

Enhancing Pedagogical Competence: Evaluating Islamic Religious Education Practices in West Aceh

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ABSTRACT

The research aims to explore teachers' pedagogical competence in implementing evaluations of Islamic religious education, preparation for evaluations, use of information technology in implementing evaluations, implementation of comprehensive evaluations, and implementation of differentiated evaluations. Data collection methods included observations, interviews, and documentation. The selection of respondents employed purposive sampling to ensure data accuracy by directly sourcing primary information. Respondents consisted of school principals, school operators, and Islamic education teachers from high schools in the Aceh Barat region. Six tests were utilized to ensure data credibility: extension of observation time, triangulation, member checking, independent analysis, theoretical validity, and negative case analysis. Data analysis followed the Miles and Huberman model, encompassing data reduction, data display, and conclusion drawing or verification. The research results show that teachers' pedagogical competence in implementing Islamic religious education evaluations is quite good, with several innovations being made. These innovations include comprehensive evaluation approaches, student potential-oriented assessments, the utilization of observational results from the learning process, and the use of information technology to enhance the accessibility of the evaluation process. Further research is recommended on the application of evaluation guidelines in the affective and psychomotor domains within Islamic education at the high school level to complement the findings of this study.

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1. INTRODUCTION

According to Law Number 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph (1) states that at least a teacher/educator must have four main competencies: pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through education. Pedagogical competency has minimum components: 1) Understand educational principles or insights. 2) Understanding students 3) Mastering the process of developing a curriculum/syllabus; 4) Mastering learning planning; 5) Carrying out educative and dialogical learning; 6) Utilizing learning technology; 7) Assessment of learning outcomes; and 8) Understanding student development (Mulyasa

2015). The term teacher competency has many meanings. As stated by Broke and Stone (1995), as quoted by Mulyasa, teacher competency is defined as “descriptive of qualitative nature of teacher behavior appears to be entirely meaningful” (Mulyasa 2015). Meanwhile, Sarimaya defines teacher competency as a set of knowledge, skills, and behavior that must be possessed, internalized, mastered, and realized by teachers in carrying out their professional duties (Sarimaya 2017). From the definition above, it can be understood that what is called teacher competency is a set of knowledge, skills and behavior that a teacher/educator must have in teaching.

One of the skills teachers need to fulfill pedagogical competency requirements is the ability to evaluate learning outcomes. Of course, a teacher must prepare a learning evaluation before completing the learning outcomes assessment. Teachers must carry out assessments and evaluations to collect data regarding student achievement to measure the learning process's effectiveness. This is intended so that teachers can fully control the classroom environment as "actors" and "instructors". Teachers are now seen as "facilitators" and "motivators" who can encourage and activate their students to participate in class activities.

Student success is not only oriented towards results but also the learning process. So far, many teachers have been found who have not carried out evaluations in learning effectively. As a result, many of the learning processes that have been carried out are not well measured in their level of achievement. In fact, not only in general learning, but also in Islamic religious education, the teacher's ability to evaluate learning is also very much needed. Because, evaluation also greatly influences further decision making related to the next learning process. For this reason, based on the explanation above, the researcher wants to examine in depth the teacher's pedagogical competence in implementing learning evaluation, especially in Islamic Religious Education learning with the aim of seeing how far teachers' pedagogical abilities have been in the process of evaluating Islamic Religious Education learning in schools. Moreover, so far, many learning evaluations have been carried out only on general learning, while in Islamic Religious Education there has been no specific research to describe the various problems faced by Islamic Religious Education teachers in the field.

Based on preliminary observations made, there are five upper secondary level educational institutions located in the West Aceh Regency area, two of which are in urban areas while the other three schools are on the outskirts of West Aceh Regency. Based on this, the author found that there was a difference in the level of understanding of evaluation between each teacher, for two schools in the city area in the West Aceh Regency area, the level of teacher understanding was adequate seen from the skills and abilities in analyzing student learning outcomes, so it was seen that the teacher's pedagogical competence In two schools in urban areas there has been an increase, while teachers in schools in suburban areas still found several weaknesses in conducting evaluations, so these weaknesses indicate that teachers' pedagogical competence has not been maximized. This difference is due to the lack of access to teacher competency development training in the suburbs, which is less than that for teachers who work in urban areas. Another factor that can influence this is the culture of teachers in urban areas, who compete to increase their competency to a greater extent than teachers in the suburbs.

Based on the results of observations, the author is interested in further research regarding various problems related to the pedagogical competence of Islamic Religious Education teachers in the process of implementing learning evaluations in high schools, especially in the West Aceh region so that it is hoped that this will become input material for stakeholders and can contribute to improving the quality of Islamic education in the West Aceh Region.

The research was conducted to fill the research gap from previous research. Research conducted by Ana Garcia-Figuerola Corona, Fernando Martinez-Abad, and Maria-Jose Rodriguez-Conde in 2023 at the University of Salamanca, Spain entitled Evaluation of Digital Competence in Teacher Training. The research results show that prospective educational practitioners really need digital competence. Digital competence is included in the scope of pedagogical competence (Corona, Martínez-Abad, and Rodríguez-Conde 2017). The above research does not specifically examine the competency of

prospective educational practitioners in the field of learning evaluation. In common, digital competence is needed to support learning evaluation. In the era of digitalization of education, learning evaluation cannot only depend on conventional evaluation. However, there must be a combination with digital evaluation that is more flexible and relevant to the needs of teachers and students.

Research conducted by Nur Aisyah Musri and Adiyono in 2023 entitled *Competency of Fiqh Subject Teachers in Increasing the Uniqueness of Learning*. The results show that the factors that play a role in the competence of Fiqh subject teachers include: (a) work ethic, (b) qualifications or expertise in education, (c) teaching experience, (d) teaching materials, (e) welfare educational environment, (f) teacher employment status, (g) teacher's ability to use learning facilities or infrastructure, and (h) participating in subject teacher deliberation activities (Musri and Adiyono 2023). The difference with the research that will be carried out is that this research has a smaller focus, namely fiqh subjects. Fiqh is one of the sub-materials of Islamic religious education material at the high school level.

The research conducted by Umam and Hamami titled "Evaluation of the Islamic Education Curriculum in Schools and Madrasahs" in 2023 reveals that the implementation of Islamic education in schools needs to pay more attention to students' social sensitivity and intellectual development (Umam & Hamami, 2023). Conversely, the implementation of Islamic education in madrasahs should be intensively supervised by the government, specifically by the Ministry of Religious Affairs of the Republic of Indonesia and local educational authorities. Increased attention from local governments to the implementation of Islamic education will further enhance the quality of its delivery. This study focuses on curriculum evaluation, which is a crucial effort in improving teachers' pedagogical competence, enabling teachers to better align students' abilities with the evaluated and developed curriculum.

The research by Ramadhan in 2017, titled "Evaluation of Islamic Education at Madrasah Tsanawiyah Ibnul Qayyim Putri Yogyakarta," shows that the Islamic education system at Ibnul Qayyim Madrasah should follow Utsman Najati's teaching principles (Ramadhan, 2017). These principles focus on ensuring that teachers have balanced skills in planning, teaching, and assessing students. To achieve this, teachers need training to improve both soft and hard skills. One common issue in Islamic education is uneven teacher competency, so providing equal training can help improve their teaching abilities.

Another study by Salam, Arifin, and Sulistiono in 2022, titled "Management of Islamic Education Learning Based on Multiliteracies at Madrasah Tsanawiyah," found that Islamic education at Madrasah Tsanawiyah Siman Lamongan involves careful planning, teaching, and evaluation (Salam, Arifin, & Sulistiono, 2022). During planning, teachers prepare lesson materials, which are overseen by the curriculum vice principal. Developing lesson plans helps maintain teachers' teaching skills in Islamic education.

Research by Rudini and Saputra in 2022, titled "Teacher Pedagogical Competence in Utilizing ICT-Based Learning Media During the Covid-19 Pandemic," shows that teachers were capable of using technology for distance learning during the pandemic (Rudini & Saputra, 2022). However, this study mainly focused on teachers' ability to use technology, which is just one part of teaching skills. The current study will take a deeper look into various aspects of teaching skills, especially in how teachers evaluate learning, to provide a more complete understanding.

There is a clear gap in research about the teaching skills of Islamic Education teachers, specifically in evaluating student learning in secondary schools. This gap needs to be addressed with thorough research. The first question to explore is how teachers prepare for evaluations. The second looks at how technology is used in the evaluation process. The third asks how evaluations are done in a complete manner. Lastly, the fourth question focuses on how each step of the evaluation process is carried out systematically. These questions are all connected to the teaching skills of Islamic Education teachers. The study's findings will help advance Islamic education research and guide policymakers in creating programs to improve teacher skills.

Several innovations have been implemented by teachers, including comprehensive evaluations, evaluations focused on student potential, leveraging observation results from the learning process, and

using technology to facilitate evaluation accessibility. These evaluations impact result accuracy, allowing teachers to assess students' overall abilities rather than in isolation. Potential-oriented evaluations are beneficial for students, given their diverse backgrounds and potentials, making the assessment of student potential a valid evaluation objective. More professional teachers in many schools handle observation results, and research findings indicate that novice teachers use observation results in the evaluation process. The impact of COVID-19 has led to a shift in the evaluation process in schools from paper-based to digital-based systems. Islamic Education at secondary schools now incorporates information technology in evaluations, such as using E-Exam applications.

2. METHODS

The research used a qualitative approach with descriptive methods. It was conducted at high schools in the West Aceh Regency area, specifically SMA 1 Arongan Lambalek, SMA 1 Woyla, SMA 1 Meureubo, SMA 2 Meulaboh, and SMA 1 Kaway XVI. These schools were chosen to represent each sub-district and were considered credible due to their larger student populations compared to other equivalent schools. The research took place from August 2020 to October 2023. Theoretical deepening was conducted from August 2020 to December 2020. Research methods and instrument formulation were carried out from January 2021 to April 2021. Instrument validation was conducted from May 2021 to August 2021. Data collection was carried out from September 2021 to October 2022. Data processing, analysis, and report preparation were conducted from November 2022 to October 2023. During this period, data collection was also conducted to verify the data.

In this qualitative research, two data sources were utilized: primary and secondary. Primary data sources comprised Islamic religious education teachers, the head of West Aceh High School, students, and school operators, chosen using purposive sampling technique. The criteria for resource persons were Islamic religious education teachers who had served for more than 3 years, preferably held a professional teacher certificate, and school principals who had served for more than 3 years in the school under study. Secondary data sources included information on PAI evaluation implementation gathered from various sources like scientific publications, archives, databases, or previous research reports. Data collection methods consisted of observation, in-depth interviews, and documentation, with instruments prepared based on 10 pedagogical competence indicators for evaluating Islamic Religious Education. The instrument was developed based on 10 indicators to ensure that the instrument truly represented the required data. Extension of time refers to expanding research time to obtain established data. Triangulation involves using more than one data collection technique for verification.

Observations were conducted by observing the evaluation process, teacher-student interactions, and evaluation tools. Open observation method was employed, guided by predefined indicators. In-depth interviews were conducted with Islamic religious education teachers, the school head, students, and school operators, focusing on key issues. Materials such as documents related to evaluation planning, rubrics, evaluation software, assessment guidelines, and student evaluation reports were used as research subjects. Six tests were employed to ensure data credibility: extension of observation time, triangulation, member checking, independent analysis, theoretical validity, and negative case analysis. Data analysis followed the Miles and Huberman model, involving data reduction, data presentation, and verification to draw conclusions (Miles, Huberman, Saldana, 2014).

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Evaluation Preparation

Generally, the evaluation process has two objectives. First, to measure students' achievement of learning materials. Second, to determine the impact of learning aspects in assisting students to learn. Students require special preparation to participate in the evaluation process. Evaluation involves a series of processes accompanied by psychological pressure. Regarding evaluation preparations, a

resource person from SMA SK1 stated, *"As a pre-evaluation preparation, I used a question grid. Then, I asked the students if they could answer such questions. Students are also reminded to maintain their health, as the exam period lasts for more than one week."*

3.1.2 Instrument Grille

In addition to being given time to prepare, students are also provided with an evaluation instrument grid. This grid serves as a guide for students to facilitate their review of the material they have received. The purpose of providing a grid is to help students focus more on substantive material as they approach the exam. The resource person mentioned that students are given a grid to better focus their studying. Another resource person indicated that the initial step is to prepare how students will be able to answer the provided questions. Teachers guide students through the preparation steps. The students are informed that the exam will be conducted and are given the opportunity to review the material provided.

3.1.3 Instrument Variations

The development of evaluation instruments that account for differences in student characteristics is undertaken to ensure fair treatment of students. In practice, variations in instruments are only applied in formative evaluations. In contrast, summative evaluations use uniform instruments. An Islamic education teacher at one of the high schools stated, *"The questions given to all students are the same. However, if there are students who have difficulty answering, they will be given questions in a different format. The uniformity of the questions helps teachers in carrying out the assessment process."* Another Islamic education teacher mentioned, *"Yes, considering the students' conditions. But since everyone at our school is Muslim, the questions are the same for everyone. There are no students from other ethnic groups studying here."* Findings indicate that there is no distinction in instruments for summative evaluations (final semester exams) due to the school's requirement for evaluations to be conducted simultaneously and uniformly. Uniformity is maintained both during the implementation and in technical execution. Variations in evaluation instruments are only applied in formative evaluations, such as quizzes, exercises, and mid-semester exams. Teachers may improvise in formative evaluations. Formative evaluation is quite flexible, tailored to student needs, material coverage, and aspects to be measured. The aspects to be measured are categorized into three: knowledge, skills, and attitudes.

3.1.4 Internalization of Local Wisdom into Instruments

Islamic education in West Aceh has very strong cultural characteristics (Hasan, 2023). Teachers at high schools in the West Aceh region also incorporate local wisdom and community culture into instruments. This material is included in the instrument to stimulate students' moderate attitudes towards the prevailing culture in society. Instrument items containing community culture constitute only about three to five percent of the total items. Students are trained to respond wisely to societal differences. An Islamic education teacher stated, *"For example, we once used questions related to tahlilan."* However, other teachers chose not to include this directly in the evaluation instruments. They preferred to internalize it into the learning process. This choice is based on the socio-cultural conditions of the students at the school. The teacher believes that including such content in the questions might provoke negative perceptions from students. Negative perceptions could trigger issues that may harm the conducive nature of the school as an educational institution. *"Issues related to differences of opinion on religious practices in society are not discussed extensively in schools because the school is located far from traditional education centers where these matters are frequently discussed. Therefore, exam questions do not address the implementation of mawlid or whether to perform qunut. It is only addressed in the learning process,"* stated one of the resource persons. NA sources provided different information, suggesting that including questions related to community culture in exams could lead to difficulties for students in understanding them. This is because questions that address various religious activities in society require comprehensive and detailed explanations to respond wisely.

3.1.5 Use of Information Technology

The use of information technology in learning has become a necessity today. Its benefits include introducing students to technology in the educational field and facilitating teachers and curriculum managers in compiling student evaluation data. The use of information technology in evaluations is limited to summative evaluations, such as Google Forms and additional applications like E-Ujian. The E-Ujian application is rented by the school and offers more comprehensive features, while Google Forms is a free service provided by Google. Following school instructions, teachers are required to use Google Forms for multiple-choice questions in final semester exams. Essay-type questions are administered on paper. *"The final semester exam uses Google Forms provided by the school,"* said one teacher. Another teacher added, *"We use Google Forms only during the final semester exams. Its use is left to each teacher. For multiple-choice questions, use Google Forms. For essay questions, written tests on regular paper are used. It is a combination."*

3.1.6 Comprehensive Assessment

Assessment in Islamic Religious Education must be conducted comprehensively. Comprehensive assessment covers various aspects of student development, including cognitive aspects or knowledge, psychomotor aspects or skills, and affective aspects or attitudes. When asked about the assessment of attitudinal and psychomotor aspects, teachers employ relevant evaluation techniques. Teachers stated, *"Sometimes observation sheets are used to assess student morals. The results of these observations are compiled into the student's report card grades. For skills, we use practical evaluations such as reading the Al-Qur'an, performing funeral prayers, and memorizing short verses. Practical exams are not conducted routinely but are adapted to needs."* Attitude assessment uses observation guidelines to ensure that the assessment standards are consistent across students. However, teachers also conduct free observations without specific guidelines. In terms of efficiency, free observation is easier for teachers to carry out.

3.1.7 Differentiated Evaluation

Differentiated learning is conducted based on the awareness that students have varying abilities. At SMA SK2, students with specific potential are given special study hours to further hone their skills. If there is a platform to channel student potential, students are encouraged to participate. Events that usually involve students include MTQ (Musabaqah Tilawatil Qur'an), which is directly supervised by teachers at SMA SK2. A teacher at SMA SK2 stated, *"There are no special classes for students with special skills. However, if there is an MTQ event, many students here will participate. This is because there are teachers who work at the school as well as on the MTQ sub-district committee."*

3.1.8 Stages of Instrument Formulation

Formulating an evaluation instrument must go through several stages. Under certain conditions, the formulation of evaluation instruments in the field may not always meet the ideal standards. When asked about the procedures for formulating evaluation instruments or questions, interviewees provided varied responses. Some teachers use only the questions available in textbooks, as this approach is considered easier and less time-consuming. One teacher stated, *"Using questions from the textbook. The questions in the textbook are selected based on evaluation needs. I still use the language (editorial) from the textbook."* At SMA SK3 and SMA SK2, teachers are involved in MGMP (Subject Teacher Consultation) for the formulation of instruments. MGMP holds regular meetings every month, typically on Saturdays. During these meetings, teachers provide suggestions regarding the grids that Islamic education teachers will use at the high school level throughout West Aceh. These grids will serve as guides for formulating exam question items.

3.2 Discussions

3.2.1. Students' Physical and Psychological Preparation to Face the Evaluation

Evaluation in Islamic Religious Education learning must be carried out in a comprehensive and integrated manner. The position of evaluation is very important in Islamic Religious Education learning, because evaluation occupies a very central position in determining the success of the learning process (Hidayat and Syafe'i 2018). Evaluation, if understood and implemented well, will provide a lot of information that can be used as material for improvement and improving the quality of learning (Pratama, Rijal, and Silahuddin 2023).

In order to be implemented comprehensively, learning evaluation is carried out by designing thorough preparation. Evaluation preparation is not only related to teachers in the form of document readiness, but also student readiness. Student readiness includes physical, psychological readiness and mastery of the learning material that will be tested by students.

Students' physical readiness before taking part in a learning evaluation is important and can have a significant influence on the final results of the evaluation. There are many benefits of maintaining physical readiness before taking a learning evaluation. Good physical preparedness allows students to maintain concentration and focus during the evaluation. Adequate physical readiness will help students maintain endurance during exams or evaluations which may take time. A strong body can help reduce physical fatigue which can interfere with performance. Good physical preparedness can also help manage stress and anxiety levels. Physical exercise can help reduce stress levels and improve mood, which in turn can improve academic performance. Apart from physical readiness, another thing that Islamic Religious Education teachers pay attention to before carrying out an evaluation is the student's mental or psychological readiness. Students' mental or psychological readiness before taking part in the evaluation has the same urgency as physical readiness. Good mental preparedness allows students to maintain concentration and focus during the evaluation. When students feel calm and focused, students can process information more effectively.

Maintaining concentration is very important for students because this has a direct impact on academic results. With good concentration, students can process information more effectively and understand evaluation material better. Low concentration can cause errors in reading or understanding evaluation questions. A strong focus helps students to manage the anxiety and stress that may arise during evaluations. Students are better able to maintain peace of mind. Research conducted by Yusefzadeh et al shows that anxiety about facing exams before and during exams has a significant influence on student achievement. This intervention significantly influenced test anxiety and test scores. The research results show that if students feel that most of their test scores are determined by class activities, students' stress will decrease during the evaluation. Test anxiety before and during exams has a significant impact on the performance of students. The intervention influenced test anxiety and exam scores significantly. The results showed if students thought a significant proportion of their exam score was already accounted for by class activity, they would experience less stress during (Yusefzadeh, Iranagh, and Nabilou 2019). The results above reinforce that pre-evaluation preparation is very crucial in order to obtain representative results from the student learning process.

Evaluations can often lead to stress and anxiety, but mental readiness helps students manage these feelings and approach exams with more calm. Being mentally prepared allows students to think more clearly, solve problems, and analyze information effectively. A positive attitude toward evaluations is crucial for mental preparation. Teachers can remind students that evaluations are an opportunity to showcase their skills and knowledge. Building students' confidence in their abilities can help lower anxiety and improve their performance. Establishing a regular, structured study schedule also aids students in managing their time and preparing for specific subjects.

Encouraging open communication between students and teachers or counselors is another essential step in reducing anxiety. Students should feel comfortable reaching out for help if they have concerns or questions. Teachers and mentors can provide guidance and address any issues that may arise. Auni and Johansyah (2022) highlighted that weak educational communication is a common issue, yet it plays a critical role in students' success. Additionally, encouraging students to seek support from family and friends is important, as social support can be a significant factor in helping students feel more prepared for evaluations.

3.2.2. Collaboration between Teachers and Parents

Collaboration between teachers and parents is crucial in ensuring students are well-prepared for evaluations. Effective collaboration in education involves various stakeholders, including teachers, students, principals, and others, but the most important partnership is between teachers and families (Zakariyah and Hamid, 2020). This cooperation helps create a supportive environment for students, enabling them to succeed. Understanding each other's roles and working together allows teachers and parents to provide the best guidance for students as they prepare for evaluations.

Teachers not only educate students but also serve as a key source of information for parents regarding their children's progress (Aziz et al., 2023). The involvement of parents plays a significant role in the success of a child's education. Family support is foundational, as the family provides the first form of education for children and shapes their development into adulthood (Silahuddin, 2017). Parenting styles are a major influence on a child's character and educational success, with the approach parents take in guiding their children having a lasting impact (Mahdi and Sehat, 2023).

Providing additional resources to parents is an important step in preparing students for optimal evaluation implementation. The form of additional resources that parents often provide is direct involvement in the preparation process for carrying out the evaluation. Teachers also hold informal meetings or discussion forums with parents to discuss effective study strategies and how students can support their children.

3.2.3. Providing an Evaluation Grid

The research findings also indicate that Islamic Religious Education teachers have implemented a pre-evaluation preparation process for student learning. The processes employed by teachers are quite varied, tailored to the circumstances of students at each school. Most teachers carry out pre-evaluation preparation by providing students with a question grid. The purpose of providing a grid is to facilitate students in reviewing learning materials, enabling them to focus more on several core topics relevant to the exam questions.

An Islamic Religious Education teacher stated, "As pre-evaluation preparation, I used a question grid." A grid is a format for mapping questions that illustrates the distribution of items across various topics or subjects based on certain levels of ability. The function of the grid is to serve as a guide for writing questions or assembling questions into a test set (Faisal, 2022). Providing a grid before conducting a learning evaluation offers numerous benefits for students. Generally, providing a grid enhances the effectiveness of the evaluation in determining students' actual abilities.

The grid provides students with a clear overview of the material or topics to be tested. It helps focus students' attention on content that is truly relevant and important. By knowing the list of content or competencies to be evaluated, students can prioritize their learning and avoid wasting time on unnecessary material. Providing a grid also allows students to better prepare themselves. Additionally, the grid offers students the opportunity to ask questions if there are aspects they do not understand or need clarification.

3.2.4. Utilization of Observation Results

Islamic Religious Education teachers in high schools in the West Aceh Regency area have conducted observations of student characteristics. These observations are carried out to determine the design and learning strategies to be implemented. Understanding student characteristics is a fundamental aspect of managing the learning process. Recognizing student characteristics helps

educators identify each student's learning style. Some students respond better to visual learning, while others may learn more effectively through auditory or kinesthetic approaches. An Islamic Religious Education teacher stated, "We conduct observations of students. By continuously observing, we hope to understand each student's character so that we can provide an evaluation format that matches the student's abilities."

Educators develop an understanding of student characteristics to adjust the difficulty level of the material. Each student has a different level of understanding of a topic. By knowing students' levels of understanding, educators can tailor the complexity of the material to fit students' abilities, thereby preventing feelings of frustration or boredom that may hinder the learning process. Student characteristics need to be elaborated and synchronized with the implementation of educators' duties both inside and outside the classroom. Moreover, changes in generational cycles necessitate changes in learning approaches. Generation X differs from Generation Y, and the approach for the millennial generation is certainly different from that of the "baby-boomers" generation, and so on. Mistakes in the approach can lead to emerging educational problems (Janawi, 2019).

3.2.5. Use of Information Technology in Learning

The use of information technology in Islamic Religious Education learning has brought many changes and innovations in teaching methods. Technology allows easy and fast access to sources of information related to the Islamic religion. With the internet, students can search and research various religious topics more easily than relying on physical textbooks alone. Students can read sacred texts, tafsir, hadith and other religious literature online. The use of technology in learning makes it possible to automate daily operations for teachers. Teachers can instill responsibility in the use of social media even though there is freedom in accessing the information that students want. The most effective way to reduce the number of repetitive, time-consuming duties a teacher undertakes is to use technology in the classroom. Educational technology applications may save a lot of time and energy by automating or partially automating day-to-day operations such as attendance tracking and performance monitoring. Students are taught how to use technology responsibly and strategically, which can help them make decisions and develop self-discipline. Technology in education can help students to prepare for lifelong learning. These technologies provide students with a virtual world and the freedom to access digital knowledge according to their learning styles (Haleem et al., 2022). Technology also enables interaction and collaboration between students and teachers in the context of religious learning.

3.2.6. Use of Information Technology in Learning Evaluation

Information technology has played an important role in changing the way learning is evaluated. The use of information technology allows more accurate and detailed data collection. By using digital learning platforms and learning management software, educators can track student activity and progress in real-time.

Islamic Religious Education teachers have used information technology in carrying out evaluations. The platform used mostly is Google Form. SMA 1 Kaway XVI uses a different platform but remains external, not an independently developed application. With the high growth of digitization and globalization, online exam systems continue to gain popularity and stretch (Kaddoura and Gumaei 2022). Implementing evaluations using information technology (especially online systems) continues to be of interest to teachers and students. With the many conveniences obtained and simpler database collection of evaluation results, various IT-based evaluation platforms continue to be used.

Information technology also allows the use of various types of evaluation tools that are more interactive. Teachers can utilize digital quizzes, multiple choice questions, or even technology-based projects to gauge student understanding. By using this tool, teachers can provide instant feedback to students, allowing students to quickly improve student understanding.

3.2.7. Implementation of Comprehensive Evaluation

The domains of attitude (affective), knowledge (cognitive), and psychomotor (skills) are objects that must be developed in students. Hidayat and Asyafah in Mughni state that if adapted to the concept of Islamic religious education, then this domain is relevant to three areas, namely aqliyah, qalbiyah and amaliyah (Mughni 2023). Aqliyah is the development of the cognitive domain, qalbiyah is the affective domain, and amaliyah is the psychomotor domain.

Evaluation in the attitudinal or affective realm is a process for measuring and assessing students' behavior, values and attitudes towards something. Teachers need to choose the right evaluation method to measure student attitudes. This can be done through direct observation, questionnaires, or interviews. Direct observation allows teachers to observe student behavior directly in real situations, while questionnaires can provide a broader view of student attitudes. Interviews can also be an effective way to gain in-depth insight into student attitudes. It is important to consider the context and situation in which the attitude domain evaluation is carried out. Students' attitudes can differ depending on the particular environment and situation.

3.2.8. Student Potential Oriented Evaluation

It is important for teachers to develop learning evaluations that are oriented to student potential because this approach allows recognition of the uniqueness and individual potential of each student. Evaluation that is directed and oriented towards student potential makes education at school maximally beneficial, as education is a way to develop students' skills and independence (Idris and ZA 2017).

Evaluation oriented to student potential considers that each student has different strengths and potential. This means teachers must consider various aspects of students' abilities, including special talents, interests, and learning styles. By understanding students' potential in depth, teachers can design assessments that allow students to excel in areas in which they excel. Students who have special abilities in the fields of tilawatil Qur'an, khattil Qur'an, fahmil Qur'an, and other fields relevant to PAI are given affirmation in the assessment of final learning outcomes. So, apart from receiving guidance from teachers who are also part of the sub-district MTQ committee, students also receive recognition from the school. Achievements obtained by students will be accumulated in the semester learning results report. Evaluation oriented towards student potential promotes an inclusive approach. This recognizes that every student, including those with special or unique learning needs, has valuable potential. This may include providing options in how to demonstrate understanding, providing specialized support, or providing assignments that accommodate different ability levels.

From the research and discussion above, it can be concluded that an important thing, namely mapping and developing potential developed by MAN 2 Malang City juxtaposed elements of cognition, psychomotor and character education. The pattern of potential development is based on science and Islam as the basis for the value of science. (Romlah 2023) Research conducted at MAN 2 Malang shows that mapping of student potential needs to be carried out. The mapping results will have an impact on learning design and the form of evaluation given to students.

3.2.9. Reflection on Evaluation Results

Reflection on the results of learning evaluations is a crucial step for teachers in improving and developing student teaching practices. First of all, teachers need to arrange a special time to reflect after receiving the evaluation results. This allows students to calm their minds and think carefully about the results they have obtained. This process should not be done hastily, but rather with calm and patience. Based on information from sources, the reflection carried out was more towards students. Students who do not complete the evaluation or the final evaluation results are below the KKM standards will be given a re-evaluation. The form of the questions is given differently, with a lower level of difficulty. What has been done is not wrong, but it would be more appropriate if reflection were implemented both ways. Firstly to students, and secondly to teachers. Reflection to the teacher takes the form of an

evaluation of the strategies used in learning, learning media, learning resources and a series of learning stages in class.

Reflection is an important part of service learning, yet we have used it only with the hands-on projects. As the attached reflection paper shows, students learn more than just how to do the project; they learn about their own strengths and weaknesses, how to work in a team, and why they should give back to their communities (Vik and Doran 2005). Teachers must consider whether the evaluation method itself is appropriate to the learning objectives. There may be a need to use a variety of evaluation methods to measure different aspects of student understanding. In addition, teachers need to ensure that evaluation questions or tasks are designed clearly and are relevant to the material being taught.

3.2.10. Carry out Differentiated Evaluation

Differentiated evaluation is an approach to student assessment that considers individual student differences, such as learning styles, ability levels, and interests. Teachers can carry out differentiated evaluation in several ways. Students must understand the unique needs and characteristics of each student in the class. This may include identifying preferred learning styles, ability levels, and personal interests. By understanding these differences, teachers can plan and implement assessments that take individual needs into account. Differentiated learning also refers to gender differences. Female students and male students have the same rights and obligations in education. Aceh as a post-conflict region has a special focus on the role of women in education. One form of this is the establishment of various women's institutions that fight for a greater role for women in various aspects, including education. Differentiated learning must use this phenomenon as a reference (Lopes Cardozo and Srimulyani 2021).

Differentiated evaluation is one component of differentiated learning. Rahayu that differentiated learning is learning based on an independent curriculum which is carried out by taking into account the various needs, talents and interests of students. The learning process in the independent curriculum refers to the formation of a Pancasila student profile which aims to produce graduates with high character values (Zaini 2022). Differentiated evaluation also involves providing specific and individualized feedback to students. Teachers must identify strengths and areas requiring improvement in detail. Feedback should provide concrete direction about steps that can be taken to improve performance or understanding.

Implementing differentiated learning is certainly not easy to implement, because it requires careful planning so that its implementation must start from the way the teacher maps the characteristics of students before he teaches in the classroom (Susanti et al. 2023). Teachers carry out project or assignment-based evaluations. In this approach, students are given the freedom to demonstrate understanding through creative projects or assignments that require problem solving. Teachers should provide additional support for students who need it. Teachers may provide additional materials, resources, or additional time to assist students in preparing for and taking evaluations. This includes holding additional tutoring sessions or providing additional materials for practice. Teachers may consider using assistive devices or modifications for students with special needs. Carrying out differentiated evaluations is important to meet the unique needs and characteristics of each student. Teachers can do this by understanding individual differences, providing choices in evaluation methods, providing specific feedback, and providing choices in levels of complexity. However, there are a number of challenges that teachers must overcome to implement this approach effectively. First of all, identifying individual differences in learning styles, ability levels, and interests requires extra time and effort.

One of the main challenges is creating adequate materials and assignments for different ability levels. This requires appropriate adjustments and differentiation in curriculum and teaching materials. In addition, ensuring that all students receive adequate support in the learning process is an important challenge. Teachers should consider how to provide additional help or assignment modifications for students who need it. Teachers should also identify additional resources or support outside the

classroom that are needed to conduct differentiated evaluation. Additional training or guidance may be required in developing and implementing evaluation strategies appropriate to the needs of diverse students. Managing a class with varying levels of ability can also be a challenge. Teachers need to find ways to ensure that learning remains effective and focused, despite large differences in student ability levels. Special classroom management strategies may be needed to ensure that each student receives adequate attention. It can also be challenging for teachers to ensure that differentiated evaluation is consistent with school policies and curriculum standards. Teachers need to ensure that students' approaches comply with guidelines while still meeting students' individual needs. Motivating oneself and remaining committed to differentiated evaluation is a significant challenge for teachers. Teachers may feel overwhelmed by the extra demands and complexity of implementing this approach.

4. CONCLUSION

The research found that high school teachers in West Aceh have generally good pedagogical competence, supported by various innovations in teaching and evaluation. Teachers prepare students for evaluations both physically and mentally, collaborating with parents to monitor student readiness at school and home. However, there are some limitations. For example, the current evaluation platforms are third-party systems that don't fully meet the specific needs of each school. Schools should develop custom platforms to improve efficiency. Additionally, while teachers assess cognitive, affective, and psychomotor skills, the latter two lack standard evaluation guidelines. Future research should focus on creating these guidelines with input from teachers and policymakers. Teachers also reflect on evaluation results, but the process lacks a consistent structure. Finally, teachers are beginning to implement differentiated evaluations, particularly in discussions on religious topics, but more effort is needed to foster open dialogue and tolerance among students. Future studies should explore ways to enhance teacher training and develop more structured evaluation practices.

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