

Islamic Religious Education Learning Outcomes Evaluation: Implementation of Steps, Concepts, and Solutions in Public Elementary School

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ABSTRACT

Evaluation activities can be employed as a means to optimise the attainment of learning objectives and learning outcomes. Understanding student performance as a foundation for fostering student potential. This study focuses on the implementation of the evaluation of Islamic Education (PAI) learning outcomes, encompassing the planning process, objectives, types, and implementation strategies. It also examines the challenges faced by educators during the implementation and proposes potential solutions. This qualitative study acquired data through interviews and literature review. Data collection is the initial and essential stage in a study. The researchers employ various data collection approaches. Researchers performed a question-and-answer session with the PAI Teacher at a public elementary school in Kuaro. In field research, narratives or accounts of heard and felt occurrences are analysed in detail to remain natural and accurately depict field phenomena. Planning for PAI learning outcome evaluation, including setting clear goals, identifying components, selecting procedures, collecting data, confirming data, and constructing assessment measuring instruments. Evaluation types: formative and summative. Evaluation methods—tests and non-tests. Evaluation limitations, short study hours, and poor infrastructure. According to the research above, PAI learning outcome evaluations are implemented using prior evaluation planning to maximise efficiency and effectiveness. PAI learning outcomes are evaluated utilising cognitive, emotional, and psychomotor assessments.

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1. INTRODUCTION

Islamic religious education in educational institutions plays an important role in strengthening the faith of students and forming a solid foundation for understanding and carrying out Islamic religious teachings. In its implementation, Islamic Religious Education learning is not only limited to delivering material but with appreciation which is then shown through behavior as Islamic people and good citizens also need to be instilled (PAI, 2018). Because religious education has great significance, UUSPN (Law of the Republic of Indonesia No. 20 of 2003) recognizes Islamic Religious Education as an integral part of the national education system, so Islamic Religious Education is one of the compulsory subjects in public and private schools. To strengthen its validity, the government also issued Government Regulation No. 19 of 2005, especially Article 6 paragraph (1), which expressly ensures that Islamic Religious Education must be taught as a compulsory subject in every school (Warsah & Habibullah, 2022).

The implementation of teaching and learning activities is the responsibility of educators to develop students optimally (Sawaluddin, 2018). As part of improving the quality of education, one of the efforts to maximize the achievement of learning objectives and learning outcomes can be done through a good and correct evaluation system (Putra, 2022). While the terms "testing," "measurement," "assessment," and "evaluation" are often used interchangeably, there are actually differences in meaning between the four. There is an evaluation and assessment is more comprehensive and includes measurements, and tests are the measuring tools. Measurement is more limited to quantitative (number) student learning achievement, while assessment and evaluation are more qualitative (Ismanto, 2014). As an educator, there are several competencies that must be met, one of which is the mastery of pedagogic competencies. In this competency, learning evaluation is also included (Hidayat & Asyafah, 2019).

In the implementation of the learning process, it is important to know the achievement of students in learning as a basis for educators to see how influential the learning process is on the development of students' potential. Through evaluation, the quality of education can be known and educators can find weak points then easily find solutions to be better in the future (Saragih, 2022). Evaluation can also encourage students to be more active in continuous learning which has an impact on improving the quality of student learning (Mahirah, 2017). In the realm of PAI, evaluation is defined as a technique or way to assess the behavior of students based on comprehensive standards of religious psychology, psychology in general, and their daily spiritual lives. Islamic religious education is expected to strengthen faith in religion. In addition, knowledge, values, and skills are also instilled in carrying it out, carrying out God's commands, and benefiting the surrounding community (Warsah & Habibullah, 2022). In the implementation of the evaluation, educators need to carry out several stages or procedures so that the evaluation can be meaningful and run according to the goals that have been set (Putranto, 2020).

Previous research relevant to this topic has investigated the evaluation of learning outcomes in the context of education or the implementation of PAI evaluation in other schools. Research by Nurhayati (2023) on the evaluation of PAI learning outcomes in elementary schools. This study provides an overview of the evaluation techniques used by educators and the obstacles faced in its implementation. Research by Achadah (2019) on student motivation in learning. This research highlights the importance of evaluating learning outcomes as a motivational factor for students to improve their learning achievements. Research by Rizqiyah (2018) on non-test evaluation techniques in education. This research reveals the importance of using observation, interview, and questionnaire techniques in measuring student learning outcomes beyond written tests. The gap filled by this research is the lack of research that specifically focuses on the implementation of PAI learning outcomes evaluation at SDN 012 Kuaro. Previous studies focused more on evaluating learning outcomes in general or in other schools. The novelty of this research lies in its specific focus on the implementation of PAI learning outcomes evaluation at SDN 012 Kuaro. This research also uses qualitative methods that can provide a deeper understanding of the evaluation process carried out by educators.

The author seeks to gain further insights into the implementation of PAI learning evaluation through research conducted at elementary schools. This research encompasses the planning process, objectives,

and implementation techniques, as well as the challenges faced by educators in evaluating learning outcomes and the corresponding solutions. This study aims to provide relevant recommendations to enhance the efficiency and effectiveness of the evaluation of PAI learning outcomes, based on a thorough understanding of its implementation. The recommendations may encompass suggestions for enhancing assessment planning, diversifying the range of evaluation approaches, and addressing challenges encountered in implementing the evaluation of PAI learning outcomes. Therefore, this study is anticipated to substantially impact the advancement of PAI learning outcomes assessment at elementary schools and promote the enhancement of learning quality and student learning outcomes.

2. METHODS

This research uses qualitative methods in collecting information carried out with interview techniques as primary or primary data and literature studies as supporting or secondary data. Thus, it is expected that the data obtained will be more detailed and in-depth (Adiyono A. I., 2022). Qualitative research focuses on understanding and interpretation through processes that are not rigorously tested or measured with precision through descriptive data collection. In this type of research, events heard, felt, and expressed through narratives or descriptions are analyzed in detail. This qualitative research has a natural nature, describes phenomena as they exist in the field, and emphasizes the disclosure of the qualities and meanings involved (Strauss & Corbin, 2003).

The interview technique is carried out with systematic questions that have been designed in advance. Through interviews, researchers get data in the form of speech about objects or events that happened in the past, present, and future (Pujaastawa, 2016). Then, the data obtained through interviews is developed with literature study techniques, which involve theoretical analysis and the use of various references that are inseparable from scientific literature (Putri, 2019), for example, reading materials such as books, journals, and scientific articles relevant to the topic that has been chosen (Marini & Maksum, 2021).

This research was conducted from March 15 to March 29, 2023. Data collection is the first step that must be taken in a study, as for the data collection techniques that the authors use in this study are Questions and answers conducted by researchers with the PAI Teacher at SDN 012 Kuaro. It is hoped that a lot of information can be obtained directly from the source of information through this interview activity. This observation method is used to obtain the information that researchers need about the role of PAI teachers in evaluating PAI learning outcomes in the application of concepts, steps, and solutions in SDN 012 Kuaro, activities in schools. While the observation sheet is used to record events during the action.

3. FINDINGS AND DISCUSSION

Based on the data obtained in the field through observations, interviews, and documentation, it can be analyzed about the findings of the application of PAI learning outcomes evaluation through techniques, steps, and solutions at Kuaro 012 State Elementary School which includes cognitive assessment, affective assessment, and psychomotor assessment.

3.1 *Planning for the Evaluation of Islamic Religious Education Learning Outcomes*

Prior planning is a crucial requirement that must be fulfilled prior to conducting learning evaluations (Bararah, 2017). The effectiveness and efficiency of evaluating PAI learning can be achieved through careful preparation (Hidayat & Asyafah, 2019). According to Halimah and Adiyono (2022), PAI teachers should possess the ability and expertise to create and execute assessments, as well as evaluate their effectiveness. The planning for assessing the learning outcomes of the Physical Activity and Health Education (PAI) program at SDN 012 Kuaro is commendable. The purpose of the

evaluation is to measure the degree to which students are successful in comprehending and internalizing Islamic Religious Education. This is achieved by establishing clear and focused learning outcome objectives (Sawaluddin & Muhammad, 2020) (Saputra, 2022). Determine the elements that need to be evaluated according to Sawaluddin and Muhammad (2020).

In more detail, the process of planning the evaluation of PAI learning outcomes at SDN 012 Kuaro is made in the following table:

Table 1. The planning process for evaluating PAI learning outcomes at SDN 012 Kuaro includes the following steps

No	Planning process for evaluating PAI learning outcomes	Outline
1	Setting evaluation objectives: Evaluation objectives are set to measure the achievement of students' PAI learning outcomes. These objectives may include cognitive, affective and psychomotor aspects.	Purpose of evaluation
2	Determine evaluation indicators: Evaluation indicators are used to measure the extent to which students have achieved the learning objectives. These indicators can be in the form of knowledge, attitudes or skills that students should have.	Evaluation indicators
3	Selecting evaluation techniques: The evaluation techniques to be used are selected based on the established evaluation objectives and indicators. Evaluation techniques may include written tests, observations, interviews or portfolios.	Evaluation technique
4	Develop evaluation instruments: Evaluation instruments such as test questions, scoring rubrics, or observation lists are developed to collect data needed in the evaluation of learning outcomes.	Evaluation instrument
5	Determine the time and place of the evaluation: The time and place of the evaluation is determined to suit the learning schedule and school conditions.	Evaluation time and place
6	Communicating the evaluation plan: The evaluation plan is communicated to students, educators and other relevant parties so that all parties are involved in the evaluation process.	Evaluation plan
7	Conducting evaluation: Evaluation is carried out in accordance with the plan that has been prepared. Evaluation data is collected and analyzed to obtain information about the achievement of students' PAI learning outcomes.	Evaluation Implementation
8	Analyzing and interpreting evaluation results: Evaluation results are analyzed and interpreted to understand the extent to which students have achieved the learning objectives. These results can be used as a basis for future learning improvements.	Analysis of evaluation results

Good evaluation planning is an important first step in developing PAI learning outcomes evaluation. In this planning, educators should establish clear and directed evaluation objectives, identify evaluation components, select appropriate evaluation techniques, and develop assessment measurement tools. This will help ensure that the evaluation is effective and relevant to the PAI learning objectives.

"Good evaluation planning is an important first step in developing PAI learning outcomes evaluation. In this process, it is necessary to consider clear evaluation objectives, valid and

reliable data collection methods, and evaluation tools that are appropriate to the learning context. A good evaluation should also pay attention to the quality aspects of the instrument, such as the difficulty level of the questions and the clarity of the instructions. By conducting good evaluation planning, we can ensure that the evaluation of PAI learning outcomes can provide accurate and useful information for the development of better learning in the future" (R1, 45 age).

"Good evaluation planning is an important first step in developing PAI learning outcomes evaluation" (R2, 47 age).

Constructivism learning theory states that effective evaluation should consider clear evaluation objectives. Determining specific evaluation objectives helps teachers design appropriate evaluation instruments and focus data collection on important aspects of PAI learning. In addition, validity and reliability theories in educational evaluation are also important to consider. Validity refers to the extent to which an evaluation instrument is able to measure what it is supposed to measure, namely PAI learning outcomes. Reliability relates to the consistency of the evaluation instrument in producing accurate and reliable data. In evaluation planning, it is important to choose valid and reliable data collection methods, such as written tests, observations, or interviews, according to the context of PAI learning.

"Yes, it is very important that the selection of evaluation tools that are appropriate to the context of PAI learning must also be considered" (R1, 45 age).

The importance of evaluation planning in accordance with the readiness theory and educational measurement theory to ensure accurate and useful information for the development of better learning in the future. The readiness theory suggests that evaluation tools should be in accordance with the level of readiness of students in understanding and mastering PAI materials. For example, multiple-choice-based evaluation instruments may be more appropriate for lower learning levels, while essay- or assignment-based evaluation instruments may be more suitable for higher learning levels. On the other hand, educational measurement theory emphasizes the importance of the quality aspect of evaluation instruments, such as the level of difficulty of the questions and the clarity of the instructions. Evaluation questions should reflect students' level of understanding, and instructions should be clear so that students can respond appropriately. By conducting good evaluation planning based on these theories, teachers can gain deep insights into students' understanding of PAI materials, their skills, and the level of achievement of predetermined learning outcomes. Accurate information from evaluations can assist teachers in evaluating the effectiveness of the teaching methods used. By knowing the success or failure of certain methods in achieving PAI learning objectives, teachers can adjust their learning strategies accordingly. For example, if the evaluation shows that a large number of students have difficulty in understanding certain concepts, teachers can use a more interactive approach or strengthen their explanations to improve students' understanding. Finally, good evaluation planning also helps teachers correct student weaknesses and improve the overall effectiveness of the learning process.

3.2 Types and Techniques of Evaluation Implementation at Elementary School

There are two types of evaluations based on the time of implementation: formative evaluation and summative evaluation (Nurhayati, 2023).

- a. Formative evaluation is carried out per chapter or per scope of material. For example, in one chapter, learning is carried out for 4 meetings, and then in the next meeting, the teacher evaluates the material from the 4 meetings (Nurhayati, 2023). In school settings, the term "daily test" is often used to refer to formative tests. Daily tests are usually carried out

regularly in the learning period to monitor the development of student understanding and achievement on an ongoing basis. Formative evaluation also serves to determine the success or failure of the use of learning methods by teachers (Madeanto, 2017).

- b. Summative evaluation is carried out in the middle and end of the semester, namely after several formative tests (Madeanto, 2017). The terms used in the summative evaluation are STS (midsemester summative) and SAS (end-of-semester summative) (Nurhayati, 2023). Summative evaluation has the aim of evaluating the overall success rate of the teaching program, which includes learning objectives, learning materials, and learning methods in one semester. This evaluation provides an overview of the extent to which students achieve the learning objectives that have been set and helps in the final assessment of the effectiveness of the teaching program (Fitrianti, 2018).

At SDN 012 Kuaro, the evaluation of PAI learning outcomes is carried out using two techniques, namely test techniques and non-test techniques (Nurhayati, 2023). The two types of evaluation techniques used to measure the knowledge, intelligence, interests, and talents of students, namely test techniques and non-test techniques. Test techniques involve the use of instruments in the form of questions to measure students' understanding of PAI materials. There are two types of tests in evaluation: objective tests and subjective tests. Examples of objective tests include multiple choice, completing sentences, choosing true or false, and matchmaking. Examples of subjective tests include long description tests (essays), short questions, and oral questions. On the other hand, non-test techniques involve assessing student learning outcomes directly by educators through systematic observations, interviews, and distributing questionnaires. Non-test techniques are used to measure the affective and psychomotor domains of learners. In its implementation, teachers observe students' attitudes and behaviors directly in class, whether their behavior is good, ordinary, or bad. Teachers also provide questionnaires to students in two forms, namely to assess themselves and assess friends, usually carried out every 6 months. However, the article does not provide specific details on the sources of the information presented. In more detail, the process of planning the evaluation of PAI learning outcomes at SDN 012 Kuaro is made in the following table:

Table 2. Implementation techniques for evaluating PAI learning outcomes

No.	Evaluation technique	Outline
1	Written test technique: Educators use instruments in the form of written test questions to measure students' understanding of PAI materials. Examples of written test techniques used are multiple-choice, short form, and matching. This written test is used to measure the cognitive aspects of student learning outcomes in PAI. Written test technique: Educators use instruments in the form of written test questions to measure students' understanding of PAI materials. Examples of written test techniques used are multiple-choice, short form, and matching. This written test is used to measure the cognitive aspects of student learning outcomes in PAI.	Written test technique
2	Non-test techniques: Educators also use non-test techniques to measure the affective and psychomotor aspects of student learning outcomes in PAI. The non-test techniques used include observation, interview, and portfolio assessment. Observation is done to observe students' attitudes and behaviors in PAI learning. Interviews were used to obtain deeper information about students' understanding of PAI materials. Portfolio assessment was used to assess students' skills in applying PAI concepts.	Non-test techniques

With a combination of written tests and non-test techniques, educators at SDN 012 Kuaro can comprehensively measure student learning outcomes in PAI, covering cognitive, affective and psychomotor aspects. In developing the evaluation of PAI learning outcomes, it is important to expand the types and variations of evaluation techniques. In addition to tests as cognitive evaluation techniques, educators also need to consider non-test techniques, such as observation, projects, or portfolios. This will provide opportunities for students to demonstrate their understanding in various aspects of PAI, including affective and psychomotor aspects. As what has been conveyed by the respondents:

"By expanding the types and variety of evaluation techniques, we provide space for students to express their understanding in various ways. Observation, projects and portfolios allow students to demonstrate their affective and psychomotor aspects, such as the internalized attitudes of religious teachings and their ability to apply values in daily life. It also helps educators in seeing students' development holistically, not just focusing on the knowledge aspect alone. Thus, this diverse evaluation can provide more comprehensive information about student achievement in PAI subjects "(R1,45 age).

"Naturally, there are some challenges that can arise in implementing more extensive evaluation techniques. First, educators may need additional time and resources to design, collect and evaluate different forms of student outcomes. In addition, the more subjective assessments in non-test evaluation techniques may also require more in-depth skills and understanding from educators. However, with a good understanding of diverse evaluation techniques and appropriate training, these barriers can be overcome and the benefits derived from more extensive evaluation are much more valuable in improving PAI learning"(R2, 47 age).

3.3 Objectives and Functions of Islamic Religious Education Learning Outcomes Evaluation

3.3.1 Purpose

Islamic Religious Education (PAI) is a continuous process of instilling something (education) between teachers and students with the ultimate goal of *akhlakul karimah*. Instilling Islamic values, harmony, and balance of soul, taste, and reason are its main characteristics. The assessment of PAI learning outcomes aims to see more clearly the characteristics of learning outcomes that have been achieved, provide information about the achievement of learning objectives, provide feedback for learning improvement, identify learning difficulties, and provide consideration in choosing future learning experiences (Subando, 2022).

Table 3. The purpose of evaluating PAI learning outcomes

No.	Purpose of evaluation	Outline
1	The purpose of evaluating PAI learning outcomes at SDN 012 Kuaro is to obtain clear information about the achievement of student learning outcomes in PAI subjects. This evaluation aims to see the extent to which students have achieved PAI learning objectives, both in the aspects of knowledge, attitudes, and skills. By evaluating PAI learning outcomes, it can be known the success of the implementation of the PAI learning program at SDN 012 Kuaro and provide useful feedback for future learning improvements.	Aspects of knowledge, attitude, and skills.
2	Measuring the Quality of Learning Materials: Evaluation of PAI learning outcomes provides insight into the quality of learning materials used in PAI subjects. Evaluations can identify whether the learning materials cover important issues in Islam, whether they are relevant to students' daily lives, and whether they are presented in a way that is easy to understand and interesting to students.	The learning materials presented cover important issues in Islam

3.3.2 Functions

There are at least two potential results of evaluation activities, namely: first, evaluation results that trigger excitement and provide relief because the goals set are successfully achieved in accordance with the previously planned plan. Second, there is the possibility of evaluation results that are not proud or even alarming, where deficiencies or obstacles are found based on the evaluation results. This requires teachers to remain vigilant and take the necessary action to address the identified problems. He needs to think about and review the plans that have been made, or change and improve the way the plans are implemented. Based on the assessment data, other methods are sought that are considered more appropriate and more in accordance with the situation and needs. (Subando, 2022). The evaluation function is specifically:

1) Psychological aspect

a) For learners

Provide more knowledge about the ability or capacity of each group or other students. By conducting an evaluation, students will find out which category their abilities belong to, whether they are high, average, or low. That way, students will know their position among other friends, including the upper (smart), middle (medium), or lower (stupid) student groups (Rahmat, 2019).

b) For educators

Educators will know students are weak in any area and also know why. That way, psychologically, educators will find it easy to overcome the problem (Iqra, 2018). Evaluation can also improve the learning process in the hope of improving the quality of *output* from certain schools (Magdalena & dkk, 2020). Educators can also find out about students' abilities in learning from cognitive, affective, and psychomotor aspects. Cognitive, namely knowledge, whether students have been able and master what the teacher has given, as well as psychomotor and affective, whether students have really applied in everyday life what they have learned in school (Nurhayati, 2023). Especially in PAI subjects in the affective aspect, it is students' behavior in responding and accepting everything that is communicated to them that is expected to change attitudes in daily life for the better (Inanna, Rahmatullah, & Hasan, 2021). Psychomotor is a skill possessed by students, so this depends on the material that the teacher teaches, for example, performance in PAI subjects such as memorization, prayer practice, etc. (Nurhayati, 2023).

2) Didactic aspect

a) For Students

Learning evaluation for students can provide motivation for them (Achadah, 2019) either in the form of encouragement for improvement or improvement of learning outcomes (Hidayat & Asyafah, 2019). Both for students whose learning outcomes have not reached the target learning goals or for students who have achieved them. For students who have not reached it, is expected to be motivated to study harder to cover their shortcomings, for students who have achieved it, is expected to be motivated to continue to maintain or even study harder so that in the future their learning results will increase (Achadah, 2019).

b) For Educators

Providing benchmarks for students for the learning outcomes they have achieved (Nugraha, 2016), can help teachers find out the abilities and abilities of each student, then teachers can place students in appropriate groups, and can help teachers improve the learning process (Nindy, 2021), provide consideration and determine the status of students (Basyah, 2019), provide solutions for students who need them (Wulan & Rusdiana, 2015), and provide assistance to teachers to show how far teaching programs have been achieved (Subando, 2022).

3) Administrative aspect

Provide information about the development of students after participating in KBM. With this information, it can provide an overview of their learning outcomes regarding the results of the efforts that students have carried out through the learning process (Ariyana, 2022), provide reports related to the development of learning outcomes to parents, teachers, and students themselves, become important data for students when this will be needed, be used to determine student status in the classroom and provide information about all efforts made by an institution to individual students (Phafiandita, Nadia, & et al, 2022).

Table 4. The function of evaluating PAI learning outcomes

No.	Evaluation Implementation Function	Outline
1	Assessing the Achievement of Learning Outcomes: This evaluation is used to measure the extent to which students have achieved the PAI learning objectives. By analyzing the knowledge, attitudes, and skills acquired by students, the evaluation provides a clear picture of their level of achievement in PAI subjects.	Assessing Achievement of Learning Outcomes
2	Identifying the Success of Learning Program Implementation: The evaluation of PAI learning outcomes helps in evaluating the successful implementation of the PAI learning program at SDN 012 Kuaru. By looking at student achievement, it can be seen to what extent the learning program is effective in providing students with an understanding of PAI.	Learning Program Implementation
3	Providing Useful Feedback: Evaluation of PAI learning outcomes provides useful feedback to teachers and schools for the improvement of future learning. The information obtained from the evaluation can be used as a basis for identifying weaknesses and strengths in PAI learning. Thus, teachers and schools can make necessary changes in teaching methods, learning materials, or evaluation approaches to improve student learning outcomes.	Providing Useful Feedback
4	Directing Learning Planning: Evaluation of PAI learning outcomes provides important information in planning future learning. By knowing the level of student achievement, teachers can adjust the curriculum and learning strategies to better suit students' needs. It also helps in setting realistic and adequate learning objectives for the next learning period.	Directing Learning Planning

Thus, the function of evaluating PAI learning outcomes at SDN 012 Kuaru is to provide information about student achievement, evaluate the success of the learning program, provide useful feedback, and direct future learning planning. In developing an evaluation, it is important to provide informative and constructive feedback to students. Such feedback can include explanations of evaluation results, recognition of student success, and suggestions for improvement. Good feedback will help students understand their strengths and weaknesses and provide motivation to improve their learning outcomes.

3.4 Obstacles and Solutions in the Implementation of SDN 012 Learning Outcomes Evaluation

3.4.1 Limited Hours of Islamic Education in Schools

The allocation of Islamic Religious Education learning time in the independent curriculum is only 3 hours of lessons. Where per lesson hour is 35 minutes (Dewi & Hartoyo, 2022). With this limited time, children find it difficult to master learning optimally if it is not balanced with parental guidance

at home. In the realm of affective education, one aspect of which is attitude assessment (Kusumawati, 2015), the formation of a good attitude cannot only rely entirely on the school. The result of our interview with the respondent said;

"I agree that with the limited time at school, it is difficult for children to master learning to the fullest if not balanced with parental guidance at home. The role of parents is very important in supporting children's learning process. They can provide the necessary support, motivation and guidance so that children can understand and apply the lessons well" (R1, 45 age).

"In the realm of affective education, one of the assessment aspects is attitude. Parents have a key role in shaping children's attitudes. Through guidance, discussion and examples given at home, parents can help children develop positive attitudes, such as tolerance, empathy and social awareness. Parents can also provide guidance on religious and moral values that form the basis of children's attitudes. In this case, parents play an important role in supporting the formation of the desired attitudes in affective education" (R2, 47 age).

The family as an informal educational institution also plays an important role in shaping an Islamic environment (Nurhayati, 2023).

"Of course, I would like to advise parents to establish good communication with their children. Discuss religious values, morals and expected attitudes. Set positive examples and raise awareness of the importance of good behavior in daily life. Also, make time to involve your children in social activities, such as participating in charity or helping others, so that they can develop proactivity and empathy. Parental support and guidance in shaping attitudes will have a positive impact on children's learning and holistic development" (R1, 45 age).

Because it is in the family environment that children are first instilled with civilization and the basics of religious understanding. A good education in the family will affect most children's behaviour. If parents and all family members can work well together, then good habits will also be embedded in children (Adi, 2022).

"I just want to emphasize that education does not only happen in the school environment, but also at home. The role of parents as learning supporters is very important, especially in affective aspects such as attitude formation. With the right guidance, good communication, and setting a good example, parents can contribute significantly in helping children achieve maximum learning outcomes and develop positive attitudes in everyday life" (R1, 45 age).

So affective education in schools is a supporting education of what parents have instilled at home. That way, the formation of good character in children can run optimally. For example, in the case of children's ability to read the Qur'an, there are some students who have not been able to, so it will be very difficult if this problem is charged to the maximum teacher at school. If it is not accompanied by learning at home, it will have an impact on the value of children's learning evaluations, which are lacking. However, as educators, they must also have empathy, for example, by setting aside a little time outside of class hours to improve the abilities of students who are left behind (Nurhayati, 2023).

a. Inadequate facilities and infrastructure

Schools that have adequate educational facilities will have a strong effect on the quality of existing education and facilitate the achievement of learning objectives. This will certainly also affect the quality of learning outcomes or the evaluation of student learning (Yustikia, 2017).

"The limited educational facilities can affect the learning process and evaluation of Islamic Religious Education in schools. Reliance on mosques outside the school for practical ablution and prayer activities can result in time constraints and reliance on schedules that may not always coincide with lesson plans. In addition, it requires additional coordination and permission which takes additional time and energy from educators. This can hinder the smoothness and flexibility in the implementation of Islamic learning and the evaluation of the practical aspects and practice of religious teachings" (R1, 45 age).

"Of course, I think it is important for schools and mosque administrators to work together to overcome the limitations of educational facilities. Perhaps steps can be taken such as discussing the possibility of providing worship facilities at school, be it an adequate prayer room or ablution place. If possible, the construction of worship facilities within the school area itself can be done. In addition, more effective coordination and communication efforts between schools and mosque administrators can help in organizing students' activity schedules to suit Islamic learning needs" (R2, 47 age).

But unfortunately, at SD Negeri 012 Kuaro, the educational facilities that support the learning process and evaluation, especially Islamic Religious Education, are still inadequate. It does not yet have its own place of worship, so activities that require a mosque as a place as worship are transferred to the Jami' Keluang Paser Jaya Village mosque, which happens to be located adjacent to the school. Every time before using the mosque for student activities, of course, coordination with the mosque management is needed. For example, if you want to hold ablution and prayer practices, you must always give permission to the mosque administrator. In this case, teacher sensitivity is also important to give voluntary money to mosque administrators in exchange for ablution water costs (Nurhayati, 2023).

b. Lack of Literature in Schools

In the world of education, literacy culture is important, in addition to supporting the quality of learning, school literacy also plays a role in maximizing the ability of students to get used to reading and wisely manage the information they get. Habits like this will make learning more enjoyable (Akbar, 2017). Schools should create an interesting atmosphere starting with basic learning skills, such as reading, observing, and listening activities (Suryani, 2017). Of course, the procurement of literacy support requires costs, such as various books.

Table 5. Obstacles Faced in the Implementation of PA Learning Outcome Evaluation

No.	Evaluation Barriers	Outline
1	Time constraints: Educators may face time constraints in conducting PAI learning outcome evaluations. Limited time may affect the quality of the evaluation and cause educators to rush in collecting and analyzing data.	Time constraints
2	Resource limitations: SDN 012 Kuaro may face resource limitations, such as a lack of adequate evaluation equipment or materials. This may affect the conduct of the evaluation and the availability of appropriate evaluation instruments.	Resource limitations
3	Limitations of student understanding: Students may face difficulties in understanding instructions or evaluation questions. This may affect the evaluation results and the accuracy of the assessment of student learning outcomes.	Limitations of student understanding
4	Mismatch of evaluation instruments: The evaluation instruments used may not fully match the learning objectives or indicators that have been set. This can reduce the validity and reliability of PAI learning outcomes evaluation.	Mismatch of evaluation instruments

Through improving the quality of evaluation of PAI learning outcomes, it is expected that students will get more informative and constructive feedback on their progress. This can help students understand their strengths and weaknesses and provide them with the impetus to continuously improve their understanding and application of PAI concepts. Overall, this study has the potential to make a significant contribution to the development of PAI learning outcomes evaluation at SDN 012 Kuaro. With improvements in evaluation planning, enhancing the quality of evaluation, and providing better feedback to students, it is expected that there will be an improvement in the quality of learning and student learning outcomes in PAI.



Figure 1. The process of evaluating Islamic Religious Education learning outcomes in implementing concepts, steps and solutions in learning.

Overall, this research has great potential to make a significant contribution to the development of Islamic Religious Education (PAI) learning outcomes evaluation at SDN 012 Kuaro. By making improvements in evaluation planning, improving the quality of evaluation, and providing better feedback to students, it is expected that the quality of learning and student learning outcomes in PAI will improve. Improvements in evaluation planning will help ensure that the clear and purposeful goals of evaluating PAI learning outcomes are achieved. With careful planning, educators will be able to design evaluations that are more effective and relevant to the learning context. This will help focus the evaluation on important aspects of Islamic Education and measure student achievement more accurately.

Improving the quality of evaluation is also a key factor in improving student learning and learning outcomes. By expanding the types and variety of evaluation techniques, educators can provide opportunities for students to demonstrate their understanding in various aspects of PAI, including cognitive, affective, and psychomotor aspects. In this case, evaluation is not only focused on knowledge but also involves related attitudes, values, and skills. Providing better feedback to students will also have a positive impact on their learning. Informative and constructive feedback will help students understand their strengths and weaknesses, so they can identify areas for improvement and further develop their potential. Thus, students will feel supported in the learning process and will be motivated to achieve better results. Through the implementation of improvements in evaluation planning, enhancing the quality of evaluation, and providing better feedback to students, this research is expected to make a significant contribution to the development of PAI learning outcomes evaluation at SDN 012 Kuaro. In the long run, this will have a positive impact on improving the quality of learning and student learning outcomes in PAI, as well as supporting the optimal development of learners' potential. Here are some solutions that can be offered.

4. CONCLUSION

The implementation of evaluation planning in the evaluation of Islamic learning outcomes at SDN 012 Kuaro. The approach aims to achieve efficiency and effectiveness in the implementation of evaluation, with a focus on obtaining accurate information about the achievement of the Islamic Religious Education teaching program. The evaluation of Islamic Religious Education learning

outcomes at SDN 012 Kuaro involves cognitive, affective, and psychomotor assessments. Cognitive assessment is conducted through the use of test techniques that can measure students' understanding of PAI materials. Meanwhile, affective and psychomotor assessments are conducted through the use of non-test techniques, which may include observation of student behavior or assessment of projects or presentations. However, the study has some limitations, such as focusing only on one school and providing only an overview of the implementation of PAI learning outcomes evaluation without deeply analyzing the impact or success of the approach used. For future research, it is recommended to involve more schools as research samples and analyze the impact of the evaluation approach used, such as its relationship with the improvement of students' PAI learning outcomes or the development of teaching programs. Future research could also consider the use of more innovative evaluation methods, such as project-based assessment or portfolio assessment, which can provide a more comprehensive picture of student achievement in PAI. Research could also explore the integration of technology in evaluation, such as the use of online platforms or mobile applications to efficiently collect evaluation data

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