Teachers Efforts in Evaluating Islamic Religious Education Learning Using Discussion Learning Methods

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Informasi Artikel	Abstract
	This research evaluates Islamic education learning carried out by teachers at Public Middle School 1 Panji. This research method uses a qualitative approach, and the type of research used is field research. Selection of Research Subjects This research method uses a qualitative approach, and the kind of research used is field research. Teachers and students at Public Middle School 1 Panji proposed the choice of research subjects. The data collection techniques used in this research are observation, interview and documentation. The data analysis used by researchers is data analysis from Miles and Huberman's ideas, namely data condensation, data presentation, and concluding/verification. Islamic education learning requires a process to help students learn the Islamic religion. Evaluations carried out by teachers, both assessments of the learning process and evaluations of learning outcomes, are carried out to maximize students' intelligence in terms of knowledge, enjoyment of life, and ability to interact physically and socially. In the community environment. Islamic education learning must be pursued through good planning to influence students' choices, decisions and life developments. The evaluation results carried out by Islamic education teachers are effective and can increase students' active learning and thinking during the learning process and its application in everyday life. Tujuan penelitian ini adalah bagaimana evaluasi pembelajaran PAI yang dilakukan oleh guru di SMPN 1

Panji. Metode penelitian ini menggunakan pendekatan kualitatif, dan jenis penelitian yang digunakan adalah penelitian lapangan. Pemilihan Subyek Penelitian Metode penelitian ini menggunakan pendekatan kualitatif, dan jenis penelitian yang digunakan adalah penelitian lapangan. Pemilihan subjek penelitian dilakukan secara purposif guru dan siswa SMPN 1 Panji. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik observasi, wawancara dan dokumentasi. Analisis data yang digunakan peneliti adalah analisis data dari gagasan Miles dan Huberman yaitu Kondensasi data, penyajian data, dan penarikan kesimpulan/verifikasi. Pembelajaran PAI memerlukan suatu proses yang bertujuan untuk membantu siswa dalam mempelajari agama Islam. Evaluasi yang dilakukan oleh guru, baik evaluasi proses pembelajaran maupun evaluasi hasil pembelajaran, dilakukan dalam rangka memaksimalkan kecerdasan siswa baik dari segi pengetahuan, menikmati hidup, dan kemampuan berinteraksi fisik dan sosial. di lingkungan masyarakat. Pembelajaran PAI perlu diupayakan melalui perencanaan yang baik sehingga dapat mempengaruhi pilihan, keputusan, dan perkembangan kehidupan siswa. Sejauh ini hasil evaluasi yang dilakukan guru PAI cukup efektif dan dapat meningkatkan keaktifan belajar dan berpikir siswa selama proses pembelajaran serta penerapannya dalam kehidupan sehari-hari.

I.   INTRODUCTION

Evaluation, stemming from the English word 'evaluation,' embodies the essence of assessment or appraisal (Sapti, 2019). It delineates a planned endeavour to ascertain the condition of an entity through the utilization of instruments, with ensuing results juxtaposed against benchmarks to yield conclusions. In the pedagogical realm, crafting a teaching plan is the inaugural step in the learning cycle. This plan necessitates meticulous consideration, encompassing details of students' requisite competencies and indicators of their attainment (Rambe, 2019). Once the teaching plan is meticulously laid out, educators execute teaching and learning activities in alignment with this blueprint (Frerejean et al., 2021). Paramount to this process is the cultivation of effective interactions among teachers, students, and auxiliary learning resources, thereby

fostering conducive learning experiences conducive to competency mastery (Aziza & Dzhalila, 2018).

Education, evolving in tandem with the zeitgeist, entails technological advancements and the cultivation of individuals who expand their knowledge and refine their outlook toward their surroundings (Nurgiansah, 2019). The nexus between educational quality and the teaching or learning evaluation system is undeniable (Anwar, 2022). Sustained evaluations are imperative for enhancing academic quality, enabling stakeholders to discern areas necessitating revision or elimination (Na'im, 2019). Within the Indonesian education landscape, Islamic education assumes a pivotal role, aiming to imbue students with a profound understanding of Islamic teachings and their practical application (Nurrizqi, 2021). Evaluation is central to the pedagogy of Islamic education, serving as a yardstick for gauging students' comprehension and mastery of learning materials (Hidayat & Asyafah, 2019; Ikhwan et al., 2020).

The discussion-based learning methodology is heralded as a practical approach to enhancing students' comprehension and engagement in learning (Zagoto & Dakhi, 2018). Discussions allow students to actively participate, exchange ideas, and cultivate critical thinking pertinent to the subject matter (Ridwan et al., 2023). Evaluation, an indelible facet of the educational landscape, is omnipresent within Islamic education, wherein it is imperative to not only students' understanding of the material but also their capacity to apply it in their daily lives as active members of the religious community (Maftuhatin, 2014). Evaluation serves as the conduit for ascertaining the attainment of activity goals and delineating progress stages (Aisyah et al., 2020; Hatuti, 2021).

Against the backdrop of Public Middle School 1 Panji, where predominantly Muslim students are enrolled, a compelling impetus exists to ensure a harmonious equilibrium between knowledge acquisition and its practical application. This prompts the researcher's curiosity to probe into the methodologies employed by teachers at Public Middle School 1 Panji in evaluating Islamic education learning. While evaluation traditionally gauges knowledge acquisition, its purview should encompass the students' proficiency in applying acquired knowledge.

In the study conducted by (Saraya et al., 2023) supporting factors for the evaluation of Islamic religious education learning in the 2013 curriculum include various elements such as students, content standards, educators, facilities, learning processes, assessment standards, graduate competency standards, book availability, and student concern. On the other hand, inhibiting factors encompass a range of challenges like insufficient education personnel, inadequate facilities, varying student abilities and backgrounds, lack of material mastery, and irregular evaluations. The study highlights difficulties faced by teachers in evaluating students' cognitive and affective domains and proposing solutions to these challenges. It underscores the crucial role of Islamic religious education teachers in student evaluation, emphasizing the need to address issues such as limited learning time, resource constraints, and inadequate recognition. These teachers can deliver more effective instruction with appropriate improvements and positively impact student learning outcomes.

The study conducted by (Fadhilatunnisa et al., 2023) delves into utilising evaluation activities to optimize the achievement of learning objectives and outcomes. Recognizing student performance as pivotal in fostering their potential, the research centres on evaluating Islamic education learning outcomes (Huda et al., 2020). It encompasses the planning process, objectives, types, and implementation strategies of evaluation while also addressing challenges encountered by educators and suggesting potential solutions. The study gathered data through interviews and a literature review using a qualitative approach. Researchers conducted question-and-answer sessions with Islamic education teachers at a public elementary school in Kuaro. Narrative analysis was employed to portray field phenomena accurately. The Islamic education learning outcome evaluation planning involves setting clear goals, identifying components, selecting procedures, collecting and confirming data, and constructing assessment measuring instruments. Evaluation types discussed include formative and summative assessments, utilizing methods such as tests and non-tests. Challenges identified during implementing Islamic education learning outcome evaluations include short study hours and poor infrastructure. However, the study emphasizes

the importance of prior evaluation planning to enhance efficiency and effectiveness. Overall, Islamic education learning outcomes are evaluated using cognitive, emotional, and psychomotor assessments, underscoring the significance of evaluation in understanding and improving student performance in Islamic education.

Comparing this study with previous research, both studies address the evaluation of Islamic education learning outcomes. They acknowledge the significance of assessing students' comprehension and application of Islamic education concepts. However, while the study by (Saraya et al., 2023) and (Fadhilatunnisa et al., 2023) focuses on broader aspects such as challenges faced by educators, types of evaluation, and implementation strategies, the current study delves specifically into the evaluation efforts of Islamic education teachers at Public Middle School 1 Panji using discussion learning methods.

The novelty of the current study lies in its specific focus on the evaluation practices of Islamic education teachers using discussion learning methods, which may provide insights into innovative teaching and evaluation approaches tailored to the context of Public Middle School 1 Panji. Additionally, by emphasizing the importance of practical evaluation in enhancing students' active learning and critical thinking, this study contributes to the ongoing discourse on improving Islamic education pedagogy in Indonesian schools.

II. METHODS

This research method uses a qualitative approach, and the type of research used is field research (Sugiyono, 2020). The research subjects were selected purposively, including the Islamic education teacher of Public Middle School 1 Panji, Mrs. Ulfatul Hasanah, S.Pd.I, Public Middle School 1 Panji students. The data collection techniques used in this research are observation, interview, and documentation techniques. Data analysis used by researchers is data analysis from Miles and Huberman's thoughts, namely data condensation, data presentation, and conclusion drawing/verification (Miles et al., 2014).

III.   FINDINGS AND DISCUSSION

Islamic Education Learning at Public Middle School 1 Panji

Islamic education material is material that Muslim students specifically study. In this learning, students are not only required to understand the material but must be able to apply it in everyday life. With this Islamic education lesson, it is hoped that this educational institution will produce knowledgeable and virtuous students. In this Islamic education learning, several things need to be considered, namely that Islamic education learning must remain on the path of the goals to be achieved, and students also have to be on the path of these goals, namely being guided or taught and trained in increasing knowledge and application of Islamic teachings (Ikhwan & Jailani, 2014). From this, Mrs. Ulfa as a Islamic education teacher at Public Middle School 1 Panji must make students learn quickly and be driven by their own will. The thing that Mrs. Ulfa did before starting learning was to examine how the characteristics of her students first. After knowing it, she approaches first and then chooses to use methods and strategies that match the characteristics of her students (Hasanah, 2023).

From the interview with Mrs. Ulfa, she revealed that the characteristics of her students are different, there are those whose learning styles understand better by seeing, listening, or both. During the learning process, the method used by Mrs. Ulfa adjusts to the learning material, for example, the material on the history of Muslim figures in ancient times. She used the lecture method first then continued with students playing roles in front to demonstrate how figures in ancient times conveyed their knowledge to their students or how Muslim figures used to organize war strategies with the Prophet (Hasanah, 2023).

If the historical material is more lecture, it is different if the material presented is about Hajj. The method used is more about practice, during the learning process the teacher only conveys a brief understanding followed by students directly practicing how the Hajj takes place. During the demonstration, knowledge of how to apply it is also given. Most of the history learning is filled with stories of figures or Islamic history, in which the teacher must be wise to utilize existing media and use suitable strategies so that students are not quickly

bored during learning. For middle school students, the way to approach this is to make educators and students friends, namely not to involve angry or irritated emotions because the slightest thing makes them dislike them and will not consider the lessons delivered by the teacher influential.

From that, Mrs. Ulfa has her way so that students can understand the material and achieve the learning objectives properly and effectively. The method used by Mrs Ulfa is to first start with the lecture method or brief delivery of material to provide little direction for understanding the material students. After the lecture Mr. Arif usually immediately divides the class into several groups to conduct a discussion where a problem related to the material being taught is given. In the class, students are also introduced to think creatively and critically about the issues they get, which will then be discussed (Hasanah, 2023).

The problems to discuss are not so heavy because the time given is limited. The student will be assigned to make a mind map for the presentation. For teaching materials or discussion materials, Mrs. Ulfa allows students to use LKS, Package Books, and the Internet to increase their understanding of the material. From the interviews conducted with Mrs. Ulfa, the learning carried out must make a brief observation first, which begins with the characteristics of the students and then what material will be taught that day. The final stage is to determine what method should be used so that all students understand the material to be delivered and the learning objectives will be achieved effectively and efficiently. This has been poured into the lesson plan by Mrs. Ulfa (Hasanah, 2023).

The teaching approach employed by Mrs Ulfa in Islamic Education Learning at Public Middle School 1 Panji aligns with several educational theories, including constructivism and differentiated instruction. By considering students' diverse learning styles and characteristics, Mrs Ulfa acknowledges the principles of differentiated instruction, which advocates for tailoring teaching methods to meet individual student's needs and preferences (Kirschner, 2017). This approach is evident in her utilization of various instructional strategies, such as lectures, role-playing, and discussions, to accommodate different learning preferences identified among her students.

Moreover, Mrs Ulfa's emphasis on engaging students in active learning activities, such as problem-solving discussions and mind mapping, reflects the constructivist theory, which posits that learning is a dynamic process of constructing knowledge based on prior experiences and interactions. By encouraging students to think critically and creatively during discussions and providing opportunities for collaborative learning, Mrs. Ulfa facilitates the construction of meaning and understanding among her students. Additionally, her incorporation of diverse teaching materials, including LKS, package books, and the internet, supports the constructivist approach by providing multiple sources of information for students to explore and construct their understanding (Nurcholis et al., 2021). Overall, Mrs Ulfa's teaching practices exemplify a student-centred approach grounded in educational theories, aiming to promote meaningful learning experiences and effectively achieve learning objectives.

Evaluation of Islamic Education Learning at Public Middle School 1 Panji

The evaluation conducted by Mrs. Ulfa for Islamic education learning is of 2 kinds. The first is evaluation during the learning process, and the second is evaluation of learning outcomes. The assessment learning process at Public Middle School 1 Panji is evaluated to determine the quality of the ongoing activities. Learning outcomes are assessed to assess the quality of the results of a series of teaching and learning processes.

The first planning stage means the evaluation is planned according to what should be measured. Mrs Ulfa's Islamic education learning evaluation planning is to conduct partisan tests, mid-semester tests, and more written tests in the form of multiple choice and descriptions for the semester. From this, Mrs Ulfa thinks the planning is more concerned with the cognitive aspect, although planning on the affective and psychomotor aspects is also made in the lesson plan.

Based on the various assessment forms above, more attention is paid to the cognitive psychomotor and affective aspects. For the affective aspects, Mrs. Ulfa observes the students during the learning process by looking at their seriousness, diligence and it is a consideration in class promotion (Hasanah, 2023). To assess the psychomotor aspects, only look at the practice of reading the Qur'an and

material practices such as Hajj or ablution. For this type of assessment, Mrs Ulfa said it only aims to formulate further teaching methods and materials that must be inserted into the teaching and learning process.

Mrs Ulfa said that students at Public Middle School 1 Panji learning Islamic education can master the material from the beginning to the end of learning from reading, understanding, or practising well. However, the learning material is challenging, and students who experience problems need to pay more attention when learning takes place (Hasanah, 2023). Students whose final grades meet the assessment standards may continue the lesson on the following material, for students whose final grades still need to complete the assessment standards set by educators with a limit below km, enrichment, remedy, and additional lessons are given until the student is considered to have mastered the material.

There are many learning evaluation types, but Mrs. Ulfa uses formative and summative evaluation. A formative assessment is an evaluation to improve the learning and teaching process, namely checking when Islamic education learning with the discussion method takes place. The summative evaluation is an evaluation to determine the results of students' learning progress (Widiyanto, 2018).

Formative assessments are evaluations conducted to monitor and enhance the learning process while assessing the achievement of learning objectives (Sawaluddin & Muhammad, 2020). They can occur at various points throughout the learning journey, starting from the beginning and continuing throughout. Formative assessments offer valuable insights to teachers regarding the effectiveness of their teaching methods. By identifying areas where students struggle, teachers can adjust their instructional strategies to provide additional support or modify their approach (Maulidyah & Zainuddin, 2022). These assessments also aid in evaluating and refining learning measurement instruments (Fitrianti, 2018). Regular analysis of test results enables teachers to gauge the effectiveness of the assessment tool and make necessary adjustments (Oguguo et al., 2021). Due to their frequent administration, formative assessments facilitate

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prompt feedback to students, allowing them to promptly address any areas of weakness and enhance their understanding before final evaluations occur.

The evaluation practices employed by Mrs Ulfa for Islamic education learning at Public Middle School 1 Panji align with educational theories such as formative assessment and cognitive-behavioural theory. Mrs Ulfa's use of both formative and summative evaluations reflects an understanding of the importance of ongoing assessment in monitoring and enhancing the learning process (Bhat & Bhat, 2019). As emphasized by educational theorists, formative assessments provide continuous feedback to students and teachers, allowing for adjustments in instructional strategies based on identified areas of difficulty (Shepard et al., 2018). This approach is consistent with the principles of cognitive-behavioural theory, which posits that learning is a dynamic process influenced by cognitive and affective factors (Rather et al., 2023). Mrs. Ulfa's consideration of cognitive, affective, and psychomotor aspects in her evaluation planning demonstrates an awareness of the multifaceted nature of learning and the importance of assessing various domains to ensure comprehensive understanding (Asad et al., 2023). Additionally, her utilization of different assessment methods, such as written tests and observations (Carrasco et al., 2020), aligns with the cognitive-behavioural approach, which emphasizes the importance of assessing cognitive and behavioural learning components (Cohen et al., 2023). Overall, Mrs. Ulfa's evaluation practices at Public Middle School 1 Panji reflect a thoughtful integration of educational theories to promote effective teaching and learning outcomes in Islamic education.

IV. CONCLUSION

Based on the explanation above, the researcher concludes that Islamic education learning is a process that aims to help students learn Islam. The evaluation carried out by the teacher, both the evaluation of the learning process and the evaluation of learning outcomes, is carried out to maximize the intelligence of students at Public Middle School 1 Panji both in terms of knowledge, enjoying life, and the ability to interact physically and socially in the community. Islamic education learning needs to be pursued through good

planning to influence the choice of decisions and the development of students' lives. From the evaluation results conducted by Islamic education teachers, it is pretty compelling. It can increase the activeness of learning and thinking of students during the learning process and its application in daily life.

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