Teachers' Efforts in Improving Students Learning Outcomes Through Evaluation of Class 4 Islamic Religious Education Learning Processes at SD 12 Negeri Simpang Teritip

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Abstrak

Islamic education is an important part as one of the disciplines in schools where it plays a role in character and personality development. It takes proper learning so that Islamic religious education can really be applied correctly by students. This study was conducted to see how the learning process that is considered appropriate in improving the learning outcomes of grade 4 students at SD 12 Negeri Simpang Teritip through evaluation of the learning process of Islamic education. To find an evaluation of the learning process of Islamic education that is considered appropriate to be applied by collecting literature studies from previous studies. The method used in this study is qualitative where the data are in the form of words and text, both from interviews, observations, and articles or journals from previous studies. The results of this study found that there was still confusion with the results of the evaluation of the Islamic Religious Education learning process in Grade 4 SD 12 Negeri Simpang Teritip. Meanwhile, previous studies were reviewed which could assist in carrying out the evaluation of the learning process more correctly, with the results: (1) in conducting the evaluation there must be validity, effectiveness, different points, and objectivity which are easy to do and not difficult; (2) teachers must change according to the challenges of the times and also want to learn to understand evaluation correctly; and (3) teachers in an effort to improve student learning outcomes must also be willing to improve themselves by adding information and developing self-ability.

Kata kunci: Teachers, Evaluation of the Learning Process, Islamic Religious Education, Learning Outcomes

A.   INTRODUCTION

Islamic Religious Education (PAI) as one of the subjects in schools has a very strategic and significant role in the formation of students' character and personality. In the educational process, the evaluation program is an important factor for the effectiveness of the learning process and outcomes (Murtafiah, 2020). Evaluation and its relation to quality have developed into a major policy issue in education worldwide, while also acting as a powerful steering mechanism at national and transnational levels (Gurova, Piattoeva, & Takala, 2015). The purpose of evaluation is to provide information to decision makers who have responsibility for existing or proposed educational programs (Ball, 2017). In addition, the clear main objective of the evaluation is whether the program is effective or needs improvement (Nouraey, Al-Badi, Risati, & Maata, 2020). It requires the development of an appropriate evaluation methodology (Guyadeen & Seasons, 2016). In research on effective implementation, process evaluation is increasingly being recognized (Limbani, et al., 2019). Evaluation can serve many purposes including program improvement and assessment (Gargani & Miller, 2016). Students in classrooms subject to evaluation programs can structure the activities assigned to them to create their own picture of an evaluation process that may seem fragmented and chaotic (Darabi, 2002). Therefore, students are able to provide opinions and ask questions because of the evaluation that allows for satisfaction so that students learn actively. Islamic Religious Education (PAI) in general can be understood as an effort to increase the faith, understanding,

appreciation, and practice of students about the religion of Islam so that they become Muslim individuals who believe and are pious and have noble character in religious life, personal life, society, nation and state (Elihami & Shahid, 2018).

This paradigm states that Islamic religious education (PAI) must be developed in a more positive direction, with an emphasis on efforts to improve the quality of education based on effective management systems, in order to increase faith and piety. This is so that Islam is not misunderstood and misinterpreted in various contexts (Eid, 2014). Moreover, improving the quality of education is very much needed in developing countries (Masino & Nino-Zarazua, 2016) especially low-income countries (Altinyelken & Hoeksma, 2021). However, in reality Islamic Religious Education (PAI) is currently experiencing a decline that has reached its lowest point. The failure of Islamic Religious Education (PAI) to produce students who are religious, Islamic character or personality is closely related to the current learning management system and weaknesses. In fact, guaranteed quality requires continuous review of academic indicators, through internal and external self-assessments (Acevedo-De-los-Rios & Rondinel-Oviedo, 2021). At SD 12 Negeri Simpang Teritip, learning outcomes are still low in learning Islamic religious education. This illustrates that despite the importance of good teaching, results can still be far from ideal (Bidabadi, Isfahani, & Rouhollahi, 2016). Therefore, quality control is very important as a guide in the education process so that Islamic output (PAI) can be achieved. Quality here can be defined as fit for purpose (Akareem & Hossain, 2016). This evaluation of the educational impact then aims to assess whether a program has produced the desired effect on the institutional members involved (Cook & Lineberry, 2016). Thus, the evaluation must identify whether there is a cause and effect relationship between the implemented program and the expected and achieved results (Diez, Villa, Lopez, & Iraurgi, 2020).

To be able to achieve this goal, the teacher has an important role. This is because planning in education has become a factor in school efficacy and improvement (Epstein, 2018). Given that the goal is to achieve school improvement, evidence suggests that educational planning focuses on contributing to the formation of organizational structures that underpin educational change, particularly in improving student learning outcomes and, at the same time, fostering the capacity of schools to manage change (Hoque, Alam, & Ghani, 2011); (Stoll, 2009). Thus, it is important to look at organizational culture, conditions, strategies, teaching and learning practices, and school capacity for decision making, and problem solving (Hopkins, Stringfield, Harris, Stoll, & Mackay, 2014). Including the most important role in evaluating learning outcomes is the teacher. When teachers take on the role of implementing externally initiated educational innovations or new pedagogical approaches, they must consider the prevailing practice norms or certain practices that they prefer (Lee, 2019). Moreover, in today's era, teachers and students have to face new challenges (Keiler, 2018) which is recommended for teachers to involve students in designing, conducting research as well as analyzing and interpreting in the classroom (Teig, Scherer, & Nilsen, 2019). Therefore, teachers must

constantly learn about the conceptions, misconceptions, and needs of their students rather than just implementing routines without paying attention to student or student learning (Darling-Hammond, 2016). The most effective learning is when students are actively involved in dialogue in class (Sedova, Sedlacek, & Svaricek, 2016).

Seeing this reality, quality control is needed, namely evaluating the process and monitoring student learning outcomes in Islamic Religious Education (PAI) learning that must be pursued by teachers, with the aim of seeing, observing, and analyzing them in order to determine appropriate steps to improve the management system and development of Islamic Religious Education (PAI) learning. Through this study, previous studies related to the evaluation of the learning process were examined so that they could be used as a solution that could be applied to the 4th grade students of SD 12 Negeri Simpang Teritip so that the results of Islamic religious education learning could be improved in accordance with the expectations of the teachers.

B. METODE PENELITIAN

This type of research is qualitative. Qualitative research involves the study of the use and collection of various empirical materials, namely case studies, interviews, observations, and texts (Aspers & Corte, 2019). Moreover, qualitative research can be defined as the study of the nature of phenomena and is particularly appropriate for answering the question of why something is not observed, assessing complex multi-component interventions, and focusing on improving interventions (Busetto, Wick, & Gumbinger, 2020). If carried out with consideration, consistency, and thoroughness, qualitative research can help in answering important questions about people and their lives (Tomaszewski, Zarestky, & Gonzalez, 2020). Meanwhile, the data used in this study are texts in the form of verbal words and not in the form of numbers and field research, with a research focus on evaluating the learning process and learning outcomes of Islamic Religious Education (PAI) in grade 4 SD Negeri 12 Simpang Teritip through observation, interviews, and documentation. In addition, it is also supported by data in the form of texts from previous studies as a literature review that can be applied in evaluating the learning process so that appropriate solutions are found so that teachers can try to improve student learning outcomes.

C. RESULT AND DISCUSSION

Research Findings for Students of Grade 4 SD 12 Simpang Teritip State

Based on the findings of research conducted on 4th grade students of SD 12 Negeri Simpang Teritip, it can be seen that to improve learning outcomes in learning Islamic religious education it is necessary to involve parents. The reason is, in helping teachers to improve student learning outcomes, it can be formed through good habituation and discipline. For this reason, there is a need for control that must be carried out by teachers in each program that is run to achieve the expected goals. So, it is necessary to internalize the basic religion in the personal life of a student which can be pursued through education both in the family, school, and community environment. Meanwhile, learning is carried out once a week with a duration of 45 minutes.

The purpose of classroom learning is to determine student learning outcomes. In general, in the learning framework, evaluation is carried out in one direction at the education unit level. Students become the subject of an assessment based on three factors, namely attitude (affective), knowledge (cognitive), and ability (psychomotor). To help achieve education in a holistic and comprehensive manner, the knowledge side is linked to skills and attitudes. Students are required to be able to acquire knowledge, abilities, and attitudes in order to change and improve human dignity through Islamic religious education (Rizqiyah, 2018). It is believed that by using this one-way assessment, educators will be able to measure the results of the learning process over a certain period of time using available evaluation instruments and methods. The concept of education (especially PAI) is a gateway to the full potential of students as productive humans who adhere to the development of human character: training superior humans who will be able to answer the dynamics of today's challenges.

Even so, aspects of students' knowledge and talents need to be evaluated by creating tools that must be understood and implemented by educators to help every element of student learning growth, especially cognitive and psychomotor development. The problem here is whether the evaluation principles applied are appropriate in each educational unit (Manizar, 2018) so it is necessary to find a variety of evaluations of the learning process as a reference that can later be applied in order to measure the ability of students properly, clearly, and concrete where appropriate with actual conditions. In addition, a real integration of attitudes, knowledge, and skills competencies is needed in students. The integration of these three aspects manifests in the birth of character competencies of students who are creative, productive, have skills and are also knowledgeable (Gahara, 2016).

Evaluation of the Learning Process

According to research conducted by Idrus L (2019), evaluation is an activity to collect data and information about students' learning abilities, to assess the extent to which the instructional system development program has been running and also as a tool to determine whether educational goals and learning processes are in progress. developing science has been going on as it should. Evaluation is then seen to have the aim of knowing the level of achievement of students in a learning process, as well as to understand students about the extent to which they can provide assistance to students' deficiencies, with the aim of placing students in more appropriate learning situations according to their level of ability. it has. Meanwhile, the evaluation function is to assist the process, progress, and development of student learning outcomes on an ongoing basis, and at the same time can find out the abilities and weaknesses of students in certain fields of study, as well as being able to provide information to parents or guardians of students regarding the determination of grade promotion or determination student graduation. Meanwhile, the requirements for the evaluation tool are to have validity, effectiveness, item differences, and objectivity. A test is said to be valid, effective if the implementation of the test does not require expensive fees or costs, a lot of energy and a long time. In addition, it is also said to be practical if the assessment is easy to administer and easy to implement, easy to check, and equipped with clear instructions so that it can be given to other people with evaluation techniques in two ways, namely through tests and non-tests and criteria reference.

Meanwhile, according to research from Izza, Falah, & Susilawati (2020), it can be concluded that the independent era of learning includes conditions of independence in achieving goals, material methods, and

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learning evaluation. This evaluation activity makes teachers act as intermediaries to realize educational goals in the era of independent learning. Teachers must understand the purpose and function of learning evaluation. In addition, teachers are expected to be able to make learning comfortable, fun, and interesting so that evaluation activities function properly. In reality, there are teachers who don't care about these things. In learning, the most important thing is that the teacher enters class, teaches, conducts a monotonous evaluation, prioritizes final grades, carries out evaluation time according to the wishes and convenience of the teacher regardless of the basic concept of evaluation for educational purposes. The most important teacher's assumption is that at the end of the semester he has achieved the curriculum target, indicating that there is a discrepancy between the evaluation of learning and the goals of education in the era of independent learning.

On the other hand, according to Munthe (2015), program evaluation is defined as a process of searching for information, finding information, and determining information that is presented systematically about the planning, values, goals, benefits, effectiveness, and conformity of something with the criteria and objectives that have been set. set. The purpose of program evaluation is to provide recommendations as a material for consideration in determining decisions on the program being implemented. The benefit is that there is the right decision in accordance with the results of the evaluation. According to this study, program evaluation should be something that is familiar in schools and other educational institutions. Educational institutions should hold regular evaluations of each program they implement. The evaluation in question is not just an assessment, but a comprehensive program evaluation. This evaluation is useful for determining whether the program is worth continuing, revised, or discontinued because it is considered no longer useful. Evaluation will also measure the achievement of each program that has been implemented. Evaluation can be applied in the classroom learning process, policy evaluation, process evaluation, impact evaluation, or evaluation for development. Evaluation should assist in the development, implementation, needs of a program, program improvement, accountability, selection, motivation, increase knowledge, and support from those involved.

Based on reviewing previous research related to the evaluation of the learning process, it can be seen that evaluation needs to be carried out to see how the results or achievements of learning in students or students. In conducting the evaluation there must be validity, effectiveness, different points, and objectivity which are easy to do and not difficult. Meanwhile, teachers as those who seek to improve student learning outcomes should begin to change in an era that is already independent in learning. In addition, teachers must want to understand correctly what evaluation is for so that it is not random when doing it in class. This is important so that learning outcomes can be truly measured and analyzed so that they are able to improve the abilities of students. That way, this evaluation can be used as an appropriate measuring tool in determining policies and also directing where the program can move in improving student learning outcomes. Here the teacher must be willing to put in more effort to seek information and develop themselves as well.

D. CONCLUSION

It is known from this study that the results of the evaluation of the learning process for grade 4 SD 12 Negeri Simpang Teritip are still questionable whether the implementation is appropriate so that the results obtained are in accordance with reality. To deal with this problem, a literature review on previous studies related to the evaluation of the learning process is needed. From the results of this literature review, it was found that several

evaluations of the learning process could be an option to be implemented and carried out at SD 12 Negeri Simpang Teritip. The evaluation of the learning process that has been studied is summarized into: (1) in conducting the evaluation there must be validity, effectiveness, different points, and objectivity which are easy to do and not difficult; (2) teachers must change according to the challenges of the times and also want to learn to understand evaluation correctly; and (3) teachers in an effort to improve student learning outcomes must also be willing to improve themselves by adding information and developing self-ability.

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