

Analysis of Evaluation of Islamic Religious Education Learning Class V at SDN 158 Palembang

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Abstract

Obstacles, solutions, and follow-up actions in implementing academic supervision are essential to evaluate the success of the program. Follow-up activities can include providing feedback to teachers to discuss findings from the supervision process. Effective follow-up ensures that the results of academic supervision contribute significantly to enhancing teacher professionalism. This study aims to explore: 1) The obstacles encountered during academic supervision in schools. 2) The follow-up actions taken by principals after conducting academic supervision for teachers. 3) The outcomes of these follow-up actions on teacher performance. 4) This research employs a qualitative approach, focusing on descriptive data to analyze the forms, processes, and results of follow-up activities following academic supervision in schools. The findings reveal that academic supervision and the subsequent coaching activities carried out by school principals play a crucial role in improving teacher performance through effective follow-up.

Keywords: evaluation; learning Islamic religious education; primary school

History:

Received : 09 Feb 2023

Revised : 26 March 2023

Accepted : 20 June 2024

Published : 30 June 2024

^{1,2,3,4}Program Studi Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Raden Fatah Palembang

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Publishers: LPM IAIN Syaikh Abdurrahman Siddik Bangka Belitung, Indonesia

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Introduction

Evaluation in education is an essential component parallel to the learning process itself (González-Martínez et al., 2019; Singh & Thurman, 2019; Sweller et al., 2019). If learning is interpreted as changing student behavior, then evaluation becomes a tool to measure the extent to which the change has been achieved (Bodily & Verbert, 2017; Rovers et al., 2019). Evaluation is collecting, analyzing, and interpreting information to determine the achievement of students' learning goals (Sewagegn, 2020). A well-designed evaluation provides a comprehensive picture of the quality of learning and helps educators design more effective strategies (Castro & Tumibay, 2021). For students, evaluation can motivate them to continue improving their knowledge and skills (Magdalena, 2020).

Evaluation is also vital in assessing students' learning outcomes, characterized by increased knowledge, skills, and attitude changes (Zeng et al., 2018). The evaluation process provides insight for educators regarding learning difficulties, achievement levels, and the position of students compared to their peers (Double et al., 2020). More than that, evaluation allows students to evaluate their development, which is influenced by various internal and external factors (Busalim et al., 2022). In Islamic Religious Education (PAI) learning, mastery of material by students is the main focus of evaluation (Ardiansyah et al., 2022).

As part of the educational process, learning outcomes are evaluated to measure the success of achieving learning goals, both in formal, non-formal, and informal education (Miswanto, 2014). Practical evaluation requires precise planning and measurement based on the initial learning objectives. If the review is not based on measurable goals, the results may fail to achieve the target. However, the evaluation process is often a challenge for educators. This is due to the complexity of aligning the evaluation tools with the learning objectives that have

been formulated (Sukardi, 2013). Therefore, an evaluation approach that is not only systematic but also relevant to the needs of students is needed.

Learning evaluation plays a vital role in the educational process, especially in Islamic Religious Education (PAI) subjects, which aim to shape students' religious character from an early age (Ismail et al., 2022). Evaluation measures the extent to which learning objectives are achieved and becomes a diagnostic tool to identify strengths and weaknesses in the learning process (López-Pastor & Sicilia-Camacho, 2017). This process helps teachers design learning strategies that are more effective and relevant to the needs of students.

PAI learning in elementary schools, especially in grade V, requires a comprehensive evaluation approach. This includes assessing the cognitive, affective, and psychomotor aspects of students. For example, previous research has shown that the Context, Input, Process, Product (CIPP) model-based evaluation approach can provide a comprehensive overview of the effectiveness of learning programs, including PAI subjects at various levels of education (Ratnaya et al., 2022). In addition, a good evaluation also considers the availability of facilities, teacher competence, and student involvement in the learning process (Helsa et al., 2022).

Based on the importance of the role of evaluation in learning, this study aims to analyze the assessment of PAI learning in grade V of SD Negeri 158 Palembang. This research is expected to contribute to solving one of the problems in the world of education, especially related to learning evaluation. Good evaluation is one of the keys to success in the teaching and learning process and a foundation to improve the quality of education as a whole.

Method

Based on the purpose of the research to evaluate learning in PAI subjects, this study uses a qualitative method with a descriptive approach. Qualitative research produces descriptive data in written or spoken words that can be understood. Qualitative research focuses on exploring data in words rather than numbers, using an inductive approach to build theories, and providing an in-depth understanding of the phenomenon being studied (Mohajan, 2018). Through a descriptive approach, this study seeks to describe accurately and reliably the evaluation of PAI learning in grade V. Descriptive research aims to accurately represent the phenomenon or variable being studied (Sugiyono, 2019).

In-depth interviews and observations were carried out for data collection. The interview involved the PAI subject teacher as the primary resource person to explore information about implementing learning evaluation. At the same time, observations were carried out during the evaluation process in the classroom. Data from interviews and observations are compared to ensure accuracy, clarity, and validity. In addition, grade V students are also used as additional data sources to provide a more comprehensive perspective. The results of the two techniques are carefully tested to produce accountable data, providing a comprehensive overview of the process and results of the evaluation of PAI learning at SDN 158 Palembang.

Results and Discussion

The researcher interviewed PAI teachers and ten students in grade V. The interview conducted by the researcher was conducted on May 16, 2023, with Islamic Religious Education (PAI) teachers at SD Negeri 158 Palembang. In evaluating learning, as the researcher interviewed PAI teachers, teachers prepare a learning evaluation plan based on the learning evaluation plan itself, and a series of decisions are taken to ensure the extent to which the students will achieve the learning goals. In learning PAI at SD Negeri 158 Palembang, teachers should pay attention to the following things: a) evaluation objectives, b) grids, c) writing written and analyzing oral questions that have been prepared, and d) revising the questions. The types and tools used by PAI teachers at SD Negeri 158 Palembang in the results of interviews that researchers got in the field that when evaluating there, they usually use oral and written language, so every learning that has passed or will be ended always evaluates as described above.

Based on the interviews and observations, the evaluation of Islamic Religious Education (PAI) learning in grade V of SDN 158 Palembang was carried out with an approach that included assessing cognitive, affective, and psychomotor aspects. As the primary resource persons, PAI teachers explained that the assessment was carried out through various methods, such as written tests, observation of students' attitudes during learning, and participation in religious activities at school. Observations show that the evaluation runs integrated with the learning process. However, several obstacles exist, such as limited time and resources to document the detailed evaluation results.

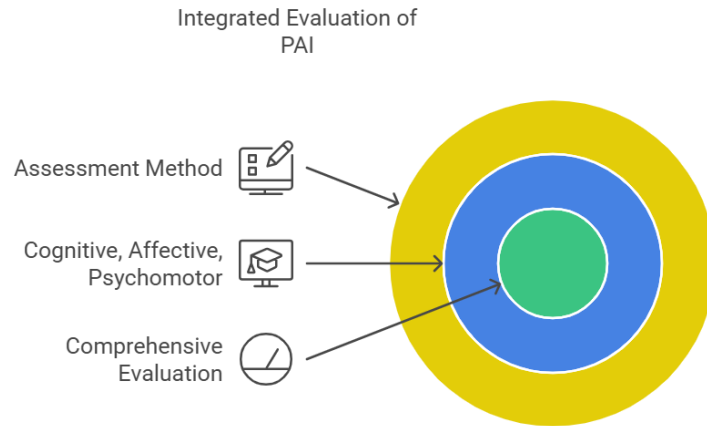


Figure 1. Integration Evaluation in PAI Subjects

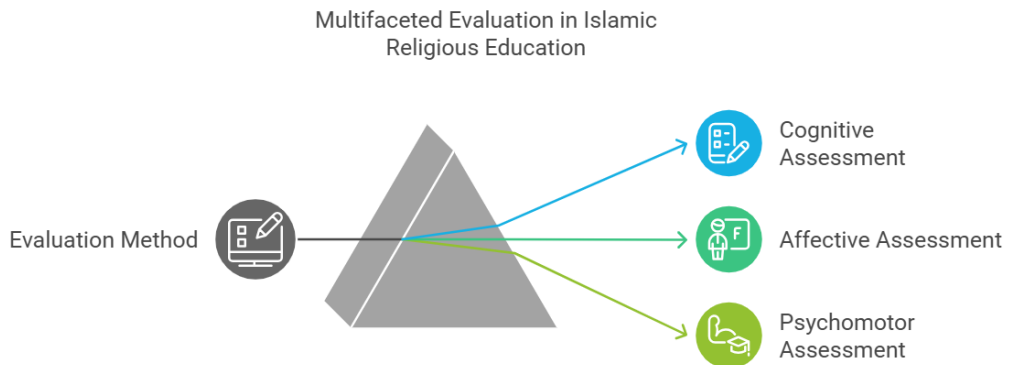


Figure 2. Evaluation Methods of Islamic Religious Education

The interview results also revealed that teachers have specific standards in assessing students' understanding of PAI materials, especially in mastery of the material, daily life application, and students' religious attitudes. Meanwhile, observation of the interaction between teachers and students during the evaluation showed a close relationship between the evaluation approach and the achievement of learning objectives. Students who are more active during learning tend to show better evaluation results, both in cognitive and affective aspects. The analysis of data from these interviews and observations gives the conclusion that the evaluation at SDN 158 Palembang has led to the achievement of learning objectives. However, improvements are needed in technical implementation to be more optimal and well-documented.

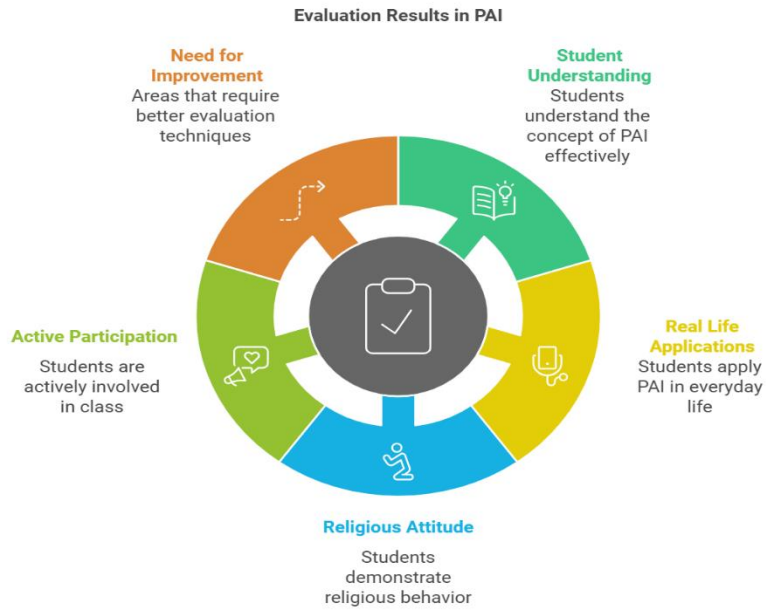


Figure 3. Results of PAI Learning Evaluation

Observations were made during PAI learning and evaluation activities in class V. During the observation, and it was seen that students actively participated in class discussions, especially when discussing materials relevant to daily life, such as worship procedures and religious values. Teachers provide immediate feedback during the evaluation process, which helps students understand their mistakes and improve themselves.

In implementing the evaluation, teachers use simple rubrics to assess written test results and affective aspects. Observations also show active students have better evaluation results during learning than passive students. However, some students have difficulty following certain materials, which is caused by a lack of individualized guidance.

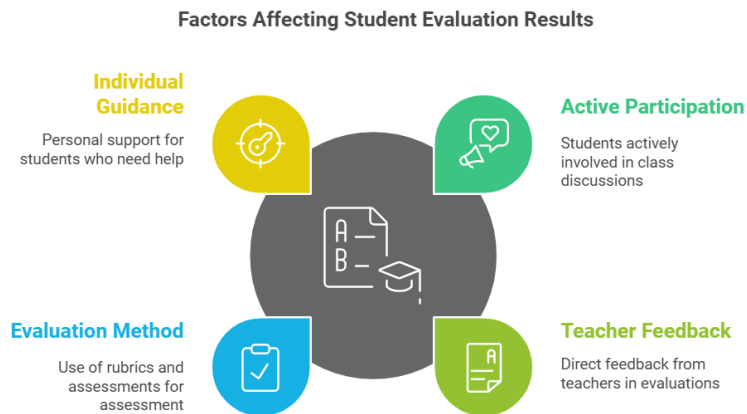


Figure 4. Factors Affecting Student Evaluation Results in PAI Subjects

The application of evaluation to PAI learning in grade V of SD 158 Negeri Palembang is carried out at the end of each learning and perception carried out by the teacher, as well as the learning outcomes of students in the Daily Exam (UH), Mid-Semester Exam (UTS) and the End of Semester (UAS) to decide on class promotion taken from the implementation of the evaluation at the end of the even semester. Implementing the assessments used by teachers sometimes uses tests (written, oral, and performance tests), which can also be non-tests. Tests and non-tests will differ from each other. For example, in practice, learning outcome tests can be implemented in writing, orally, or by deeds. Regarding the test, the embodiment of the test

questions is the provision of directions or tasks that must be done by the test and the taking of scores seen from the process of working on the task and the final results achieved by the students after the testee completes the assigned task.

The aspects valued in evaluating PAI learning in Class V of SD Negeri 158 Palembang were cognitive, affective, and psychomotor. The method used by PAI teachers to assess the mental aspects of students is by giving questions. On the affective aspect, by testing verbally, which tests the understanding that has been achieved by students, and on the psychomotor element, students are asked to demonstrate the learning that has been delivered.

These results are relevant to previous research that shows the importance of observation and interview-based evaluation systems to obtain a holistic picture of student learning outcomes (Ahmady & Khani, 2022; Aibana et al., 2019; Cristancho et al., 2018). This technique helps to identify internal and external factors that affect student achievement and is the basis for the development of future learning strategies.

Conclusion

This study concludes that the evaluation of Islamic Religious Education (PAI) learning in grade V of SDN 158 Palembang has been carried out comprehensively by paying attention to students' cognitive, affective, and psychomotor aspects. Teachers use evaluation techniques like written tests, attitude observations, and worship practices to measure student learning outcomes. The interviews and observations show that the evaluation measures academic ability and students' behavior and skills by holistic educational goals. However, there are obstacles to implementation, such as limited time and the need to develop a more systematic evaluation tool.

The results of this study have important implications for the development of PAI learning evaluation strategies in elementary schools. A more structured and technology-based evaluation system can help overcome teachers' limitations while improving assessment accuracy. In addition, individual guidance for students who are less active or have learning difficulties must be strengthened to ensure learning success. This research is expected to be the basis for further development in improving the quality of PAI learning evaluation at the elementary school level.

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