

Evaluation of Islamic Education Learning Program at MTs Arifah Gowa by Using Countenance Evaluation Model

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Abstract: This observe pastimes to determine: (1) the first-rate of steerage, (2) the nice of implementation, and (3) the studying consequences of university students in enforcing Islamic education clusters inside the unbiased curriculum. This studies is a studies assessment version based totally at the Countenance Stake model. The sources of statistics on this check were elegance VII college students at MTs Arifah Gowa and instructors of the PAI own family at MTs Arifah Gowa. The research approach used is interview, commentary and documentation. The data assessment approach used is Miles and Huberman's records analysis method. The consequences of this have a look at indicate that: (1) the nice of the gaining knowledge of making plans for the PAI circle of relatives in the independent curriculum is within the accurate class, (2) the fine of implementation and getting to know assessment is inside the top magnificence and (three) the studying consequences of students in the PAI own family topics are inside the proper class.

Keywords: Islamic Education Group Learning, Countenance Evaluation.

Introduction

In this rapid era, third world countries are required to be able to adapt in various fields, including education. Education today is required to be able to produce a generation that not only has a high IQ, but is able to adapt to any changes. (Zenelaj, 2013). Education is considered the right solution to overcome every global problem so that countries, especially developing countries, are able to carry out sustainable development. Efforts to carry out sustainable development are through education, but the increasingly widespread global impact has resulted in fundamental and massive changes in the aspects of subjects, learning methods to the use of technology. (Jickling & Wals, 2008)

Real change occurs when the quality of education is high, so as to produce a generation that is able to compete in the current era of globalization. (Soedijarto, 2008) The purpose of improving the quality of education is none other than focusing on building a competent and determined society and a stable personality so that

it can become a generation that is insan kamil according to the principles of Islamic education. (Frank-Oputu & Dorgu, 2016)

One of the roles of the teacher is as a facilitator who is able to provide contextualized material to students. (Dixit, 2014) Therefore, teachers are required to be able to have professional competence so that students can receive the best learning services. (Sharma, 2014) Teacher professional development needs to be done in order to have a positive impact on students in learning. (Petrie & McGee, 2012). The duties of teachers are clearly stated in Law Number 14 of 2005 concerning Teachers and Lecturers as follows:

“In carrying out their professional activities, teachers have the duty to improve and develop their qualifications, communicate knowledge and knowledge on an ongoing basis in line with the development of science, technology and art.”

In measuring achievement in learning, a systematic assessment is needed so that the data obtained is correct and can be accounted for . (Winarno, 2014). Educational evaluation is directed

as a basis for decision making whether the program is continued or stopped. This is in line with Suharsimi Arikunto's opinion that evaluation is carried out as a basis for making decisions on an educational policy.(Arikunto, 2021)

Research conducted by Hidayat et al, shows that PAI learning assessment must be comprehensive. The position of evaluation is very important in PAI learning because assessment plays a very central role in the success of a learning process. In addition, evaluation also plays a role in measuring the achievement of learning objectives. (Hidayat & Asyafah, 2019)

Research conducted by Azizah et al, shows that the implementation of PAI learning evaluation is obtained from daily tests, UTS and UAS. PAI Learning evaluation techniques should lead to the cognitive domain, affective domain and psychomotor domain. The PAI learning evaluation techniques applied at SMK Muhammadiyah 1 and 2 Palembang City are test and non-test techniques.(Azizah & Zainudin, 2020)

Research conducted by Faradhiba et al, shows that the evaluation of learning Islamic religious education and ethics includes the preparation of assessment analysis, KKM analysis of measuring instruments in the form of tests. The obstacles in undergoing learning evaluation are the limited teaching staff of Islamic religious education in this school, so that teaching staff need to use more effective and efficient ways of conducting learning evaluations, then the next obstacle is the uneven understanding of students, so that in the preparation of learning evaluations it is necessary to evaluate learning according to students' abilities. While the assessment standards are made according to the average ability of students, for students who have not been able to meet the assessment standards, a reassessment or remidi will be carried out.(Faradhiba & Inayati, 2023)

In the initial observation conducted by the researcher on April 18, 2023, the following information was generated: (1) the curriculum used in each madrasah is still piloting; (2) most teachers use learning tools from the previous school year; (3) PAI teachers only dominantly use the lecture method and minimal digital media, which can actually increase students' interest in learning.

The development of the Countenance evaluation model can have a wide range of applications, including in the fields of psychology, emotion recognition, face recognition, customer satisfaction analysis, and so on. However, it is important to note that the Countenance evaluation model needs to be trained with representative data and cover diverse cultural and demographic contexts to avoid unintentional bias in the evaluation results.

To see the achievement of learning in PAI clump subjects at MTs Arifah Gowa consisting of Aqidah Akhlak, Fikih, SKI and Qur'an Hadith the assessment model used is the Countenance model. this example was chosen by the author because this model is claimed to be appropriate for seeing the achievement of learning applications. evaluation of the Countenance model is needed in PAI clump learning to find out the initial process before learning until the assessment is carried out has been synchronized using the standards planned by the educator or the process standards stipulated in the law. The main subject matter in the Countenance model evaluation is divided into two matrices, namely the description matrix and the decision matrix. in the description matrix there are 2 columns, namely intense and observation, while the decision matrix consists of standards and considerations.

Methods

Research Design

This research is classified as evaluation research using a mixed method approach. The evaluation research model used is the Countenance research model.

Population and Sample

The research was conducted at MTs Arifah Gowa, which is located on Jalan Bakolu, Pangkabinanga Village, Palangga District, Gowa Regency, South Sulawesi.

The sampling technique for this study used purposive sampling. This technique is the sampling of samples selected specifically in accordance with predetermined requirements. The

number of samples in this study was 9 people from 8 populations or the number of PAI subject teachers. The criteria for determining samples such as (1) teacher qualifications, and (2) teacher teaching experience.

Table 1. Research Sample.

No	Subjects	Number of Teachers
1	Akidah Akhlah	2
2	Qur'an Hadis	3
3	Fikih	2
4	SKI	2
Total		9

Data Collection/Procedures

The research instruments used were questionnaires, observation guidelines, interview guidelines and documentation lists. In this study, material analysis was carried out after material collection, material obtained from survey results, observations, interviews and documentation studies. In this study, quantitative descriptive and qualitative descriptive analysis was used. Then the results of the data analysis are described as quality information for each aspect in the form of a percentage. The points obtained were compared with the criteria table to determine achievement.

Table 2. Value Classification and Percentage.

No	Percentage	Classification
1	80 – 100 %	Sangat Baik
2	66 – 79 %	Baik
3	56 – 65 %	Cukup Baik
4	40 – 55 %	Kurang Baik
5	< 39 %	Tidak Baik

Data Analysis

The stages carried out in this study adapt the stages of the countenance stake model evaluation research consisting of antecedents, transactions and outcomes. Each matrix looks at three terms, namely antecedents (preparation), transactions (process), and outcomes (results). The intense process is carried out using analyzing the logical interrelationships derived from antecedents, transactions, and outcomes. the impact of the analysis is then compared with the evaluation

standards that have been influenced previously. which will occur the analysis produces a consideration and recommendation. A chart of this assessment research process is in Figure 1.

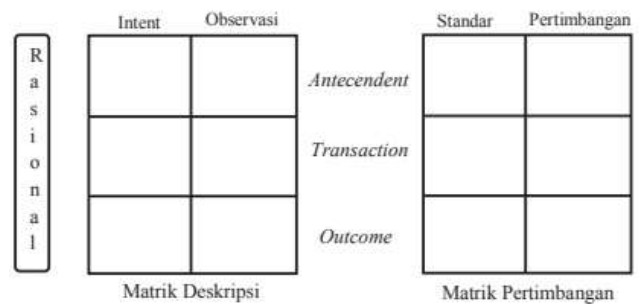


Figure 1. Evaluation chart of the countenance model proposed by Stake.

Findings and Discussion

Learning Preparation (Antecedent)

Learning preparation is made by the teacher through the making of learning tools in the form of lesson plans (lesson planning plans) and PAI clump learning assessments presented in Table 3. The correspondence between intense use of observations shows that teachers already have sufficient competence to be able to implement synchronous learning using the curriculum.

Some components of the lesson preparation made by the teacher have not yet reached the required standard. in the planning of introductory activities designed by the teacher has not contained the delivery of evaluation techniques in students at the beginning of learning. in the core activities, it still does not appear the component to motivate students to formulate questions, then in the aspect of planning the teaching material made by the teacher has not been holistically.

Intended to give interpretation and meaning to the results of the study in accordance with the theories and references that are used. It is not merely used to present findings. Interpretation should be enriched with referencing, comparing, or contrasting with findings of previous research published in reputable, not predatory, journals. It is advisable to integrate findings into collection of theories or established knowledge, development of

a new theory, or modification of existing theories. Implications of the research findings are given.

Results can be presented in figures, tables, and text. Tables and Figures are presented center, as shown below and cited in the manuscript.

Table 3. Countenance matrix on the antecedent aspect.

Matrix Description		Consideration Matrix	
Intens	Observation	Standart	Consider
The Learning Implementation Plan (RPP) is in accordance with the Decree of the Director General of Education Number 5164 of 2018 concerning Technical Guidelines for the Preparation of Learning Plans in Madrasahs.	Overall, 78% have carried out lesson planning in the good category.	The quality of learning preparation is said to be good if the planning of learning applications (RPP) includes: (1) Conformity with CP; (2) Selection of learning materials according to integrated concepts; (three) Formulation of learning indicators; (4) Preparation of lesson plan identity; (5) Selection of learning media; (6) Selection of learning origins; (7) Learning scenario planning includes introductory, core, and closing activities; (8) Planning for scientific approaches; (9) Assessment planning.	Most of the lesson plans made by teachers are in accordance with the Decree of the Director General of Islamic Education Number 5164 of 2018 concerning Technical Guidelines for Preparing Learning Plans in Madrasahs, but there are still some incomplete components such as: contextual learning content, follow-up planning and the use of appropriate learning.

In the matrix above, it can be concluded that several components in lesson preparation made by teachers have reached the expected standards. In the planning of preliminary activities made by the teacher, it contains the delivery of assessment techniques to students at the beginning of learning. In the core activities, the planning has brought up contextual learning. Other findings in the closing activities, teachers have implemented follow-up programs such as remediation and enrichment.

Implementation and Assessment of Learning (Transaction)

In the aspect of learning transaction of PAI clumps at MTs Arifah Gowa presented in Table two. which

will occur data analysis provides PAI clump teachers have been able to do class management well, this can be observed from the beginning to the end of learning. teachers also provide stimulation to students have not been able to direct students to generate hypotheses. This is because the teacher more or less sporadically uses the lecture method, reading the book, also through nature more or less without giving directions. The difficulty of students in formulating predictions and hypotheses is because the teacher is less able to provide questions and statements that lead students to make conjectures that are interim.

Table 4. Countenance matrix on the antecedent aspect.

Matrix Description		Consideration Matrix	
Intens	Observation	Standart	Consider
The teacher has implemented learning in accordance with	The teacher has implemented the PAI	Quality of implementation learning is said to be good	In general, teachers have implemented

Permendikbud No. 16 of 2022 on process standards and KMA No. 184 on the Implementation of Education in Madrasahs.	learning by using the lecture method.	if: (1) Learning activities include introduction, core and closing activities;	learning in accordance with in accordance with Permendikbud No. 16 of 2022 on process standards and KMA No. 184 on the Implementation of Education in Madrasah.
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Observations and interviews show that teachers have carried out assessments in the knowledge aspect which includes evaluation by written tests as well as expression tests. skills evaluation is carried out through performance and portfolio assessments. on students' report cards, while the daily learning impact also needs to be known by students. synchronous interviews and observations, there are several teachers who have

made a habit of conveying what will happen to students' learning both on daily tests and other assignments. This is important because it can increase students' enthusiasm for learning. Some teachers said that they had difficulty in assessing students' behavior and skills and the skills aspect was chosen as an alternative by the teacher using evaluation in work groups to make it easier to observe.

Matrix Description		Consideration Matrix	
Intens	Observation	Standart	Consider
Teachers have carried out assessment in accordance with Permendikbud No. 21 of 2022 concerning assessment standards.	Overall, the learning assessment carried out by the teacher is quite good.	Quality of implementation learning outcomes assessment is said to be good if includes: (1) The implementation of the assessment includes assessment of aspects: (a) attitude, (b) knowledge and (c) skills; (2) Analysis of assessment; and (3) Reporting assessment.	The teacher has done evaluation that will occur learning learners according to Permendikbud No. 21 of 2022 regarding assessment standards. teachers need to improve evaluation application differentiated evaluation application in the independent curriculum, especially in aspects of attitude and skills assessment.

Learning Outcomes

Based on observations and interviews that student learning in PAI learning at MTs Arifah Gowa is presented in Table 4. The success of learning can be observed through the acquisition that will occur in

student learning. that will occur in student learning in knowledge competency can be observed through that will occur in written tests similar to daily tests.

Matrix Description		Consideration Matrix	
Intens	Observation	Standart	Consider
The learning outcomes met the KKM of 75.	Learner assessment results cover aspects of knowledge, skills and attitudes..	Achievement of learning outcomes learning outcomes 75% of participants students meet Completeness Criteria (KKM)	Most learners students have met KKM. Teachers need to conduct remedial learning to improve understanding of students who have not reached KKM.

The incompleteness is possible because of the different abilities of each student in knowing learning in PAI subjects. students have good skills can be due to the stages in the learning process they experience. Independent learning can also make students help each other. Maximum achievement in skill and attitude competencies can be caused because the evaluation instruments designed by the teacher are not differentiated synchronously in the interests of students. Independent learning practices using a large number of learners can also complicate the assessment carried out by the teacher.

Conclusion

The quality of learning preparation for PAI clusters at MTs Arifah Gowa is relatively good, but what needs to be improved is the content of contextual learning, as well as follow-up planning on learning tools. The quality of the learning implementation process for PAI clumps at MTs Arifah Gowa is in the good category. This is supported using the findings that the suitability of learning activities using the Merdeka Curriculum in introductory activities, core activities, epilogue activities, and assessment software that will occur learning is in the good category. student learning outcomes have been achieved, which include knowledge, skills and behavior competencies. teachers need to hold remedial learning to improve the understanding of students who have not reached KKTP (Criteria for Completeness of Learning Objectives).

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