

IMPLEMENTATION OF PAI LEARNING EVALUATION AT SMP NU SHOFIYATUL HUDA

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Abstract

Article Info

Received: 01/07/2022

Revised: 28/07/2022

Accepted: 30/07/2022

This research uses a qualitative approach. The method used is descriptive with data collection techniques carried out through observation, interviews, and documentation. The location of this study was focused on SMP NU Shofiyatul Huda with the subject of the study being the teacher. Data analysis is carried out by selecting and sorting out the answers to the data obtained and then collecting them for analysis and conclusions. The data analysis used is to use data triangulation. Test the validity of the data using the levels of credibility, transferability, dependability, and confirmability. This study found that the learning assessment planning process was carried out by preparing lesson plans, observation sheets, making question grids, and analyzing questions. The implementation of the assessment is carried out in the realm of knowledge, skills and attitudes. The assessment technique is carried out during the process and at the end of the learning. The skills assessment covers projects, products, portfolios, and practices.

Keywords: Evaluation, Learning, School

1. INTRODUCTION

A common mistake among teachers is that evaluations are only conducted at certain times, such as at the end of a unit, in the middle, and/or at the end of a teaching program. As a result, there is a lack of information about the condition of students, causing many of the teacher's prediction treatments to be biased in determining their position in class activities.[1]

In addition, the problem is that the teacher is only administrative to complete the assessment, broadly evaluation is limited as an assessment tool for important factors of a program including situation, ability, knowledge, and development goals. If the teacher doesn't know how to evaluate what is good and appropriate, it will result in a weakening of the teacher's morale. (YN, interview, teacher, 02/02/2022)

One of the facts is cheating by manipulating student report cards, the goal is to get a good quality school predicate. Even this practice of manipulating values has been practised. Allegations of teacher cheating in value manipulation are sometimes dismissed for various reasons. There is a sense of pity for students, the assumption that teachers are successful in the teaching and learning process or because the media and learning methods used are not adequate.

Actually, teachers just want a quick and instant way to assess student learning outcomes. I don't know if there was actually an error in the media or the learning method used, causing the student's grades to drop. Because they don't want to be bothered, the teacher finally manipulates the value at will without caring about the student's abilities. (YN, interview, teacher, 02/02/2022)

The problem that occurs is the availability of quotas that require a fairly high cost for students and teachers to facilitate online learning needs. The quota purchased for internet needs has soared and many parents are not ready to increase the budget in providing internet networks. This is also a very important issue for students, what time do they have to study and what data package (quota) they have, while their parents are low-income or from the lower middle class (poor). Until finally things like this are charged to parents of students who want their children to continue to follow online learning.

In addition, one of the other factors is the evaluation technique that is often carried out by teachers who only use written test techniques, so that the scoring for the results of learning evaluations for students is only obtained from the assessment of cognitive aspects, while the scope of the assessment of student learning outcomes includes attitudes, knowledge and skills. , and the skills carried out are balanced so that they can be used to determine the relative position of each student to the standards that have been set.[2]

Evaluation is needed in various activities of daily human life, because whether we realize it or not, actually evaluation has often been done, both for ourselves and for other social activities. This can be seen from getting dressed, after getting dressed he stands in front of the mirror whether his appearance is normal or not, to the bigger things in human life. For example, when a state official ends his term of office, other people around him will evaluate or evaluate his performance during his leadership period, whether his leadership was successful or not.[3]

Evaluation in learning should be done by the teacher, starting from the face-to-face learning that takes place, then how a student responds to a problem given by the teacher or it can be by expressing the ideas in his mind, and finally by giving exam questions. for students to review how much they understand the lesson or material that has been taught by the teacher.[4]

Evaluation in the teaching and learning process is a very important factor because it can foster student interest in learning and if the teacher is able to provide a simple and easily understood evaluation by the students, the learning in the classroom will feel alive.[5]

A good evaluation system will be able to provide an overview of the quality of learning so that in turn it will be able to help teachers plan learning strategies. For students themselves, a good evaluation system will be able to provide motivation to always improve their abilities.[6]

This is also supported by the results of Rosdiana's research[7]

who says that evaluation or assessment is an influencing factor in the process of achieving knowledge mastery competence, because through that evaluation or assessment, educators can see the potential of their students and the abilities of students, the extent to which they can master the material they are learning. Through evaluation, educators can determine what methods can be used in the teaching and learning process, which are tailored to the abilities and absorption capacity of their students. So, the evaluation of learning is very beneficial or plays a very important role in determining the achievement of knowledge mastery competencies.

Ismanto [8]explained that the preparation of the instrument was based on cognitive, affective, and psychomotor domain evaluation. A good set of tests and non-tests as a measure of achievement must have criteria; validity, practicality, reliability, and economy. Furthermore, the appropriate test analysis on the evaluation of Islamic Religious Education (PAI) learning consists of the level of difficulty of the questions or difficulty index, discriminatory power, distractor analysis, homogeneity analysis of item questions, and the effectiveness of the option function.

Based on preliminary observations to the Principal of SMP NU Shofiyatul Huda, the authors found information that the learning curriculum used was the 2013 curriculum with continuous evaluation, meaning that every class teacher and subject teacher at SMP NU Shofiyatul Huda after carrying out teaching and learning activities is required to fill out a journal as a record for evaluation material every week or even month. Learning evaluation is carried out because developments in the world of education are growing rapidly, therefore the school implements evaluation as a very important thing for progress and success in delivering good learning. (Interview, Head of School, 11/01/2021)

2. METHOD

This study uses a qualitative approach while the method used is descriptive. This study uses a qualitative research approach. Qualitative research is basically research that aims to understand the phenomenon of the implementation of learning evaluation in SMP NU Shofiyatul Huda. What is experienced by the research subject holistically, and by way of description in the form of words and language, in a special natural context and by utilizing various scientific methods.[9] Creswell suggested : *“Research that is guided by the qualitative paradigm is defined as: “an inquiry process of*



understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.” [10]

While the type of research that researchers use is descriptive analysis. In this type of research, the researcher tries to explain the current problem solving based on the data. Researchers in this study used a qualitative descriptive type. Descriptive type aims to make a systematic, factual, and accurate description of facts, and characteristics of a particular population, or object. Researchers already have a concept (usually one concept), and a conceptual framework. Through the conceptual framework (theoretical foundation), researchers carry out the operationalization of concepts that will produce variables and their indicators.

The data collection techniques were carried out through observation, interviews, and documentation. The purpose of the interview technique is to obtain data from interviews from teachers about the process of implementing learning evaluation at SMP NU Shofiyatul Huda. Interview conducted from January 2022.

Observations were carried out by researchers by observing and recording how the implementation of learning evaluation at SMP NU Shofiyatul Huda was carried out. The research location is focused on SMP NU Shofiyatul Huda. The research subjects are the teachers and students. Data analysis is done by selecting and sorting the answers to the data obtained and then collected for analysis and conclusions are drawn. Analysis of the data used is using data triangulation. Test the validity of the data using the stages of *credibility, transferability, dependability, and confirmability*.

3. RESULTS AND DISCUSSION

3.1 Results

Researchers in digging up data about the planning process for the implementation of learning evaluation at SMP NU Shofiyatul Huda conducted an interview with the PAI teacher, who said:

“At the planning stage where the learning evaluation planning stage is made the first time at the beginning of each semester along with making learning plans. Planning for learning evaluation in the semester is only planning for learning evaluation for the end of the semester. As for the evaluation of daily learning, it is in the lesson plan, preparing an observation sheet according to the lesson plan and also about the daily assessment, mid-semester assessment, and end-semester assessment” (AF, Teacher, 11/2/2022).

Furthermore, to check the validity of the data from the interview, the researcher interviewed the teacher, he revealed:

“It is true that before conducting an evaluation we must first prepare an assessment instrument, be it daily, middle, and final assessments, observation sheets, question analysis sheets, sheets, attitude assessments, and also skills. Assessment must cover three domains, namely knowledge, skills and attitudes” (AS. Teacher, 11/2/2022).

Then to check the validity of the interview data, the researcher interviewed the NU Shofiyatul Huda Junior High School teacher, he revealed that *“every teacher is required to prepare evaluation materials, namely to assess knowledge, skills, and attitudes. The planning activities are all contained in the RPP and have also been in the form of an instrument”* (YN. Teacher, 11/2/2022).

Based on the results of the interview as a form of data validation, researchers were given observations related to the evaluation planning process contained in the administration of teacher learning tools. The teacher prepares all assessment instruments both for assessing attitudes, knowledge and skills (Observation, 05/2/2022).

Based on the results of the documentation study, it was also found that the evaluation planning activities contained a lesson plan which contained the stages, namely formation, transition, activity, and closing, guidelines for assessing knowledge, skills and attitudes.(Documentation, 05/2/2022).Furthermore, the researcher in digging up data about the process of implementing learning evaluation at SMP NU Shofiyatul Huda conducted an interview with the PAI teacher, who said:

“The assessment process is carried out at each process and at the end of learning. For the procurement of daily, middle, and final assessment questions prepared by each teacher. We also always hold meetings to make assessment grids, procuring questions in which all

questions are uniform in number based on an agreement. In the assessment evaluation system, we also carry out remedial measures for students who still get scores below the KKM. In each process, the principal also conducts evaluations on school programs, one of which is supervision activities” (AF, Teacher, 11/2/2022).

Furthermore, to check the validity of the interview data, the researcher interviewed the NU Shofiyatul Huda Middle School teacher, he revealed:

“The assessment is carried out during the learning process and at the end of the lesson. In addition, the assessment is carried out outside the classroom, namely the use of attitude assessment. In the process of making assessment grids and the number of questions we always hold meetings, and remedial and enrichment agendas. The principal also always evaluates the process, one of which is school supervision activities. The score for our knowledge uses 60% daily value and 40% PTS and PAS scores. Or with the formula $((PH \times 1) + (PTS \times 1) + (PAS \times 1)) / 4$. As for the skills assessment, we assess projects, products, portfolios, and practices” (AS. Teacher, 11/2/2022).

Furthermore, to check the validity of the data from the interview the researcher interviewed Guru, he revealed “it is true that our skills assessment assesses projects, products, portfolios, and practices. As for the value of our knowledge is greater on a daily basis, every assessment we have made a format so the teacher just needs to fill it in” (YN. Guru, 11/2/2022).

Based on the results of the interview as a form of data validation, researchers were given observations where the teacher carried out an evaluation of the process and learning outcomes. Process evaluation can be seen from teacher monitoring of student learning progress during the learning process by asking students questions. (Observation, 05/2/2022) Based on the results of the documentation study, it was also found that the teacher's document included assessment techniques, forms of assessment, assessment instruments, assessment procedures, assessment guidelines and aspects of the process and learning outcomes that were important to be assessed. Then the teacher also administers the assessment of the learning process and results in the book/value list, and also analyzes the results of the assessment process and learning outcomes. (Documentation, 05/2/2022). Furthermore, in digging up data on the process of implementing learning evaluation in the realm of knowledge, skills and attitudes at SMP NU Shofiyatul Huda, they conducted an interview with the PAI teacher, who said:

“In the knowledge assessment, before making daily test questions, we usually make a grid with details like this, there are question numbers and scores whether this question is difficult or easy, but I haven't written down the daily test questions. Later, it will be in the problem analysis to find out the question I gave in number 6, for example, there are many students who answer incorrectly, so it is included in the category of difficult questions. The attitude assessment that is most often used is observation because it is the most effective in my opinion. For the journal, only important events, both positive and negative, are recorded every day. Skills assessment is taken from practicum can, project can. For the value of skills made in the form of numbers and narration” (AF, Teacher, 11/2/2022).

Furthermore, to check the validity of the data from the interview, the researcher interviewed the teacher, he revealed:

“For the knowledge assessment process, what I do is for cognitive assessment, identifying learning outcomes that will be assessed with tests, determining the type of test that is in accordance with the learning material and making question items by paying attention to the level of difficulty of the questions and the circumstances of the students who will undergo the test. For attitude assessment, I use it with colleagues, I give an assessment sheet to the children, there are already assessment criteria so that the children just have to tick” (AS. Teacher, 11/2/2022).

Furthermore, to check the validity of the interview data, the researcher interviewed the NU Junior High School teacher Shofiyatul Huda, he revealed *“for evaluating the skill domains in the 2013 Curriculum, which usually uses project assessment techniques, but it can't always be applied to all subjects related to behavior. In addition, every time in teaching and learning activities I must make*

observations. Not only for attitude assessment, for knowledge and skills it can also be done by observation” (YN. Teacher, 11/2/2022).

Based on the results of the interview as a form of data validation, researchers were given observations where the teacher also gave *pre-test* and *post-test*. Pre-test is a test given before teaching begins, and aims to find out to what extent students' mastery of teaching materials (knowledge and skills) will be taught. While the post-test is a test given at the end of each teaching unit program (Observation, 05/2/2022). Based on the results of the documentation study, it was also found that subject teachers assessed skills from portfolio assignments and from group discussions carried out during teaching and learning activities or it could also be with students' skills in answering every question given by the teacher. (Dokumentation, 05/2/2022).

3.2 Discussion

Based on the results of interviews, observations and documentation of the learning assessment planning process, it was carried out by preparing lesson plans, observation sheets, making question grids, and analyzing questions. This is also in line with Riadi's opinion which said that *"in terms of evaluation, a teacher is said to be competent if he understands evaluation techniques and procedures, and is able to carry out evaluations so that evaluation results are obtained which are used to improve the teaching and learning process. Implementation of the evaluation starts from planning the evaluation, making test questions, processing and analyzing test results to interpreting and following up on the results of the evaluation"* [11]

Rosadi et al., [12] revealed that teachers need to plan, implement, and method so that learning is more optimal. In addition, teachers at SMP NU Shofiyatul Huda in implementing the learning assessment process are carried out at the process and end of learning. This is also in line with the opinion of Sudijono [13] formative evaluation is an evaluation that is carried out in the middle or during the learning process, which is carried out every time the unit of the lesson program or sub-topic can be completed, with the aim of knowing the extent to which students have been formed in accordance with predetermined teaching objectives.

The scope of the learning assessment at SMP NU Shofiyatul Huda is carried out in the realm of knowledge, skills and attitudes. At the stage of assessing knowledge, the teacher uses a question sheet, both multiple choice and essay. In addition, it also uses test instruments both in the assessment of knowledge, skills and attitudes. In the realm of attitude assessment carried out in the learning process and outside the classroom using observation sheets and peers. The skills assessment includes projects, products, portfolios and practices.

4. CONCLUSIONS

Based on the discussion above, it can be concluded that the learning assessment planning process is carried out by preparing lesson plans, observation sheets, making question grids, and analyzing questions. The implementation of the assessment is carried out in the realm of knowledge, skills and attitudes. The assessment technique is carried out during the process and at the end of the lesson. The skills assessment includes projects, products, portfolios, and practices.

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