Basic Concepts of Educational Evaluation and Its Implications in Learning Islamic Religious Education

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ARTICLE INFO	ABSTRACT
	The use of inappropriate methods, methods of assessing learning outcomes that do not pay attention to the basic principles of assessment, inadequate management systems, leadership and unprofessional teaching staff, all hinder the success of the learning process. Learning evaluation is the main activity to determine the extent of the level of achievement of students' abilities. This step is needed because it can be used as a reference in determining a learning policy This research uses a qualitative descriptive approach and literature review method. Data collection techniques are carried out by considering various literature sources obtained from documents of various sources. . The author collects bibliographic information in the form of documents, both from books, journals, seminar results, and discussions with experts related to research. After data collection, data analysis is carried out. Evaluation includes two activities: measurement and evaluation. The hallmark of the evaluation of this process ends with the decision-making process. This decision concerns the value and usefulness of the assessment. Evaluation plays a very important role in measuring and evaluating how successful an education is. Before evaluating Islamic education, it must first be understood the nature of Islamic education itself so that the evaluation process is consistent with the field being evaluated. Learning includes aspects of planning, implementation, and evaluation. Good learning is recognized when an assessment is carried out to determine the extent to which the planned learning objectives have been achieved. In Islamic education, evaluation plays a very important role in measuring and evaluating how successful an education is. Before evaluating Islamic education, it must first be understood the nature of Islamic education itself so that the evaluation process is consistent with the field being evaluated.

INTRODUCTION

The problem of education in Indonesia is very worrying. In addition to various problems in terms of education policies, regulations, and budgets, the problem of implementing different education systems in Indonesia also further complicates education in Indonesia. Since the reform era, many people have not understood the problems of education in our country. Because, the assessment of many people on the achievement of Indonesian education is not in line with the goals of Indonesian education (Margareth, 2017) Curricula that are not in accordance with educational goals will fail to achieve learning goals. The use of inappropriate methods, methods of assessing learning outcomes that do not pay attention to the basic principles of assessment, inadequate pedagogical advice, inadequate management systems, unprofessional leadership and teaching staff, all hinder the success of the learning process a major impact on According to Nashr's 1994 research in research (Hudri &; Umam, 2022) Industry 4.0 is growing towards Society 5.0. A time when Muslims were torn between Islamic culture and the development of modern forces (securitization and modernization) that more or less affected the lives, mindsets and lifestyles of the majority of Muslims. For this reason, it is necessary to evaluate Islamic religious education and ensure concern for human dignity as a korifah enshrined in the Qur'an can be realized in the midst of the growing wave of modernization. Various crises that befall modern man, such as ecological crises, epistemological crises, and even existential crises, are the impact of modern man's rejection of religious values. The modern paradigm with its positivist and anthropocentric approach influences the emergence of civilizations that rely only on the power of reason without the light of God.(Hudri &; Umam, 2022)

Therefore, efforts are needed to improve and overcome some of the above shortcomings, especially by providing an evaluation of the Islamic education system. In general, evaluation as an action or process has at least three functions: measuring progress, assisting planning, and improving or repeating improvements. Evaluation data is used to change, refine, and improve the education system, perhaps even for the purposes of education itself. Because to make repairs, you need to know it in advance. What needs improvement and why? There are at least two possible outcomes of evaluation activities. That is, (1) the evaluation results provide a sense of satisfaction to the appraiser, that is, the evaluation results provide certainty that the goals that have been set will be achieved as planned, and (2) the results are given to the assessor. The evaluation results are less encouraging and even not concerning, because it was found that there are several obstacles or obstacles that need to be aware of by evaluators. One of the key elements of success in education is assessment. The success or failure of achieving the goals of Islamic education can be determined by evaluating the results achieved. Learning assessment is the main activity to determine student achievement. This step is needed because later it can be used as a reference in setting learning policies. Evaluation has a different meaning from assessment or measurement. Evaluation is preceded by assessment, while assessment is preceded by measurement. Measurement can be understood as the activity of comparing observations and

information about the properties of an object. Therefore, evaluation is the most important process that determines the results of learning assessment (Hudri &; Umam, 2022).

LITERATURE REVIEW

Based on the research conducted by the author on several existing studies, the author determined that there are several relevant studies, especially the Evaluation of Islamic Religious Education LearningAt least some of the studies published by the author are shown.

Basic Concepts of Evaluation and Its Implications in the Evaluation of Islamic Religious Education Learning in Schools by Tatang Hidayat. Research shows that PAI learning assessments should be comprehensive and integrative. The location of assessment is very important in PAI learning, because assessment occupies a very central place in determining the success of the learning process. Evaluation is carried out to determine the effectiveness and efficiency of the learning carried out. Its function is to identify teacher and student performance so that it can be improved if it turns out that there are suboptimal factors in the learning process. The use of assessment in PAI learning helps educators improve, adapt, and refine programs based on their field experience. The scope of PAI learning assessment should cover all areas including Aqliyah, Qolbiyah, and Amāliah.These principles should be continuous, comprehensive, integrative, fair, objective, collaborative, practical, consistent and responsible.

The Concept and Implementation of Independent Learning in the Evaluation of Islamic Religious Education Learning' by Salman Fudri. Research shows that learning in the independent era includes conditions, methods, materials, and self-assessment to achieve learning objectives. Through this evaluation activity, teachers act as facilitators to achieve the educational goals of the self-directed learning era. Teachers need to understand the purpose and function of learning assessment. In addition, teachers are expected to make learning fun, fun, and interesting so that assessment activities can run well.

METHOD

This research uses qualitative descriptive approach and literature review method. Data collection techniques are carried out by considering various literature sources obtained from documents of various sources. Gunawan (Gunawan, 2022) noted that the main characteristic of the documentary data is that it is not limited to space and time, thus providing an opportunity for researchers to study what happened in the past. In detail, documentary materials are categorized into different types such as autobiographies, personal letters, books, diaries, warning clippings, government or personal documents, data on servers, flash disks, websites, etc. The author collects bibliographic information in the form of documents, both from books, journals, seminar results, and discussions with experts related to research. After data collection, data analysis is carried out. The discussion of documented information in the form of

text, audio recordings, and images is commonly referred to as content analysis research (Global, 2016). In this study, researchers focused on two studies, namely the basic concept of evaluation and its implications in PAI learning

FINDINGS

Literally, "evaluation" comes from the English word "evaluation", which in Arabic al-Destiny means "evaluation". Etymologically this word is value, in Arabic it means al-Qīmaħ and in Indonesian means value. Measurement is called measurement in English and muqayasaħ in Arabic, and can be interpreted as the activity done to measure something. Measuring is basically comparing something with or based on a certain size. Regarding assessment, it means based on or subject to criteria such as good or bad, healthy or sick (Sudijono, 2001). Evaluation includes two suggested activities: measurement and evaluation. A distinctive feature of evaluation is that this process ends with a decision-making process. This decision concerns the value and usefulness of judgment (Mahmudi, 2011).

If evaluation concerns the learning system as a whole, then the appropriate term to assess the learning system is 'evaluation' However, if only one or more components of learning are assessed, for example learning outcomes, then the appropriate term 'assessment' should be used. Evaluation is qualitative and measurement is quantitative and is carried out using measuring instruments. Evaluation is qualitative and quantitative. Assessment is very important and strategic because it is an integral part of learning itself. Almost all learning system practitioners view assessment as a step (Arifin, 2009). The purpose of the assessment is twofold: general and individual goals. General purpose: First, a collection of informational materials that provide evidence of the level of development of students after following the learning process for a certain period of time. Second, to determine the degree of effectiveness of teaching methods used in the learning process for a certain period of time. The first specific objective is to stimulate student activeness in the implementation of educational programs. Without evaluation, it is impossible to drive student improvement and performance. Second, to enable students to identify the causes of success or failure in participating in educational programs and to explore and find ways to improve them (Sudijono, 2001).

In the learning evaluation book by Drs. Zainal Arifin, M.Pd Learning as a system, evaluation is an important compound and a stage that must be important and a stage that must be taken by teachers to determine the effectiveness of learning. The results obtained by the evaluation will be used as feedback for teachers in improving and perfecting learning programs and activities. In school we often hear that teachers often give daily tests, midterm exams, end-of-term exams, practical exams, written and oral tests and so on. The term is part of the evaluation system itself. In the book Learning Assessment by Drs. Zainal Arifin, M.Pd From several formulations of doctor evaluation, evaluation is essentially a systematic and continuous process that determines the quality (value and importance) of a thing based on the consideration of certain criteria

in the context of decision making from Based on this understanding, there are several things that need to be explained further.

Evaluation is a process, not a result or product. The result of evaluation activities is the quality of something in terms of value or meaning, but the activity that achieves that value or meaning is evaluation. The purpose of evaluation is to assess the quality of something, especially in terms of its value and importance. The evaluation process requires consideration. These considerations determine the value and importance (seasoning or benefit) of what is evaluated. Certain considerations should be based on certain criteria. Without clear criteria, consideration of the value and meaning given is not a process that can be classified as evaluation.

DISCUSSION

Basic Concepts of Evaluation

Evaluation includes two activities: measurement and evaluation. A distinctive feature of evaluation is that this process ends with a decision-making process. This decision concerns the value and usefulness of the assessment. However, if only one or more components of learning are assessed, e.g. learning outcomes, then the appropriate term 'assessment' should be used. Evaluation is qualitative and measurement is quantitative and is carried out using measuring instruments In the learning evaluation book by Drs. Zainal Arifin, M.Pd Learning as a system, evaluation is an important component and a stage that must be important and a stage that must be taken by teachers to determine the effectiveness of learning. The results obtained by the evaluation will be used as feedback for teachers in improving and perfecting learning programs and activities. In school we often hear that teachers often give daily tests, midterm exams, end-of-term exams, practical exams, written and oral tests and so on. The term is part of the evaluation system itself.

The purpose of the assessment is twofold: general purpose and in. General purpose: First, a collection of informational materials that provide evidence of the level of development of students after following the learning process for a certain period of time. Second, to determine the degree of effectiveness of teaching methods used in the learning process.

General Goals of Education Evaluation In general, there are two objectives of educational evaluation. First, gather information that provides evidence of the level of development or progress experienced by students after a period of learning. The goal is to obtain conclusive data that will determine the level of competence and successful achievement of learning objectives. Second, Determine the degree of effectiveness of the teaching method used at a particular point in the learning process. Therefore, the objective is to measure and evaluate the effectiveness of teaching and teaching carried out or implemented by students.

There are at least five types of didactic evaluation functions for educators. (1) Provide a basis for assessing the results of performance efforts carried out by students

as examiners. That is to find out what fields are difficult for students to follow in following the learning process. (2) Providing very useful information to know the position of each student in the group is very important in order to determine exactly where the student is placed. For example, the upper group = intelligent, the middle group = average, and the lower group = weak Here the evaluation has a placement function. (3) The provision of material is important for the selection of students and the determination of their subsequent status. In this context, an educational evaluation is conducted to determine whether a student can be declared a pass or fail, promoted or expelled from the class. Regardless of whether you have a scholarship or not, you can enroll in a specific major, etc. (4) Provide guidance to students to explore and find solutions they really need. Based on the results of the evaluation, educators can provide guidance and guidance to students.In situations like this, evaluation has a directed function. (5) Provide information about the extent to which certain educational programs are achieved. Evaluation has a teaching function. In other words, it is a comparison between the specific teaching objectives set for each lesson and the student learning outcomes for each subject achieved within a certain time period.

Implications in PAI Learning

Learning is one of the core aspects of education. Learning includes aspects of planning, implementation, and evaluation. Good learning is recognized when an assessment is carried out to determine the extent to which the planned learning objectives have been achieved. In Islamic education, evaluation plays a very important role in measuring and evaluating how successful an education is. Before evaluating Islamic education, it must first be understood the nature of Islamic education itself so that the evaluation process is consistent with the field being evaluated. PAI is a subject that has distinctive characteristics, different from other subjects. The characteristics of PAI subjects are always connected to Ilahiyah values which are core values. Therefore, it is necessary to conduct an integrated and comprehensive assessment that covers all target areas, including aspects of the domains of aqliyah, qolbiyah and amāliyah. Assessment plays a very important role in determining the achievement of PAI learning objectives. The assessment carried out not only eliminates obligations but also has added value, which is relevant to its completion. If students already understand about measurement, evaluation, and evaluation that need to be done by themselves, then the effect will be smoother and affect the learning process. In terms of objectives, PAI subjects have the overall goal of understanding science and cover the areas of aqliyah, qolbiyah and amāliyah. Therefore, the assessment carried out must cover all these areas. While the purpose of PAI learning assessment is to check the progress of students during learning to determine their effectiveness and efficiency. If it turns out that the learning process does not go according to plan, the task of PAI educators is to correct and overcome the identified problems (Hidayat &; Asyafah, 2019)

Functionally, evaluation helps to check and recognize the performance of teachers and students. To improve students' performance, we need to consider not only their knowledge but also their personality and skills. For educational institutions, assessment has a diagnostic function, so relying solely on PAI subjects alone is not

enough to instill faith, piety, and noble morals, assessment must be integrated into all elements of education in schools. The evaluation function in PAI learning is as supporting material for the preparation of learning plans which are also the objectives of PAI learning, as well as to find shortcomings, improve, and complete them. The evaluation must determine the extent of PAI learning progress to date for aqliyah, qolbiyah, and amāliyah. Do not conduct learning or assessments that are just formal fulfillment of work requirements and do not contain divine values, but the assessments carried out must contribute to bringing learning changes. Assessment principles should include PAI learning objectives, processes, and outcomes. PAI learning assessment is not enough to be done only once, even at the end of the semester it must be done continuously. However, this should be done on an ongoing basis so that you can monitor your students' progress after lessons. In addition, the assessment should be comprehensive and cover the areas of aqliyah, qolbiyah, and amāliyah. The success of PAI learning is not only seen from the aspect of Aqliyah (Hidayat &; Asyafah, 2019)

In addition, PAI educators must adhere to other principles: fairness, collaboration, objectivity, and practicality. PAI educators should not provide assessments that are not based on established principles, let alone based on closeness to students. This can cause social jealousy and reduce the authority of PAI educators towards their students (Hidayat &; Asyafah, 2019).

To ensure that judgment in Islamic education is closely related to what is written in the Qur'an. There, what students assess is not only related to issues related to intellectual and religious aspects, but also maintains a balance between the two. Students are constantly evaluated based on their behavior and abilities in religious, social, and academic fields (Sari, 2018). (Hidayat et al., 2018) He said, the results of the evaluation can be used as a pedagogic benchmark in learning in the next semester, because the results can be used as material for student self-reflection to improve their learning in the future.

CONCLUSION

Learning assessment is the main activity to determine student achievement. This step is needed because later it can be used as a reference in setting learning policies. Evaluation has a different meaning from assessment or measurement. Literally, "evaluation" comes from the English word "evaluation", which in Arabic al-Destiny means "evaluation". Etymologically this word is value, in Arabic it means al-Qīmaħ and in Indonesian means value.

The purpose of the assessment is twofold: general and individual goals. General purpose: First, a collection of informational materials that provide evidence of the level of development of students after following the learning process for a certain period of time. Second, to determine the degree of effectiveness of teaching methods used in the learning process within a certain period of time. Evaluation has two objectives: one general purpose and one specific purpose. The first is to collect information that will be used as evidence of the level of student development after students follow the

learning process for a certain period of time. Second, to determine the degree of effectiveness of teaching methods used in the learning process within a certain period of time. General Objectives of Education Evaluation In general, there are two objectives of evaluation in the field of education. Gather information that provides evidence of a student's level of development or progress after tracking the learning process over a period of time. The goal is to obtain conclusive data that shows the level of competence and successful achievement of learning objectives. To find out the degree of effectiveness of the teaching method used at a certain point in the learning process.

Learning is one of the core aspects of education. Learning includes aspects of planning, implementation, and evaluation. Good learning is recognized when an assessment is carried out to determine the extent to which the planned learning objectives have been achieved. In Islamic education, evaluation plays a very important role in measuring and evaluating how successful an education is. Before evaluating Islamic education, it must first be understood the nature of Islamic education itself so that the evaluation process is consistent with the field being evaluated. PAI is a subject that has distinctive characteristics, different from other subjects. The characteristics of PAI subjects are always connected to Ilahiyah values which are core values.

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