

EVALUATION OF EDUCATION IN ISLAMIC EDUCATION

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ABSTRACT

Abstrak: Pendidikan Islam memiliki tujuan utama untuk membentuk generasi yang beriman, bertakwa, dan berakhlak mulia. Penelitian ini bertujuan untuk mengetahui sistem evaluasi pendidikan dalam pendidikan Islam, dengan fokus pada penerapan nilai-nilai Islami dan efektivitas metode pengajaran di lembaga pendidikan Islam. Penelitian ini menggunakan metode studi literatur kualitatif, dengan mengkaji berbagai sumber pustaka, seperti artikel jurnal dan buku, yang berkaitan dengan evaluasi dalam konteks pendidikan Islam. Hasil penelitian menunjukkan bahwa evaluasi yang tepat dan berkelanjutan dalam pendidikan Islam berperan penting dalam meningkatkan kualitas pengajaran dan pembelajaran. Evaluasi ini juga membantu memastikan bahwa nilai-nilai Islam yang diajarkan di sekolah sesuai dengan tujuan pendidikan Islam secara keseluruhan. Dengan evaluasi yang baik, pendidik dapat menyesuaikan metode dan strategi pengajaran untuk lebih efektif dalam menyampaikan materi kepada peserta didik.

Kata Kunci: *Evaluasi; Evaluasi Pendidikan; Pendidikan Islam*

Abstract: *Islamic education has the primary goal of shaping a generation that is faithful, pious, and possesses noble character. This study aims to understand the educational evaluation system in Islamic education, focusing on the application of Islamic values and the effectiveness of teaching methods in Islamic educational institutions. This research employs a qualitative literature review method, analyzing various sources such as journal articles and books related to evaluation within the context of Islamic education. The findings show that proper and continuous evaluation in Islamic education plays a crucial role in improving the quality of teaching and learning. This evaluation also helps ensure that the Islamic values taught in schools align with the overall goals of Islamic education. With effective evaluation, educators can adjust their teaching methods and strategies to deliver the material to students better.*

Keywords: *Evaluation; Educational Evaluation; Islamic Education*



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A. INTRODUCTION

In Sisdiknas Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society. (zailani, 2024) ganti Mendeley

Islamic religious education is a conscious and planned effort to prepare students to know, understand, practice, be pious, and have noble morals through teaching, leadership, learning activities, exemplary and the use of experience. Thus, Islamic religious education is an education that aims to create a generation that is able to practice.

faith, Islam, and Ihsan well. An outstanding generation is a generation that is able to realize its creativity, efficiency and the best quality to be able to build and revive the nation's civilization. This makes education the main goal (Jannah, Sakinah, & Ramadhani, 2022).

According to (Nata, 2010) Islamic education is a type of education that has a great influence on student behavior, because in the teachings of Islamic education it is based on the elements of values contained in the teachings of Islam.

According to (Islam & Character, 2018) The goal is to educate people to become obedient Muslims with true faith, submit and worship Allah swt, so as to obtain the status of a kamil person with commendable and noble morals as the caliph of Allah on this earth

According to (Arifin, 2009) in Islamic Education, the purpose is the policy reference in the formation of programs to be implemented. All programs made for Islamic Education are always oriented to the goals to be achieved in the education, so that the results obtained are in accordance with expectations

In Islamic education, evaluation is one of the components of the Islamic education system that must be carried out systematically and planned as a tool to measure the success or target to be achieved in the Islamic education process and the learning process. (Ramayulis, 2008) ganti mendeley

The success of the training can be seen from the learning outcome assessment model set according to the applicable curriculum standards. Evaluation is very important. Because the evaluation of learning outcomes can determine the quality of education. The accuracy of the assessment of learning outcomes affects the improvement of the quality of education. In addition, the National Education Standards Regulation (PP) Number 19 of 2005, especially article 63 paragraph 1, states that the evaluation of primary and secondary education consists of the evaluation of teacher learning outcomes and the evaluation of education-based education. are learning. . results and assessment of learning outcomes by the government. Article 64(1) regulates that teachers evaluate learning outcomes in accordance with Article 63(1)(a) continuously, monitor the process, progress and improvement of results in the form of daily tests, mez. -Semester exams, final semester exams and graduation exams. This regulation states that teachers have the duty to study student learning outcomes in learning activities, so that they can find out the development of student learning

outcomes in a certain period (Wahyudi, 2016). From this, it can be seen the importance of evaluation for education.

B. METHOD

There are several definitions of methods according to experts, including: method in Arabic, known as "thariqah" which is interpreted as a way that is prepared to do a job. In educational philosophy, method is a tool used to achieve educational goals. According to the term in the book entitled "Islamic Education", there are several explanations about the method that is interpreted by some experts, the method is a way or path that must be passed by teaching staff to achieve educational goals. Method is a practical step in learning to achieve teaching goals. (zailani, 2024) ganti mendeley

This research was conducted using qualitative approaches such as design, guidelines or references. According to Strauss and Corbin (Pupu, 2009), a qualitative approach is a type of research that produces results that cannot be achieved by statistical methods. Meanwhile, according to Bogdan and Biklen, the qualitative approach is a research method that produces descriptive data in the form of speech or writing and the behavior of the observed people. This research uses the content analysis method (content research). Lexy J. Moleong (2017:220) quotes Weber who said that content research is a research methodology that uses a series of procedures to draw valid conclusions about a book or document. This research was carried out by examining the contents of previous journals and also books related to the evaluation study of Islamic religious education and Islamic education (Tafsir, Suhartini, & Rahmadi, 2020).

The object of qualitative research is a natural object, or natural setting, so that

This research method is often referred to as the naturalistic research method. A natural object is an object that is as it is, not manipulated by the researcher so that the conditions at the time the researcher enters the object, after being in the object, and exiting the relative object, do not change (Sawaluddin, 2018).

C. RESULTS AND DISCUSSION

In Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 paragraph 21 it is explained that education evaluation is the activity of controlling, guaranteeing, and determining the quality of education for various components of education in each path, level, and type of education as a form of accountability for the implementation of education. (Rohman, 2020).

One of the methods to improve, both the system and educational performance is to carry out evaluations. The evaluation activity in question is to find out more deeply about how to implement, the fundamental value in the educational process based on the vision and mission of the education.

Evaluation is usually applied more widely as a strategy to measure how far students succeed in learning.

Evaluation is a crucial element in achieving success in the realm of education, especially in the context of Islamic education. The outcome, positive or negative, depends on this process. The achievement of the goal can be measured by examining the results produced. If the results are in line with the goals of Islamic education, it indicates the effectiveness of educational efforts. Conversely, if the results deviate from the expected goals, it signals failure in the evaluation. Therefore, evaluation serves as a means to assess the extent of educational achievement that includes all the components necessary to realize the predetermined educational goals (Rahyu, 2019).

The term "evaluate" is derived from the verb "evaluate" which means the act of judging or judging. The original term for "value" in Arabic is al Qimat. In the realm of philosophical thought, this concept gained popularity. Plato, the philosopher who first introduced the concept, began a unique discourse with the topic of "value". The axiological aspects of philosophical discourse are ripe for further exploration and development. Philosophers attach great importance to the role of internal values in the realm of philosophy, viewing them as a gateway to understanding knowledge and fundamental aspects of philosophical discourse. The concept of value, as defined by philosophers, includes the idea of value (Abduallah, 2019).

Some other researchers have stated that the term "evaluation" comes from the word "evaluation" in English. The term evaluation comes from the Arabic word "value" which means value or cost. In Islamic discussions, the concept of assessment can be expressed through various terms such as tatsmiim, taqyiim, or taqdir (Baalbaki, 2006; Sudion, 2005). Evaluation of ideas in the Islamic context is conveyed through a series of synonymous words. There are two terms that can be used to describe these concepts: al-hisab, which includes estimation, interpretation, and calculation, and al-bala', which refers to the process of testing and evaluation. The term "value" first gained popularity among individuals and is associated with various Arabic words such as Al-tajribah which means trials and tests, Al-hukm which means cessation, Al-qadha which symbolizes decisions, Al-nazhr which means conveying a vision, and al-imtihan which means test (Ramayulis, 1994). Plato, the famous philosopher, was the first to propose this concept, which has been widely discussed and analyzed by philosophers. The idea of "the idea of value" is at the core of his philosophical teachings. The concept of "value" was introduced by Arifin in 2009, expanding its use beyond just economics and calculations. Now, the term value is widely known and applied in various fields, including education (Sari Mega, 2018).

In the evaluation of Islamic education, evaluation includes more than just numerical assessment. According to Daulay, a person's ability to evaluate himself or herself is the most important aspect of evaluation. In other words, how far his religious ability, faith, and religious experience and noble morals are. People who realize that they still have a lot of flaws will strive to be better. Therefore, in the perspective of Islamic education, evaluation focuses on increasing the individual's awareness after identifying the aspects that need to be improved in one's life journey. In Islamic education, the essence of evaluation is to foster such a mental attitude.

Evaluation of Islamic education requires procedures that must be used, including planning, implementation, implementation monitoring, data processing, reporting, and the use of evaluation results. Furthermore, in its implementation, several evaluation principles must be aimed at good objectives continuously, objectively, comprehensively or comprehensively.

In education, too, to carry out a good and correct evaluation, the role of the teacher has the most important part, because the teacher is a person who is required to develop his teaching skills according to the learning time and the local environment. According to experts, "teachers are part of education, which plays a central role in the teaching and learning process"(Harfiani, Setiawan, Mavianti, & Zailani, 2021). There are even those who argue that "what can improve the situation in the world of education in the end is the responsibility of teachers who work in the field every day", teachers must have the ability. preparing plans, implementation, evaluation and monitoring (Rahman, 2009).

1. Educational Evaluation Position

Educational evaluation has a very strategic position, because the results of evaluation activities can be used as input to improve educational activities. Islamic teachings also pay great attention to these evaluations. Allah SWT, in His various words in the holy book of the Qur'an, conveys to us, that the work of evaluating human beings is an important task in a series of educational processes that have been carried out by educators(Zakarya, Hafidz, Martaputu, & Nashihin, 2023)

2. Evaluation Function

Selective evaluation function. This evaluation itself functions by selecting students who can be accepted into certain schools, selecting students who can be promoted, selecting students who deserve to receive scholarships, selecting students who are eligible to drop out, and others. Assessment has a diagnostic function. With the help of assessment, teachers can find out the weaknesses and strengths of students and the reasons. So this makes the solution easier. Valuation acts as an investment site. The task of evaluation is to determine exactly which group students should be placed in. Evaluation is a measure of success. Meanwhile, its function is to find out the extent of the success of the program implementation(Agus, Indra, & Farah, 2022).

3. Evaluation Principles

The general and special principles in an evaluation activity are that there is triangulation or a close relationship between three components (Marzuki & Hakim, 2019), namely the learning objectives, Learning activities or KBM, and then the Evaluation

As for other opinions, to ensure that the evaluation is accurate and useful for students, teachers or interested parties must pay attention to the following principles (Ramayulis, 2008: 225-226): that is Valid Assessment measures what should be measured using both reliable and authentic test types. This means that the meter is suitable for the measurement function and the measuring object. Then second Competency-oriented Based on qualifications, learning success metrics are clearly and reliably known. Third Continuous or Continuous (Continuity) Assessment should not be done carelessly because learning itself is a continuous process.

Therefore, evaluations must be carried out from time to time continuously to comprehensively understand student development, so that student activities and performance can be controlled with the help of evaluation (Arifin, 2016: 31). Consistency is very important in Islamic teachings, because by following this principle, the decisions taken by a person become valid and steady and lead to useful deeds. Fourth When assessing comprehensive (comprehensive) questions, teachers must take all questions as evaluation material. Assessment must be holistic, including personality, memory sharpness, understanding, sincerity, perseverance, cooperation, responsibility, and others, or according to Benjamin S. Bloom's taxonomy which is better known for its cognitive, affective, and psychomotor aspects. Then Anderson and Cratwall developed it into six aspects, namely remembering, knowing, applying, analyzing, creating and evaluating. Fifth It means that evaluation must be very important for all stakeholders.

Therefore, the assessment must be easy to understand and traceable to interested parties. Sixth Fair and objective In its implementation, teachers must act fairly, without favoritism. The evaluation must consider the student's fairness and be objective based on real facts, should not be influenced by emotions and irrational things. Don't provoke anger, which leads to biased judgment. The words "fair" and "objective" are easy to say, but difficult to implement. However, humans must try. All students should be treated equally, without "discrimination". Therefore, negative likes and dislikes, negative feelings, desires and prejudices must be avoided. Evaluation should be based on real reality (data and facts), not the results of manipulation or planning (Arifin, 2016: 31). Seventh Open Assessment should be open to various circles so that decisions regarding student success are clear to interested parties, without manipulation or confidentiality that can harm all parties eghath. The sincerity of the evaluation is carried out with pure intentions and in the context of efficiency in achieving educational

goals and the good interests of students. Ninth *Praktis* Practical means that it is easy to use both for teachers and for developers and users of assessment tools. Therefore, the evaluation is carried out in a way that is easy to understand and assisted by several indicators, namely: a) saving time, cost, and effort; b) easy to manage; c) easy to record and manage; and d) easy to interpret. Then the last one Recorded and accurate The results of each student's evaluation efficiency should be recorded systematically and comprehensively and kept for reference at all times (Sawaluddin, 2018).

4. Evaluation Objectives

In general, it can be interpreted that the object of Islamic education evaluation is students. Meanwhile, the assessment questions mainly contain certain aspects that are found in students (Arif, 2019). In essence, students not only play the role of assessment subjects, but also play the role of assessment subjects. Therefore, the evaluation of Islamic education can be carried out in two ways, namely self-evaluation/self-reflection and evaluation by other people or students. Islamic education is teaching based on the values of Islamic teachings, as stated in the Quran and al-Hadith as well as in the thoughts and practices of scholars from the history of Muslims.

In this process, Islamic education transforms goals into ideal goals that are to be achieved in the program and are treated in Islamic education as products or outputs of Islamic education with the benchmark of educational outcomes known through evaluation. In general, there are three main objectives of evaluation (Mardiah & Syarifudin, 2019), namely: the first one is there Behavioral aspects, meaning aspects that concern students' attitudes, interests, attention, and skills as a result of the teaching and learning process. The second finding In terms of knowledge, it means the mastery of the lessons given by the teacher in the teaching and learning process. And the third aspect related to the teaching and learning process is that the teaching and learning process needs to be objectively assessed by the teacher. Because the good teaching and learning process will determine whether the learning outcomes achieved by students are good or not.

5. How To Carry Out The Evaluation

Regarding the usefulness of measuring students, the test is divided into three, namely diagnostic tests, formative tests, and summative tests. As for Diagnostic tests are useful for identifying student weaknesses, both in the form of learning disabilities and obstacles faced by students, so that they can be given appropriate treatment. This test is usually given orally or in writing. Formative tests designed to determine the extent to which a student has progressed after a particular program. This test is usually carried out in the middle of the study program and is called a "day test". The summative exam is the final test of the study program. This test can be called EBTA, End of Semester Test, UAN. The material tested is the material that is taught for one semester.

While in addition to tests, there are also other opinions, namely non-tests, according to Suharsimi Arikunto divides non-test techniques into six types, including assessment scales, questionnaires, matching lists, interviews, observations, and biographies.

As for Scale describes a value in the form of a number compared to the result of weighing something. A questionnaire or better known as a questionnaire is a draft question that must be completed. to measure. An optional list is a series of questions in which assessed respondents only need to check the box provided to them. An interview is a technique or method to obtain answers from respondents through one-sided questions and answers. Observation is a technique that is carried out through careful observation and systematic recording. A biography is a description of a person's condition during his or her lifetime. Thus, knowledge of the subject's curriculum vitae facilitates the assessment.

6. Characteristics Of Evaluation In Education

Several characteristic of educational evaluation characteristics is Evaluation in education, that is, that assessment is carried out indirectly. In this example, it will measure intelligence through a measure of students' ability to do problems. Second Educational evaluation is the use of quantitative measures. Educational assessment is quantitative, meaning using number symbols as the first result of measurement. The educational evaluation, that is, the educational evaluation uses fixed units or units, because IQ 105 is a normal child. Fourth Educational assessment is relative, meaning that it is not the same or not always fixed from one time to another. Then there is the last one Educational research is that in the assessment of educators, there are often mistakes.

D. CONCLUSION

Evaluation in Islamic education is very closely related to what has been said in the Qur'an, where evaluation in Islamic education is the object that is assessed or evaluated by students not only things related to science, and not only those related to religious behavior but the balance between the two. Assessment is essentially one of the components of the learning system and the education system in general. This means that assessment is an activity that cannot be avoided in all learning. In other words, evaluation activities, and evaluation of learning outcomes and learning evaluation, are a unit that cannot be separated from teaching or educational activities. Islamic education is education based on the values of Islamic teachings in the Qur'an and al-Hadith as well as the thoughts and practices of scholars in the history of Muslims. In the process, Islamic education transforms goals into ideal goals achieved in the program and is processed into Islamic education products or Islamic education outputs, using learning outcomes known through evaluation.

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