Evaluation Techniques for Learning Outcomes in Islamic Religious Education Subjects
(A Study at SMK Negeri 1 Mojosongo)

Zulaiha Nurul Insani[1]*, Ari Anshari[2]

[1]University of Muhammadiyah Surakarta, Surakarta
*Co-email: O100230053@student.ums.ac.id aa112@ums.ac.id

ARTICLE INFO	ABSTRACT
	This research focuses on evaluating learning outcomes is an activity that is carried out after students have finished learning the material in a lesson. The implementation of this learning evaluation is used to assess something based on certain criteria through assessment. Each subject in the school will use learning evaluation to measure how far students have been able to understand the learning material that has been done, including the subject of Islamic Religious Education. Every subject teacher must have certain techniques in carrying out learning evaluation. These techniques are used on the basis of the student's ability and the teacher's intuition to the student. Data collection is carried out through interviews, document collection with an analytical approach that emphasizes qualitative description and understanding. The research results show that these techniques include objective tests in the form of true-false, multiple choice, matching and short answer tests. Meanwhile, subjective techniques use essay tests or long answers. This test trains students by giving answers based on what they understand and without any choice answers available. Usually this subjective test has a long answer.

INTRODUCTION

Education is a process that guides learners to make the best possible changes in their environment, which will generate internal changes, which will allow them to play an important role in human society (Nurdyansyah & Fahyuni, 2016). Formal educational institutions are places where businesses study. Learning will succeed and run well if there is education. Because education is conscious education of living alone. Human advantages must be forged so that the quality of human life is higher, so that

life can be better than before, and higher than humans imagine. This is called rationality. Intelligence will be able to be developed from the path of human education.

In Islamic education, evaluation refers to the process or technique of approach used to assess student behavior using a thorough standard of calculation of every aspect of the student's mental, psychological, and spiritual life (Sari, 2019). To educational assessment that the objectives related to assessment are useful in obtaining or collecting, exploring information on the level of development and progress achieved by students against the planning that has been compiled in the program (Supriadi, 2014). In addition, teachers as educators are able to start using experiments and activities developed while evaluating the results. According to the Ministry of Religious Affairs, the conditions in learning Islamic religious education in public schools are characterized as follows: the ability of students varies, limited hours of learning Islam, the ability of students to be interested in other subjects of greater interest, and Related to the facilities and infrastructure of Islamic religious education is still very limited.

General education and the Islamic religion, is an educational process that takes place in schools. Evaluation of education is able to measure whether it is good or not. Therefore, these results must use methods to measure learning outcomes, or in other words evaluation. So that teachers have an obligation to provide the best education so that the expected goals of the vision and mission of education can be achieved (Warsah & Habibullah, 2022). Learning assessment is part of teacher activities must support the achievement of these educational goals. Teacher evaluation is an evaluation of learning outcomes that aims to measure the level of knowledge and expertise of students after receiving material and teaching from the teacher. Religious Education Assessment is a method or methodology for assessing student behavior based on comprehensive standards that consider the psyche, psychology and spiritual life of students. Because the expected personality of Islamic education is not only a religious person, but also has the knowledge and skills to do good, to serve God and society (Wati, F., Kabariah, S., 2023).

Evaluation is the systematic collection of reality to determine whether in reality there is a change in students and determine the extent of change in student (Fatmawati, 2019). Student learning outcomes are essentially changes in behavior as learning outcomes in a broader sense covering the cognitive, affective and psychomotor fields (Sonno, 2022). According to Miller in Sukma, evaluation is defined as a qualitative consideration that uses measurement results through test and assessment information to determine quality. Islamic religious education is an effort and care for students so that later after completion of education they can understand what is contained in Islam as a whole, live the meaning and purpose and purpose and ultimately be able to practice it and make the teachings of Islam that they have adopted as a view of life so that it can bring salvation to the world and the hereafter.

With the evaluation, of course, the school can make improvements. In this regard, anyone involved in the educational institution responsible for education,

including teachers, principals, must conduct an evaluation. Efforts or methods made by teachers on evaluation and assessment using tests, non-tests and practices and of course the evaluation carried out by teachers refers to the cognitive, affective, and psychomotor domains where when students and still considered in the implementation of Islamic religious education learning outcomes are good or not good in the school environment, attitudes, and behaviors in their environment.

The existence of school assessments for students, makes them able to complete the assessment well and there are also those who have not been able to complete it well. Where in the assessment, through exams that can prove that each student has different abilities in capturing the material given by the teacher. Therefore, teachers need to evaluate learning through the exam to find out how far the student's ability is. This learning evaluation activity was carried out at SMP Negeri 4 Delanggu, where the teacher held a daily test after completing the material for each chapter, besides that the teacher also assessed the focus and behavior of students during the learning process in class. In the findings of the update, researchers were dissatisfied so that researchers examined differences in assessment in Islamic religious learning. So that what is discussed and researched by researchers in their update is to focus on differences in student assessment before and after the existence of appropriate evaluation techniques to achieve results or assessments of student learning.

The updates found can be seen that students have mastered the level of mastery of the subject. In other words, one can see whether a student's learning outcomes are good or bad. Second, knowing the learning activities carried out by the teacher. The poor academic results achieved by students are not due to the bad students themselves. But it could be because the teacher is not good at teaching. With the help of completed evaluation, it is known whether the learning outcomes are due to student abilities or also due to teacher factors, besides that teachers can use this evaluation to evaluate themselves and use the results as material for improvement in further teaching activities. The evaluation technique carried out by religious teachers at SMK Negeri 1 Mojosongo can be an effort to improve the quality of the results of good religious education for students by being carried out properly in accordance with the abilities of the students at SMK Negeri 1 Mojosongo.

LITERATURE REVIEW

Evaluation is the systematic collection of facts to determine whether in reality there is a change in students and determine the extent of change in students (Sukardi, 2009). Evaluation is carried out to obtain data as evidence to what extent the level of ability and success of a student in achieving learning objectives and to determine the effectiveness of teaching methods applied by a teacher. Evaluation as a planned activity to find out the state of something using instruments and compare the results with reference values to draw conclusions (Mahirah, 2017).

Assessment techniques that can be done to determine the learning progress of students both and from the learning outcomes of students or learning processes that refer to basic competency standards that must be achieved (Kunandar, 2009)

Learning outcomes are essentially changes in the behavior or abilities obtained by students after following the learning process. The results of the learning process can be known by carrying out tests, where the results of the test can be described the ability or level of understanding of students to the material (Tafsir, 2003). The purpose of the evaluation is specifically to stimulate student activities in carrying out their educational programs, in order to improve the achievement of each student. Then to look for or find factors from the causes of success or failure of students in carrying out the educational process, so as to find a way out to deal with it (Sujidono, 2008).

METHOD

In this study, researchers used inductive qualitative data analysis methods which in the process include, data reduction, data presentation, and conclusion drawing (verification) (Syamsul, et al., 2024). This technique is carried out by processing data intensely using data derived from interviews, observations, and documentation. The interview method was conducted by communicating directly with Islamic Education teachers at SMK Negeri 1 Mojosongo. Documentation is a data collection technique by studying records about respondents' personal data. Supporting data in this study was obtained through books and internet media such as articles, journals and online news etc.

FINDINGS

The evaluation can be done at the desired time and the results are effective and on target, the steps that must be taken are as follows. First, Create a learning outcomes assessment plan. Planning for assessment of learning outcomes typically includes (1) formulate evaluation objectives, because evaluation without purpose is without direction and causes evaluation to lose its meaning and purpose; (2) indicate the aspect to be assessed, for example cognitive, affective or psychomotor aspects; (3) determine the technology to be used when conducting the assessment; (4) Develop measuring tools to measure and evaluate student learning outcomes, such as test assignments; and (5) establish benchmarks, standards or criteria that will be used as guidelines or references in interpreting assessment data.

Second, determine the frequency of evaluation of learning outcomes themselves. Third, data collection, such as taking learning tests, is a measure of success. Fourth, checking data or data validation is a process of filtering data before it is processed properly. Fifth, assessments are designed to separate information that can explain the picture the student is grading from the information that is wrong or obscure the picture you find. Sixth, data Processing and Analysis. Data processing and analysis aims to give meaning to the information collected as part of evaluation activities.

Seventh, write comments and draw conclusions. Interpretation is the verbalization of the meaning contained in the data being processed and analyzed. Based on this information, conclusions are drawn regarding the purpose of the evaluation. Eighth, track your test results. With the assessment results collected, compiled, processed, analyzed and summarized to determine value, elevators can provide the decisions or recommendations needed to continue the assessment process.

The form of PAI Learning Evaluation Implementation at SMK Negeri 1 Mojosongo, as follows. First, an oral exam is a type of exam that demands student responses in the form of spoken language. Students respond in their own words to questions and commands given. Second, activity tests (performance tests). It is a type of test that requires student responses in the form of deeds, actions, or deeds. Students do as they are told. For example, try to train yourself to pray properly and correctly. Third, written test (paper and pencil test). This test is done by writing on a piece of paper and students answer it on the sheet.

DISCUSSION

Assessment Techniques Evaluation of PAI Learning Outcomes at SMK Negeri 1 Mojosongo with the school assessment for students, makes some of them able to complete the assessment well and some who have not been able to complete it well. Where in the assessment, through exams that can prove that each student has different abilities in capturing the material given by the teacher. Therefore, teachers need to evaluate learning through the exam to find out how far the student's ability is. This learning evaluation activity was carried out at SMK Negeri 1 Mojosongo, where the teacher held a daily test after completing the material of each chapter, besides that the teacher also assessed the focus and behavior of students during the learning process in class.

The process of preparing learning evaluations needs to pay attention to or know the measuring tools for assessment and evaluation of learning. In learning Islamic Religious Education (PAI), SMK Negeri 1 Mojosongo uses several test techniques in measuring the ability of its students, including test technique and non-test technique.

Test Techniques – Summative test

A test is a technique or way of doing an assessment task, which consists of a series of items / tasks, completed or answered by students, then the tasks and responses produce scores about student behavior. Based on the method used to measure students, the test is divided into 3 types of tests, namely the Placement Test, Formative Test, and Summative Test.

Islamic Religious Education (PAI) learning at SMK Negeri 1 Mojosongo uses formative tests and summative tests. The meaning of a summative test is given when the educational experience is considered complete. The purpose of the general knowledge test is to check whether students are able to achieve pre-set learning objectives, to determine results that match the learning criteria of students which are then used as report card numbers. The end-of-term exam and the comprehensive examination at the end of the semester are included in the summative exam.

Test Techniques – Normative test

In addition to summative tests, Islamic Religious Education (PAI) learning at SMK Negeri 1 Mojosongo uses formative tests. Formative tests are tests performed to monitor student learning progress during the learning process, provide feedback to improve teaching and learning plans, and identify weaknesses that need to be corrected. The formative test given at the end of the module is used to determine the student's academic achievement. An example of this formative test scoring is the daily test. So, daily tests are assessments that are carried out when you have completed one material or sub-chapter of material.

Non-test Techniques – Objective test

At SMK Negeri 1 Mojosongo, observation techniques are used to assess this test. So the teacher observes students, this observation looks at student behavior towards other students, student behavior towards teachers, their attitude towards group work, attitudes during learning, and other attitudes that can reflect a person's morals. In addition, SMK Negeri 1 Mojosongo also pays attention to the completeness of school uniform attributes, how students dress, and student attendance.

Objective test, which instructs students to answer questions correctly from answers that may be correct, provide short fills and incomplete questions or flavors. Objective tests are excellent for assessing students' abilities that require mental processes that are not as intense as rote memorization and the ability to recognize, understand, and apply principles. Objective tests come in a variety of formats, including true-false, multiple-choice, correspondence, and full or short answers.

First, Test True False, for example: If correct mark the letter B (*Benar* means true), if wrong mark the letter S (*Salah* means false).

1) B-S: Waqaf means to stop reading because there is a waqf mark.
2) B-S: The rising of the western sun is a great feature of the doomsday.

Second, Test Multiple Choice, Tests in the form of multiple-choice questions are used to measure a number of learning difficulties related to remembering, understanding, doing, evaluating, summarizing and evaluating. The multiple-choice form includes the timing and possible answers. Topics can be formulated as incomplete questions or sentences and are often called bars. Possible answers are presented as words, numbers or sentences and are often called choices. There are several types of multiple-choice forms, including:

Distracters, which are options (answer choices) and are not the correct answer. Example: One of the great signs on the eve of the Day of Judgment is:

1) Its affairs are left to the members
2) The presence of Yakjud Ma'jud.
3) The number of murders
4) Muslims practice Islamic law.
5) Gambling is considered commonplace.

Negative variation occurs when every question or statement has many possible answers, the possibility of an incorrect answer is given. The task of the student is to choose the wrong answer.

Third, matched test questions are always multiple-choice questions. The difference is, multiple choice consists of root and option, therefore, the person who does it only needs to choose one of the available possibilities. The matching form, on the other hand, is divided into two columns and contains a set of questions and a set of responses. Both questions and answers are displayed in the left and right columns, respectively. The total number of possible answersmust exceed the total number of questions.

Example 1: Instructions: Here are two lists, namely list A and list B. Each word in list A has a corresponding pair in list B. You must find the pair. Write down the word number you have chosen in front of each section.

Fourth, short answer and completion. Both forms of testing require responses to sentences and/or numbers that can only be judged true or false. Questions are usually asked in the form of short answers as questions.

Example: Who is the angel who asks in the tomb? While the question of the form of completion is put forward in incomplete sentences.

Example: Prophet Moses (as) was born during the reign of the king... on the ground...

How to improve the objective test format: After assigning the question items, a test is carried out and then we correct the students' answers to each question item. Correcting the answer requires the answer (scoring key) as the main criterion. The provision of this answer key allows anyone to correct answers quickly and accurately.

Non-test Techniques – Subjective test

The essay-format subjective test is the oldest instrument for assessing learning outcomes. Essay tests are also known as essay tests. In general, this essay test has the following characteristics: First, the essay test is a test in the form of questions or instructions whose answers require a test to organize ideas or learning by expressing these ideas in writing. Secondly, the number of items is usually limited, ranging from four to ten. Third, test tasks usually begin with: explain, why, how and other words that require the test taker to provide a more detailed picture of the answer.

In this example, teachers typically measure students' critical thinking skills and students' understanding. The ability measured is the ability to express ideas in a coherent and communicative narrative. An example of this subjective test is: How did Prophet Muhammad (peace be upon him) obtain the miracles of the Quran? So that students are instructed to answer it with their knowledge or according to the opinion of each student. This test can be called an essay test or a long description.

Oral and deed tests are tests conducted in evaluating the learning outcomes of Islamic religious education lessons at SMK Negeri 1 Mojosongo. The form of PAI Learning Evaluation Implementation, asfollows. First, an oral exam is a type of exam

that demands student responses in the form of spoken language. Students respond in their own words to questions and commands given. Second, activity tests (performance tests). It is a type of test that requires student responses in the form of deeds, actions, or deeds. Students do as they are told. For example, try to train yourself to pray properly and correctly. Third, Written Test (paper and pencil test). This test is done by writing on a piece of paper and students answer it on the sheet.

CONCLUSION

Evaluation of learning outcomes is an activity that is carried out after students have finished learning the material in a lesson. The implementation of this learning evaluation is used to assess something based on certain criteria through assessment. Each subject in the school will use learning evaluation to measure how far students have been able to understand the learning material that has been done, including the subject of Islamic Religious Education. Every subject teacher must have certain techniques in carrying out learning evaluation. These techniques are used carried out on the basis of the student's ability and the teacher's intuition to the student.

Evaluation of learning outcomes is a reasonable activity carried out by a teacher to assess student success in undergoing learning activities within a certain period of time. All forms of learning evaluation apply to every subject teacher, one of which is in Islamic religious education subjects. This research revealed that at SMK Negeri 1 Mojosongo in learning Islamic religious education using several techniques for evaluating learning outcomes. These techniques include objective tests in the form of true-false tests, multiple choice, matchmaking, and short answers. As for the subjective technique, namely using an essay test or long answer. This test trains students by giving answers to what they understand and with no preferred answers available. Usually this subjective test has a long answer.

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