimal application of evaluation principles by educators. Therefore, improving teachers' competence in learning evaluation is necessary. Good application of evaluation principles will ensure that learning is effective and supports the development of learners' potential as a whole.

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