



## BASIC CONCEPTS OF EVALUATION AND ITS IMPLICATIONS IN EVALUATION OF ISLAMIC RELIGIOUS EDUCATION

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### Article Information

Submission date 19-07-2022

Revised date

Accepted date

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### Keywords:

*Evaluation*

*Learning*

*Islamic Religious Education*

### Abstract

This paper aims to discover the basic concepts of evaluation and its implications on evaluating Islamic Religious Education learning in Schools. This paper employs a qualitative approach and literature study method. Based on the results of the discussion, the evaluation consisted of measurement and assessment. In the context of learning, evaluation has a very important and strategic position since it is included in the steps of learning. The aim is to determine the effectiveness and efficiency of the learning system. The area of discussion includes evaluation in learning programs, learning processes, and learning outcomes. In general, the principle of evaluation consists of continuity, comprehensiveness, fairness, objectivity, cooperativeness, and practicality. In specific, the principle consists of integration, coherence, pedagogical, and accountability. In terms of type, learning evaluation consists of evaluation of planning, development, monitoring, impact, efficiency, and comprehensive programs. In terms of object, evaluation of learning includes input, transformation, and output. The subject includes the educator, the officer who has been trained, and the students that can evaluate themselves. In terms of the technique, it consists of tests and non-tests. The implication is that the evaluation of the learning of Islamic Religious Education in schools needs to be carried out in a continuous, comprehensive and integrated manner. Thus, Islamic Religious Education educators must be able to evaluate the development of students, including in the aspects of aqliyah, qolbiyah, and amāliyah.

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### Kata kunci:

*Evaluasi*

*Pembelajaran*

*Pendidikan Agama Islam*

### Abstrak

Tulisan ini bertujuan untuk mengetahui konsep dasar evaluasi dan implikasinya dalam evaluasi pembelajaran Pendidikan Agama Islam di Sekolah. Tulisan ini menggunakan pendekatan kualitatif dan metode studi literatur. Berdasarkan hasil pembahasan, evaluasi terdiri dari pengukuran dan penilaian. Dalam konteks pembelajaran, evaluasi memiliki kedudukan yang sangat penting dan strategis, karena termasuk dalam langkah-langkah pembelajaran. Tujuannya untuk mengetahui efektivitas dan efisiensi sistem pembelajaran. Ruang lingkungannya mencakup evaluasi dalam program pembelajaran, proses pembelajaran, dan hasil pembelajaran. Secara umum, prinsip evaluasi terdiri dari kontinuitas, komprehensif, adil, objektif, kooperatif, dan praktis. Adapun secara khusus, prinsipnya terdiri dari keterpaduan,

koherensi, pedagogis, dan akuntabilitas. Dipandang dari jenisnya, evaluasi pembelajaran terdiri dari evaluasi perencanaan, pengembangan, monitoring, dampak, efisiensi, dan program komprehensif. Ditinjau dari objeknya, evaluasi pembelajaran meliputi input, transformasi, dan output. Adapun dari subjeknya ialah pendidik, petugas yang telah dibina, bahkan peserta didik pun bisa mengevaluasi diri sendiri. Dari segi tekniknya terdiri dari tes dan non-tes. Implikasinya, evaluasi pembelajaran Pendidikan Agama Islam di sekolah mesti dilakukan secara kontinuitas, komprehensif, dan terintegrasi. Dengan demikian, pendidik Pendidikan Agama Islam harus mampu mengevaluasi perkembangan peserta didik mencakup aspek aqliyah, qolbiyah, dan amāliyah. Kata Kunci : Evaluasi, Pembelajaran, Pendidikan Agama Islam, Sekolah



## 1. Introduction

Education in a country must be considered both in terms of planning, implementation, and evaluation, because education is one of the fields that will produce quality human resources. Therefore, the implementation of education as part of the intellectual life of the nation must receive full attention from policy makers in this country, as stated in Article 31 of the 4th Amendment of the 1945 Constitution that every citizen has the right to education. Raharjo (2012) noted that education in Indonesia is organized through channels, levels, and types of education. The educational path is a vehicle through which students can develop their potential in an educational process that is in accordance with educational goals. There are three educational paths, namely formal, non-formal, and informal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Non-formal education is an educational path outside of formal education

which is carried out in a structured and tiered manner. Informal education is the path of

family and environmental education. The main purpose of education in order to foster humans in terms of intellectual, emotional, and spiritual (Naima & Erniati, 2013). Judging from the goal, the output of education should be able to produce human resources who have advantages both in terms of intellectual, emotional and spiritual. Education must be able to answer the challenges of the development of science and technology accompanied by the flow of information which is increasingly developing day by day. Thus, education as a process in human development will face increasingly large and complex challenges in the future. These challenges require the implementation of education to improve quality and quantity, one of which is the implementation of education in Indonesia. In the era of globalization as it is today, education is no longer a social prestige, but rather refers to optimal self-development and meeting the needs of each individual in accordance with the pattern, developmental tasks, and

demands of the world of work and life to be entered (Yusuf, 2015: 1). Meanwhile, the development of science and technology, if not accompanied by the quality of education. With evaluation, the progress and decline of the quality of education can be known, and with evaluation also people can identify weak points and easily find solutions to change for the better in the future. Without evaluation, one cannot know how far the students have succeeded, and without evaluation there will be no change for the better. Through evaluation, people will know to what extent the delivery of learning or educational goals or a program can be achieved in accordance with the desired goals.

Evaluation and assessment have similarities and differences. The similarity is that both have the meaning of assessing or determining the value of something. The difference lies in the context of its use. Assessment is used in a narrower context and is usually carried out internally, namely by people who are part of or involved in the system concerned, such as teachers assessing student learning outcomes, or supervisors assessing teachers. Both teachers and supervisors are people who are part of the education system. The evaluation is used in a wider context and is usually carried out externally, such as a consultant hired to evaluate a program, both at a limited level and at a broad level.

This journal only discusses the problem of the basic concepts of evaluating learning outcomes, although in this discussion about the evaluation of learning outcomes, the problem of the basic concepts of learning evaluation is also discussed. This of course happens because learning

evaluation and learning evaluation according to the author cannot be separated.

## 2. Method

This discussion uses a qualitative approach and literature study methods. The data collection technique is by reviewing various literature sources originating from various documents. Gunawan (2013:175) notes that the main nature of this document data is not limited to space and time, thus providing an opportunity for researchers to find out things that have happened in the past. In detail, documentaries are divided into several types, namely autobiographies, personal letters, books, diaries, memorial clippings, government or private documents, data on servers, flash drives, and websites. The author collects literature sources in the form of documents, both from books, journals, seminar results, and discussions with experts relevant to the research. After the data is collected, data analysis is carried out. The discussion carried out on information derived from documentation in the form of writing, recordings, and pictures, is commonly known as content analysis research (Arikunto, 2013: 24). The author uses content analysis techniques, namely by interpreting the data, adding explanations, and drawing conclusions

## 3. Results and Discussion

Literally, evaluation comes from English evaluation, in Arabic al-Taqdīr, in Indonesian means assessment. The root of the word is value, in Arabic al-Qīmah, in Indonesian it means value. Measurement in English is known as measurement and in Arabic it is muqayasaḥ, which can be interpreted as an activity carried out to measure something. Measuring is essentially comparing something with or on the basis of a certain measure. The assessment implies making a decision on something by basing oneself or adhering to the size of good or

bad, healthy or sick, and so on. The evaluation includes the two activities proposed, namely measurement and assessment (Sudijono, 2008: 1-5).

One thing that characterizes evaluation is that this process ends with decision making. This decision relates to the value and benefits of the evaluation (Mahmudi, 2011). Evaluation is broader in scope than assessment, while assessment is more focused on certain aspects that are part of that scope. If the thing being assessed is the learning system, then the scope is all the components of learning and the right term for assessing the learning system is evaluation, not assessment. If the thing you want to assess is one or several parts/components of learning, for example learning outcomes, the right term to use is assessment, not evaluation. On the other hand, there is also the term measurement. If the evaluation and assessment are qualitative, then the measurement is quantitative (score/number) obtained by using a measuring instrument (Arifin, 2012: 2).

Based on the description above, it can be understood that evaluation consists of measurement and assessment. One thing that characterizes evaluation, this process ends with decision making. This decision relates to the value and benefits of the evaluation. Evaluation has a wider scope than assessment, while the assessment is only seen with a certain scope. If what is being assessed is the learning system as a whole, then the right term to assess the learning system is evaluation. Meanwhile, if only one or several learning components are assessed, for example learning outcomes, the appropriate term to use is assessment. Assessment is qualitative, and quantitative measurements are obtained using a

measuring instrument. The evaluation is qualitative and quantitative. Evaluation has a very important and strategic position because evaluation is an inseparable part of learning itself. Almost all instructional system procedure experts place evaluation as the steps (Arifin, 2012), (Putra, 2013: 76). If a learning is not evaluated in the steps, then the success of such learning will not be known. Therefore, evaluation has a very important position.

The purpose of the evaluation has two general objectives and specific objectives, general objectives: first, to collect informational materials that will be used as evidence regarding the level of development experienced by students, after they have participated in the learning process within a certain period of time. Second, to determine the level of effectiveness of the teaching methods that have been used in the learning process for a certain period of time (Sudijono, 2008: 16). While the First Special Purpose is to stimulate the activities of students in taking educational programs. Without evaluation, it is impossible to stimulate students to improve and improve their respective achievements. Second, to find the factors that cause the success and failure of students in participating in educational programs, so that they can be sought and found ways of improvement (Sudijono, 2008: 17).

As for Arifin (2012: 14) notes that the purpose of evaluation in learning is to determine the effectiveness and efficiency of the learning system, both concerning the objectives, materials, methods, media, learning resources, environment and the assessment system itself. The specific purpose of learning evaluation is adjusted to the type of learning evaluation itself such as

planning and development evaluation, monitoring evaluation, impact evaluation, efficiency-economic evaluation, and comprehensive program evaluation. Based on the description above, it can be understood, in general, the evaluation aims to determine the development of students during learning and in order to determine the effectiveness and efficiency of the learning process. As for specifically to stimulate students to improve and improve their achievements and find factors that cause success and failure of students in participating in educational programs, so that ways will be found to overcome them. Evaluation Function

Si Sudijono (2008: 8-15) reports that in general, evaluation as an action process has at least three main functions, namely: First, measuring progress. Second, support the preparation of plans. Third, repair or make improvements again. In particular, the evaluation function in education can be viewed from three aspects, namely: First, the psychological aspect for students to recognize their capacity and status. As for education to ensure the results of their efforts. Second, the didactic aspect for students to encourage improvement and increase achievement. As for education, it functions as diagnostic, placement, selective, guidance, and instructional. Third, the administrative aspect to provide reports, provide data, and provide an overview.

Meanwhile, Arifin (2012:19-20) notes that the functions of learning evaluation are: First, for the improvement and development of the learning system. Thus the improvement and development of learning is not only on the process and learning outcomes but must be directed at all the components of the learning. Second, for accreditation. In Law no. 20 of 2003 Chapter

1 Article 1 Paragraph 22 explains "accreditation is an activity to assess the feasibility of programs in educational units based on predetermined criteria". One component of accreditation is learning. This means that the accreditation function can be implemented if the results of the learning evaluation are used as the basis for accreditation of educational institutions. Based on the description above, it can be understood that in general the evaluation function consists of measuring progress, supporting the preparation of plans, and improving refinements. In particular, evaluation functions from a psychological perspective to recognize the capacity and status of students. Didactic aspects for improvement and improvement of achievement. For education functions as a diagnostic, placement, selective, guidance, and instructional. Administrative aspects to provide reports, data, and descriptions. For example the development of learning systems and accreditation.

The benefits that can be drawn from evaluation activities in the field of education are: (i). Opening the possibility for evaluators to obtain information about the results that have been achieved in the context of implementing educational programs. (ii). Opening the possibility to know the relevance between the educational program that has been formulated, with the objectives to be achieved. (iii). The possibility of making improvements, adjustments, and improvements to educational programs that are considered more efficient and effective, so that the desired goals can be achieved with the best possible results (Sudijono, 2008: 17). Various parties such as teachers, students, schools, communities and the government benefit from educational evaluation activities



(Purwanto, 2011:17). The real form is in accreditation and certification. Measurement of school quality must be designed in the form of evaluation instruments such as school accreditation through school self-evaluation instruments, certification through feasibility evaluation instruments for teachers in the form of portfolios, national mining in the form of evaluation instruments for national exams (Wijaya & Sumarno, 2017). Based on the description above, it can be understood that evaluation has various uses, including the use of evaluators to find out the results that have been achieved, to find out the relevance of the program that has been formulated with the objectives to be achieved, openness to make improvements, adjustments and improvements to the program. Several parties such as teachers, students, schools, communities, and the government also benefit from the evaluation activities.

Sudijono (2008: 29) notes that in general the scope of evaluation of education in schools includes three main components, namely: First, evaluation of educational programs. Second, evaluation of the process of implementing education. Third, evaluation of educational outcomes. As for Arifin (2012: 30) reports as a whole, the scope of learning evaluation includes: First, the domains of learning outcomes include cognitive, affective, and psychomotor domains. Second, the learning system includes learning programs, learning implementation processes, and learning outcomes. Third, learning processes and outcomes include attitudes, knowledge, understanding, intelligence, physical development, and skills. Fourth, class-based assessment includes basic subject competencies, subject cluster competencies,

cross-curriculum competencies, graduate competencies, and life skills. Based on the description above, it can be understood that the scope of educational evaluation includes educational programs, educational implementation, and educational outcomes. In terms of learning, the scope of the evaluation includes the cognitive, affective, and psychomotor domains. Then the learning system, process and learning outcomes as well as class-based assessment. There is one general and important principle in evaluation activities, namely the existence of triangulation or a close relationship between three components, namely: First, the learning objectives. Second, learning activities. Third, evaluation (Arikunto, 2003: 24). To achieve better evaluation results, the evaluation process must start from the following general principles: continuity, comprehensive, fair, objective, cooperative, and practical (Arifin, 2012: 31). Meanwhile, Daryanto (2012: 19-21) notes that the principles of evaluation are as follows: First, integration, evaluation is an integral component in the teaching program in addition to instructional objectives and teaching materials and methods. Second, student involvement, evaluation for students is a necessity, not something to be avoided. Third, coherence, it is intended that the evaluation must be related to the learning material that has been presented and in accordance with the realm of ability to be measured. Fourth, pedagogical, evaluation needs to be applied as an effort to improve attitudes and behavior in terms of pedagogical. Fifth, accountability, the extent to which the success of the learning program needs to be submitted to the parties with an interest in education as an accountability report. Based on the description above, it can be understood that the principles of

evaluation consist of triangulation between three components, namely objectives, process, and evaluation. The general principles are continuity, comprehensive, fair, objective, cooperative, and practical. As well as the principles of integration, student engagement, coherence, pedagogy, and accountability.

The classification of educational evaluation consists of three categories, namely: First, the classification of educational evaluation based on the evaluation function in the educational process, including in order to meet psychological, didactic, and administrative needs: Second, the classification of educational evaluation based on the use of information sourced from activities. the evaluation itself: (1) Based on the number of people involved in educational decision making, such as individual and institutional decision making. (2) Based on the types of educational decisions including in the context of making didactic decisions, guidance, counseling, administrative, and research activities: Third, the classification of educational evaluations which is motivated by the statement: Where or in which part of the evaluation is carried out in the context of the educational process including formative evaluation and summative (Sudijono, 2008). Meanwhile, Arifin (2012: 33) suggests that as a program, learning evaluation is divided into five types, namely: First, planning and development evaluation; The results of this evaluation are needed to design learning programs. The main target is to provide assistance in the early stages in the preparation of learning programs. The issues highlighted concern the feasibility and needs. Second Monitoring evaluation: This evaluation is intended to check whether the

learning program is achieving its objectives effectively and whether the learning program is being implemented properly. Third Impact evaluation: This evaluation is intended to determine the impact caused by a learning program. This impact can be measured based on the criteria of success as an indicator of the achievement of learning program objectives. Fourth Evaluation of efficiency – economical. : This evaluation is intended to assess the level of efficiency of the implementation of the learning program. For this reason, a comparison is needed between the amount of cost, effort, and time required in a learning program with other programs that have the same goal. Fifth Comprehensive program evaluation: This evaluation is intended to assess the overall learning program, such as program planning, program implementation, monitoring implementation, program impact, level of effectiveness, and efficiency. The evaluation model is known as the educational system evaluation model.

Based on the description above, it can be understood that the evaluation of education consists of three categories. First, it is based on the evaluation function in the educational process covering psychological, didactic, and administrative needs. Second, it is based on the use of information sourced from evaluation activities. Third, formative and summative evaluation. The learning evaluation consists of 5, including: First, evaluation of planning and development. Second, monitoring evaluation. Third, impact evaluation. Fourth, evaluation of economic efficiency. Fifth, comprehensive program evaluation. In terms of input, the object of educational evaluation consists of aspects of ability, personality, and attitude. In terms of the subject of educational evaluation, if the

target is learning achievement, then the subject of evaluation is teachers and lecturers who are in charge of certain subjects. If the evaluation target is the attitude of students, then the subject of the evaluation is a teacher or officer who has received training on ways to assess a person's attitude. If the target of the evaluation is personality, then using a standardized instrument test, then the subject of the evaluation is a psychologist or an expert in his field (Sudijono, 2008: 25-29). The evaluation targets for the elements include: First, input, namely aspects that are spiritual in nature, at least include 4 things, namely ability, personality, attitude, and intelligence. Second, transformation, namely curriculum/materials, methods, assessment methods, educational facilities/media, administrative systems, teachers and other personnel. Third, the output is the output, which is an evaluation of the graduates of a school to find out how far their learning achievement/achievement is during the program. The tool used to measure this achievement is called an achievement test (Arikunto, 2013: 20-22). Based on the description above, it can be understood that the evaluation object for its elements includes input, transformation, and output. In terms of input are students. In terms of transformation, it consists of curriculum, methods, assessment methods, infrastructure, administrative systems, teachers, and other personnel. As for the output is a graduate of a school. Subjects who conduct evaluations are teachers, officers who have been fostered, and psychologists. Broadly speaking, evaluation techniques can be classified into 2 types, namely: test techniques and non-test techniques. The test technique is a more formal information gathering because it is full of limitations. If it is related to the

evaluation of a class at school, the test has a dual function, namely to measure students and the success of the learning program.

In terms of usability to measure students, it is distinguished into 3 kinds of tests, namely: diagnostic tests, formative tests, and summative tests. The non-test technique consists of a stratified scale (rating scale), a questionnaire (questionnaire), a match list (check-list), interviews (interviews), observations (observation), and curriculum vitae (Daryanto, 2012: 28-36). Based on the description above, it can be understood that the evaluation technique consists of test and non-test techniques. The test technique is an information gathering tool that is official and has limitations. So it is distinguished into 3 kinds of tests, namely diagnostic tests, formative tests, and summative tests. The non-test technique consists of a stratified scale, questionnaires, match lists, interviews, observations, curriculum vitae.

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