

## EVALUATION OF ISLAMIC EDUCATION LEARNING OUTCOMES

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**Abstrak:** Evaluasi merupakan salah satu rangkaian kegiatan dalam meningkatkan kualitas kinerja, atau produktivitas suatu lembaga pendidikan. Kegiatan pendidik dalam melaksanakan pembelajaran melalui tiga tahapan, yaitu persiapan, pelaksanaan, dan assesmen. Penilai adalah salah satu bagian evaluasi pendidikan yang digunakan dalam melakukan ketuntasan proses pendidikan dan pengajaran. Peran penting kegiatan evaluasi menjadi tolak ukur keberhasilan suatu kegiatan pendidikan. Selain itu, hasil pengukuran menjadi pembahasan pengevaluasian yang patut dilakukan dalam setiap kegiatan pendidikan termasuk proses pembelajaran. Menimbang pentingnya hal itu, maka pengevaluasian dalam kegiatan pendidikan termasuk di dalamnya pengevaluasian kegiatan pendidikan islam menjadi sebuah kewajiban.

**Kata Kunci:** Evaluasi, Hasil Belajar, Pendidikan Islam.

**Abstract:** Evaluation is one of a series of activities in improving quality performance, or productivity of an educational institution. Instructor activities carry out learning through three stages, namely preparation, implementation, and assessment. Assessor is one part of educational evaluation used in carrying out the completeness of the process of education and teaching. Role It is important that evaluation activities become a benchmark for the success of an activity education. In addition, the measurement results become the evaluation discussion that should be done in every educational activity including the process learning. Considering the importance of it, then evaluating in educational activities including the evaluation of educational activities Islam is an obligation.

**Keywords:** Evaluation, Islamic Education, Learning Outcomes.

### Introduction

According to (Arifin, 20129) the terms assessment, measurement, testing, and evaluation are often used interchangeably, but most users often make a distinction between the four terms. Assessment and evaluation are more comprehensive in nature which includes measurement, while the test is one of the measurement tools (instruments). Assessment and evaluation are also essentially a process for making decisions about the value of an object.

Evaluation can be defined as a progress carried out to give value to learning programs. Basically, evaluation can be done through competencies including skills, knowledge, and attitudes that must be possessed by students after carrying out the learning process. Learning evaluation can also be interpreted as one of the important aspects that cannot be separated from learning activities. In carrying out learning evaluations, educators must carry out in accordance with the planned learning objectives and learning activities that have been carried out. One of them is also against learning Islamic religious education educators must also continue to carry out learning evaluations.

Islamic religious education is one of the lessons in an educational institution, which is not only limited theoretically, but also to equip students with practical experience. In general, Islamic Religious Education also develops three important aspects in its learning, namely, cognitive aspects, psychomotor aspects, and affective aspects.

Evaluation activities require information obtained from assessment results. Assessment is an activity of controlling data from measurement results, which is in the form of quantitative data. Assessment is part of learning activities both in the classroom and outside the classroom. Learning is basically is an activity to make changes in students, so the results must be known. known. To find out the magnitude and quality of change, assessment is carried out assessment. Therefore, assessment is important in implementing the learning

process. implementing the learning process. Educators' activities in implementing learning go through three stages, namely preparation, implementation and assessment. Assessment is the activity of collecting information about the quality or quantity of training of learners, groups, educators or directors. However, some say that assessment focuses on the individual, while evaluation focuses on the group or class. All assessment activities are principally to improve the quality of education (Siregar, 2017).

### **Method**

The method used in this article is research using the literature study method. Literature study is a series of activities related to library data collection methods, reading and recording, and processing research materials (Zed, 2008:3).

### **Results and Discussion**

Literally the word evaluation comes from the English evaluation in Arabic At-Taqdir, in Indonesian means judgment. The root of the word is value in Arabic al-Qimah, in Indonesian means value. Thus, literally, evaluation can be interpreted as an assessment in (field) of education or assessment of matters related to educational activities. educational activities.

While in terms of terms as stated by Edwind Want and Gralt W. Brown that evaluation is indicating to or contains the meaning of an action or a process to determine the value of something. of something. In other words, evaluation is a process that determines conditions, where a goal has been achieved. This definition explains directly evaluation's direct relationship with the purpose of an activity that measures the degree to which a goal has been achieved, to which a goal has been achieved (Sudijono, 2006). Actually, evaluation is also a process of understanding, giving meaning, obtaining, and communicating information for decision-making purposes. for decision-making purposes. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 57 paragraph (1), national evaluation is carried out in the context of controlling the quality of education as a form of accountability of education providers to interested parties, including students, institutions, and education programs (Sukardi, 2008).

Not everyone realizes that we are evaluating our work all the time. In some daily activities, we clearly measure and assess. From that statement we have encountered three terms namely evaluation, measurement and assessment. While the majority of us understand more tend to interpret the third word as the same meaning so that in applying it only depends on which word is ready to be said. Others, however, distinguish between the three terms. And to understand what the differences in diction are, or the relationship between the three, can be understood through the following examples:

1. If someone is going to give us a pencil, and we are told to choose between two pencils that are not the same length, then of course we will choose the "long" one. We will not choose the "short" one unless there is a very specific reason.
2. Market, is a meeting place for people who will sell and buy. Before deciding which item to buy, a buyer will first choose which item is "better" according to his size. If he wants to buy oranges, he chooses oranges that are large, yellow, and have smooth skin. This is because, according to previous experience, these types of oranges will taste sweet. Whereas oranges that are small, green, and have a slightly rough skin are usually sour.

From the above examples, we can conclude that before making a choice, we make an assessment of the objects that we will choose. In the first example we choose which pencil is longer, while in the second example we determine by our estimation of a good orange, which tastes sweet. To make a judgment, we first make a measurement. If there are pencils, then before determining which pencil is longer, we first measure both pencils. And after knowing

how long each pencil is, we make a judgment by looking, we make a judgment by looking at the length comparison between the two pencils. We can say "this is the long pencil, and this is the short pencil". Whichever pencil is longer, that's the one we take. To determine the judgment of which orange is sweet, we do not use the "sweetness measure", but use the large, yellow, and smooth skin measure. This measure does not have a form like the pencil described, but is based on experience.

Actually, we also measure, that is, we compare the oranges to a certain size. After that, we judge, making a choice of which oranges that meet the measurements we take. Therefore, we know two kinds of measurements: standardized measurements (cadence, kilogram, measure and so on) non-standardized measurements (front, inch, step, and so on) and approximate measurements based on the results of experience (sweet oranges are yellow, large, and smooth skin).

The two steps of activity that we go through before taking things for ourselves are what is called conducting an evaluation, namely measuring and assessing. We cannot make a judgment before we make a measurement. It can be concluded that Measuring is comparing something with a measure. Measurement is quantitative. Judging is making a decision on something with a good or bad measure. Assessment is qualitative. Conducting an evaluation includes the two steps above, namely measuring and assessing.

In foreign language terms, measurement is dimension, while assessment is evaluation. From this word evaluation, the Indonesian word evaluation is obtained, which means to assess (but it is done by measuring first) (Arikunto, 2005:1-3). From some of the opinions above, the author can conclude that evaluation is a way that someone does to determine the results or value of something. If in the field of education, of course, a practitioner must first look comprehensively at how students perform in class. How active they are in class, how are the midterm results, how are the final exam results, and so on. It all needs evaluation.

After all aspects are measured and assessed, it becomes an evaluation. So far, the author knows that in the order of ultramodern Islamic boarding schools for religious lessons (pesantren lessons) that the evaluation uses original values. If the students get a score of 5 in Nahwu/Shorof subjects, it is written on the report card as 5 without any additional scores. The chant of the dynamics of learning evaluation in ultramodern Islamic boarding schools demands that the evaluation be implemented as objectively as possible. However, evaluation in general subjects is contrary to pesantren lessons. For general lessons, the evaluation has not used original grades. Of course, it is seen from activeness, mid-semester grades, final semester exam grades, and other aspects. In the pesantren world, there are two kinds of report cards used, namely, report cards for general subjects, and secondly report cards for pesantren subjects. In addition, there are diplomas used for general subjects and there are also diplomas for pesantren subjects. With this concept, Islamic boarding schools try to carry out the evaluation process as well as possible to measure students as well as possible.

### **Learning Outcomes**

According to Nasution, learning success is a change that occurs in individual subjects who do learning, not only changes regarding knowledge, but also knowledge to form skills, habits, attitudes, understanding, mastery, and appreciation in the learning individual. Slamet suggests the principles of learning, namely:

- a. Changes in learning occur consciously.
- b. Changes in learning have a purpose.
- c. Changes in a positive manner.
- d. Changes in learning are sustainable.
- e. Changes in learning are permanent (lasting).

Learning is a process within individuals who interact with the environment to get changes in their behavior. Learning is an internal/psychological activity that takes place in

active interaction with the environment that results in changes in knowledge, skills and attitudes. The changes are obtained through effort (not due to maturity), persist for a relatively long time and are the result of experience, the overall principle, the principle of continuity, and the principle of objectivity.

a. Overall principle or comprehensive principle

Known as the comprehensive principle. With the comprehensive principle, it is expected that the evaluation of learning outcomes can be carried out properly if the evaluation is carried out in a round, whole and comprehensive manner. It should be noted that the evaluation of learning outcomes should not be carried out separately or piece by piece, but must be carried out as a whole and as a whole. In other words, the evaluation of learning outcomes must be able to cover various aspects that can describe the development or changes in behavior that occur in students as beings. Life and not inanimate objects. In this relationship, the evaluation of learning outcomes in addition to being able to reveal aspects of the thinking process (cognitive sphere) can also reveal other psychological aspects, namely aspects of values or attitudes (psychomotor sphere) inherent in each individual learner. If it is related to the learning process of Islamic Religious Education, then the evaluation of learning outcomes in the subject of Islamic Religious Education emphasizes not only revealing the understanding of students, but also revealing the understanding of students' attitudes. If it is related to the learning process of Islamic Religious Education, then the evaluation of learning outcomes in Islamic Religious Education subjects emphasizes not only revealing students' understanding of Islamic teaching, but also must be able to reveal the extent to which students can live and practice these Islamic teachings in their daily lives (Sudijono, 2006).

Meanwhile, according to Suharsini Arikunto, the general and important principle in evaluation activities is the triangulation or close relationship between three components, namely learning objectives, learning activities or KBM, and evaluation (Arikunto, 2005:24). Thus, the evaluation of learning outcomes must pay attention to the overall principle (comprehensive). Be it the scope of cognitive, affective, psychomotor, as well as goals, learning activities or KBM.

b. The principle of continuity

The principle of continuity is also known as the principle of continuity of durability). The principle of continuity means that a good evaluation of learning outcomes is an evaluation of learning outcomes that is carried out regularly and continuously from time to time. By evaluating learning outcomes that are carried out regularly, planned and scheduled, it is possible for annotators to obtain information that can provide an overview of the progress or development of students, from the time they start participating in the education program until the time they end the education program they purchased. The evaluation of learning outcomes carried out on a kite basis is also intended so that annotators (practitioners, lecturers and others) can gain certainty and stability in determining steps or formulating policies that need to be taken for the next period, so that the teaching objectives as formulated in the Special Instructional Tujaun (TIK) can be achieved as well as possible (Sudijono, 2006:32).

Assessment of learning outcomes is an integral part of the teaching and learning process. This means that assessment must be carried out at every moment of the teaching-learning process so that its implementation is irrational. "There is no teaching and learning process without judgment" should be the motto for every practitioner. This principle emphasizes the importance of formative judgment so that it can benefit both students and practitioners (Sudjana, 2009:9).

The principle of objectivity means that the evaluation of learning outcomes can be declared as a good evaluation if it can be separated from factors that are subjective in nature. In connection with this, in carrying out the evaluation of learning outcomes, an annotator

must always think and act reasonably, according to the actual situation, not mixed with subjective interests. This third principle is very important, because if subjective elements are brought into the evaluation, it will tarnish the purity of the evaluation work itself (Sudijono, 2006:33). In order to obtain objective learning results in the sense of describing student achievement and ability, the assessment must use a variety of assessment tools and their comprehensive nature (Sudjana, 2009:9).

Meanwhile, according to Sukardi, that in education there are several principles evaluation can be seen as follows:

- a. Evaluation must still be in the work grid of predetermined goals;
- b. Evaluation should be carried out comprehensively.
- c. Evaluation should be conducted in a cooperative process between practitioners and learners.
- d. Evaluation is conducted in a continuous process; and
- e. Evaluation should be concerned with and consider prevailing values.

### **Cognitive, Affective, and Psychomotor Domains as Objects of Evaluation of Learning Outcomes**

Benyamin S. Bloom and his friends argue that the classification of educational objectives should always refer to the following three domains.

- a. Cognitive Domain

The cognitive domain is the domain that includes internal (brain) activities. According to Bloom, all efforts that involve brain activity are included in the cognitive domain. In the cognitive domain, there are six stages of the thinking process, starting from the lowest stage to the highest fading stage. The six stages in question are

1. Knowledge, memorization, and memory of knowledge.
2. Understanding.
3. Application.
4. Analysis.
5. Synthesis.
6. Assessment

In order to be clearer, the author describes the above thought process as follows understanding knowledge / memorization / memory, or what Bloom says with the term knowledge is the level of ability that only asks or testees to recognize or know respondents of concepts, facts, or terms without having to understand, or be able to judge, or be able to use them. In this case the test is usually only required to recall or memorize. In addition, understanding is the level of ability that expects the test to be able to understand the meaning of the concepts, situations, and facts it knows. In this case the test is not only verbalistic memorization, but understands the concept of the problem or fact being asked. The third thinking ability is application or application. At the application level, the test or respondent is required to be able to apply or use what he already knows in a situation that he has just given. In other words, application is the use of abstractions in concrete situations or special situations. The abstraction can be in the form of ideas, theories, or instructions. The fourth technical type of learning outcome is the level of analysis ability, which is the level of the test's ability to analyze or decompose an integrity or a certain situation into the formation of its components or elements. At the level of analysis, the test is expected to understand and at the same time be able to sort it into parts. This can be the ability to understand and describe how something happens.

Operational verbs to formulate the detailed TIK of analysis include distinguishing, finding, classifying, categorizing, analyzing, combining, forming. The fifth type of learning outcome is the level of synthesis ability. Synthesis understanding is the integration of elements or parts into a comprehensive form. With the ability to synthesize a person is required to be

able to find causal relationships or certain sequences, or find abstractions in the form of integrity. Without high synthesis ability, a person will only see units or parts separately without meaning. Synthesis thinking is one of the terminals to make people more creative. And this creative thinking is one of the results achieved in education.

To formulate the ICT level of mastery of synthesis, operational verbs are used, including connecting, producing, specializing, developing, compiling, organizing, synthesizing, classifying, concluding.

The last type of cognitive learning outcome is evaluation. With evaluation ability, the test is asked to make a judgment about a statement, concept, situation and so on based on certain criteria. Assessment activities can be seen in terms of their objectives, ideas, how they work, how they are completed, methods, materials, or others. Operational verbs that are usually used to formulate the ICT stages of evaluation, including assessing, assessing, determining, considering, comparing, doing, deciding, arguing, estimating.

Meanwhile, according to (Arikunto, 2005:117-120), the cognitive domain includes:

a) Recognition

In recognition the student is asked to choose one of two or more answers

b) Understanding

With understanding, students are required to prove that they understand simple relationships between facts or concepts.

c) Application

For the application or application, students are required to have the ability to select or choose a certain abstraction (concept, law, postulate, rule, idea, method) appropriately to be applied in a new situation and apply it correctly.

d) Analysis

In this analysis task, students are expected to analyze a complex relationship or situation of basic concepts;

e) Synthesis

if the test question compiler intends to ask students to synthesize, the questions are arranged in such a way as to ask students to compile or rearrange specific things in order to develop a new structure. It can be concluded that with synthesis questions students are asked to make generalizations; and

f) Evaluation

If the compiler of the material is intended to determine the extent to which students are able to apply their knowledge and abilities to assess a problem raised by the compiler of the question, then evaluation in measuring this cognitive aspect is not the same as assessment in measuring affective aspects. Evaluating in this cognitive aspect involves a matter of "right / wrong" based on postulates, laws, principles of knowledge, while evaluating in the affective aspect involves a matter of "good / bad" based on values or norms recognized by the subject concerned.

b. Affective Domain

The affective domain deals with attitudes and values. Some experts say that a person's attitude can be predicted to change if a person has a high level of cognitive mastery. In general, the assessment of affective learning outcomes receives less attention from practitioners. Practitioners mostly assess the cognitive domain alone. Affective types of learning outcomes appear in students in various behaviors such as attention to lessons, discipline, motivation to learn, respect for practitioners and classmates, study habits, and social relationships. Even if the learning material contains the cognitive domain, the affective domain must be an integral part of the material. It should be evident in the learning process and the learning outcomes achieved by students. Therefore, it is important to assess the results (Purwanto, 2012:52).

The taxonomy for the affective area was originally developed by Karathwohl et al (1973) in a book entitled *Taxonomy of Educational Objectives Affective sphere*. The affective domain is the domain related to attitudes and values. Some experts say that a person's attitude can be predicted to change if a person has a high level of cognitive mastery. The characteristics of affective learning outcomes will appear in students in various behaviors; such as their attention to Islamic Religious Education subjects, their discipline in attending religious lessons at school, their high motivation to know more about the Islamic religious lessons they receive, their appreciation or respect for Islamic education practitioners, and so on.

This affective domain by Krathwohl and friends is taxonomized into more detail into five levels, namely:

- a) Entering;
- b) Responding;
- c) Valuing;
- d) Organization;
- e) Characterization by a value or a value complex. (Sudjana, 2009:30-31)

Acceptance (entering) or paying attention (attending) is the willingness to receive stimuli by paying attention to stimuli that come to him. Participation or responding is the willingness to respond by participating. At this level students not only pay attention to stimuli but also participate in activities to receive stimuli. Assessment or attitude determination (valuing) is the willingness to determine the choice of a value of the stimulus. Organization is the willingness to organize the values he chooses to become a steady guide in behavior. Internalization of values or characterization is making the values that are organized to not only guide behavior but also become part of the person in daily behavior (Arikunto, 2005:122).

c. Psychomotor Domain

Psychomotor learning outcomes appear in the form of skills and the ability to act individually. There are six levels of skills, namely:

- a) Reflex movements (skills in unconscious movements).
- b) Skills in basic movements.
- c) Perceptual abilities, including visual discrimination, auditive discrimination, motor skills, etc.
- d) Skills in the physical field, such as strength, harmony, and accuracy.
- e) Movement skills, ranging from simple skills to complex skills.
- f) Skills related to non-decursive communication such as expressive and interpretive movements. (Sudjana, 2009:29-30)

The word psychomotor is related to the word "motor, sensitive-motor, perceptual-motor". So, the psychomotor domain is closely related to muscle work that causes movement of the body or its parts. What is included in the classification of motion here starts from simple fading movements, namely folding paper to assembling television and computer parts. Basically, it is necessary to distinguish between two things, namely skill and capacity. For example, "surprised the students in preparing the tools," and "surprised the students using the tools." (Sudijono, 2006:54).

In the educational process, namely the process of changing the behavior and attitudes of students in accordance with cognitive, affective, and psychomotor goals is part of a very important component in the pattern of the education system. Broadly speaking, the educational process consists of three important aspects, namely:

- a) Educational objectives that have been outlined explicitly.
- b) Learning experiences designed to achieve educational goals; and
- c) Evaluation that is carried out to determine how far the objectives have been achieved.

### **Conclusion and Recommendations**

From the discussion that the author has described above, the author can conclude that according to Edwind Want and Galt W. Brown, evaluation shows or contains the meaning of an action or a process to determine the value of something. Evaluation itself is a process that determines the conditions under which a goal has been achieved. This definition directly explains the relationship between evaluation and the purpose of an activity that measures the degree to which a goal can be achieved properly. In addition, evaluation is also the process of understanding, giving meaning, obtaining, and communicating information for decision-making purposes.

According to Nasution, learning success is a change that occurs in individuals who learn, not only changes regarding knowledge, but also knowledge to form skills, habits, attitudes, understanding, mastery, and appreciation in the individual who learns. Slameto suggests the principles of learning, namely:

- a) Changes in learning occur consciously.
- b) Changes in learning have a purpose.
- c) Changes in a positive manner.
- d) Changes in learning are continuous.
- e) Changes in learning are permanent (lasting).

Based on the description above, the authors suggest the following, 1) For principals to improve their guidance to teachers who teach thematic in low grades so that they carry out their duties well, considering that the themes taught are not yet maximized, 2) The principal should provide opportunities for teachers to take part in further studies apart from the efforts he has made by deepening thematic learning, 3) Teachers make optimal use of existing facilities according to the situation.

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