

Implementation of Educational Learning Outcomes Evaluation Islamic Religion is Based on an Independent Curriculum

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Abstract

The aim of this research is to explain the attributes of the activities included in the process of evaluating or assessing learning outcomes in Islamic religious education sessions, with special emphasis on the independent curriculum. This research uses qualitative research methodology, specifically using phenomenological descriptive techniques. The data collection approach includes the use of a variety of methods, including observation, interviews, and documentation techniques, during the evaluation. The data analysis process requires the application of the Miles and Huberman paradigm. This research involves the use of data analysis techniques to examine the summarized data. The data validation process involves the use of triangulation techniques to ensure accuracy and reliability. Implementation of learning outcomes evaluation includes three main elements: planning, implementation, and identification of factors that facilitate or hinder the implementation of the evaluation. The findings of this research indicate that the process of planning and evaluating learning outcomes requires identifying evaluation objectives, implementing evaluation activities based on these objectives, and considering supporting factors such as student readiness in participating in the learning process. One of the problems that hinders progress is the lack of use of the teaching tools that educators have.

Keywords: Implementation, Evaluation, Independent Curriculum

Abstrak

Tujuan penelitian ini adalah untuk menjelaskan atribut-atribut kegiatan yang termasuk dalam proses evaluasi atau penilaian hasil belajar pada sesi pendidikan agama Islam, dengan penekanan khusus pada kurikulum mandiri. Penelitian ini menggunakan metodologi penelitian kualitatif, khususnya menggunakan teknik deskriptif fenomenologis. Pendekatan pengumpulan data meliputi penggunaan berbagai metode, antara lain observasi, wawancara, dan teknik dokumentasi, selama evaluasi. Proses analisis data memerlukan penerapan paradigma Miles dan Huberman. Penelitian ini melibatkan penggunaan teknik analisis data untuk menguji data yang dirangkum. Proses validasi data melibatkan penggunaan teknik triangulasi untuk menjamin keakuratan dan keandalan. Pelaksanaan evaluasi hasil pembelajaran meliputi tiga unsur pokok yaitu perencanaan, pelaksanaan, dan identifikasi faktor-faktor yang memudahkan atau menghambat pelaksanaan evaluasi. Temuan penelitian ini menunjukkan bahwa proses perencanaan dan evaluasi hasil pembelajaran memerlukan identifikasi tujuan evaluasi, pelaksanaan kegiatan evaluasi berdasarkan tujuan tersebut, dan mempertimbangkan faktor pendukung seperti kesiapan siswa dalam mengikuti proses pembelajaran. Salah satu permasalahan yang menghambat kemajuan adalah kurangnya pemanfaatan alat-alat pengajaran yang dimiliki pendidik.

Kata Kunci: Implementasi, Evaluasi, Kurikulum Mandiri

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INTRODUCTION

Indonesian education cannot be separated from human intellectual progress. The evolution of educational paradigms is influenced by the evolution of human thought. Cultural acculturation has occurred over time in every educational program established by the government since Indonesia's independence until now. Assessment is needed to find out whether the educational program being implemented is effective, whether it needs to be continued, replaced or improved. A wide variety of

individuals are involved in education, including educators, learners, parents, stakeholders, and other staff members who work to ensure that education is successful in everything from elementary school to university.

Islamic religious education seeks to revive the potential and creativity of students with the aim of realizing humans as creatures of Allah SWT who have noble character, are independent and love their homeland, country and religion. Islam basically believes that everything that happens in nature is the result of Allah SWT's will and is also under His control. In order for humans to live according to the ideals that Allah SWT has set, they must receive guidance. As a creation of Allah SWT, humans must strive to live their lives in accordance with the guidelines and authority of Allah's law through their daily actions.

In assessing educational achievement, it is necessary to use measurement or assessment instruments which are usually called evaluations to measure the effectiveness of both formal and non-formal education. Even though there are different evaluation, assessment and measurement targets, they all have the same goal: ensuring final results and achieving predetermined goals.

Evaluation in teaching and learning activities is a commonly used expression, as stated by Najelaa Shihab and the learning teacher community. Relating to the process of assessing learning outcomes by utilizing indicators derived from predetermined learning objectives, with the main emphasis on students.

During the Covid-19 outbreak, the Ministry of Education and Culture implemented a policy of modifying the 2013 Curriculum by turning it into an emergency curriculum with reduced content. This scenario has the potential to provide benefits for educational institutions in facilitating the implementation of teaching and assessing student learning outcomes. Currently, learning is hampered by limited time and space, because students and teachers cannot gather physically, thus requiring the application of online learning methods. The assessment approach is only limited to basic competencies. The global Covid-19 pandemic has created significant complexity in the field of education, requiring different approaches to learning through online or distance modalities, thus requiring individuals to acquire technological competence in new ways. Even when faced with challenging circumstances, this accelerates the pace of innovation. As a writer, I recognize that the integration of e-learning poses challenges in the implementation of educational practices in many educational institutions, including elementary schools. However, parents showed increased openness when seeking new activities, particularly in the exploration of online programs. It is evident that rapid innovation occurred during the Covid-19 epidemic.

Assessment of learning outcomes in the Independent Curriculum has important meaning because it allows observation and measurement of the extent to which students have succeeded in demonstrating the expected competencies. Assessment of educational achievements in the Independent Curriculum Context presents interesting and different challenges compared to the conventional curriculum. Successful implementation of this approach requires the incorporation of multiple elements,

including clear learning objectives, a comprehensive, performance-based learning environment that prioritizes student needs, ongoing assessment that includes formative and summative evaluations, the use of portfolios to display student progress, and the provision of constructive feedback. .

Previous research regarding the implementation of the independent curriculum has been carried out, including research by Suri Wahyuni Nasutin which was published in the journal "Assessment of the Independent Curriculum in Elementary Schools". This research explains the concept of independent curricular assessment by conducting a comprehensive analysis of relevant literature and examining many components related to the assessment process.

The paper entitled "Analysis of the Minimum Competency Assessment Design (AKM) for the Independent Learning Numeracy Program" by Dini Andiani presents a research study. This research examines the assessment design related to Wigu Aji Sugiri's choices presented in his journal. In particular, discussing the perspective of authentic assessment as a means of evaluating independent learning, as well as its implications for ministers and law.

The research conducted by researchers has several similarities and several differences. The difference lies in this research which examines how learning outcomes evaluation is carried out in elementary schools. Thus, the integration between the design and implementation of the assessment of Islamic religious education learning outcomes based on an autonomous curriculum will be a value that attracts the attention of ulama.

METHOD

This paper uses qualitative descriptive techniques in its preparation. This form of field study is used by researchers. Activities scheduled for implementation in the second semester of the 2022/2023 academic year at SDIT Balikpapan Islamic School will be discussed. To collect data, researchers conducted interviews with several teachers, including the school principal. Based on established protocols for conducting interviews, making observations, and documenting information. Data analysis techniques involve comprehensive data collection, followed by the next steps, namely condensing or organizing data using numerical, code and textual formats. The third step includes analysis of the tabulated data with respect to the specific type of evaluation performed. Finally, in the fourth step, conclusions are drawn based on the analysis. It can be concluded that the implementation of educational achievement assessment in Islamic religious education using an autonomous curriculum has been effectively implemented at SDIT BIS.

RESULTS AND DISCUSSION

Profile of SDIT BIS (Balikpapan Islamic School)

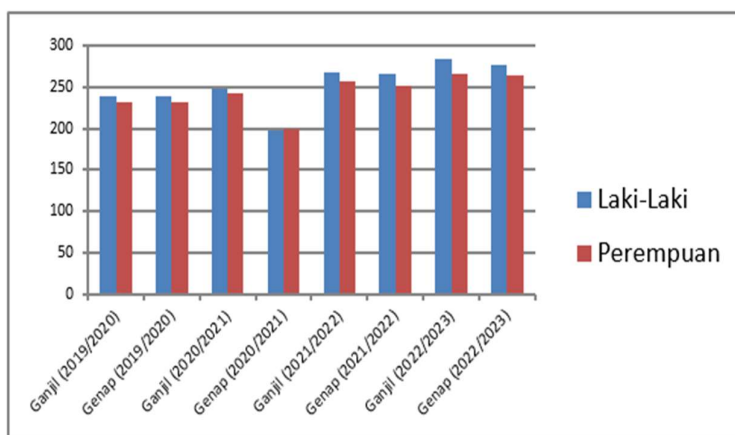
SDIT BIS (Balikpapan Islamic School) is an educational institution that was founded in 2004 based on comprehensive deliberation between residents and the congregation of the al-Ihkwan Mosque which is located in the Balikpapan Baru Housing complex. The establishment of SDIT BIS is a

fundamental element of an Islamic educational institution that seeks to improve the educational experience for children by incorporating various educational innovations that embody the principles of balance (tawazun), completeness (syamil), and integration in the realm of education. . A proposed framework for a lesson. This discovery is in line with principles originating from the Koran and Hadith.

From 2004 to 2023 now, the School District of Innovative Technologies (SDIT) has experienced a total of nine leadership transitions, namely in the position of principal. The next list is the names of school principals from 2004 to the present.

SDIT Balikpapan Islamic School is an educational institution that specifically provides elementary level education with an Islamic focus. It is located in the city of Balikpapan which is located in the province of East Kalimantan. This educational institution called SDIT has a unique identification code NSS 102.16.61.01.012 and NPSN 3040284. The educational institution in question is a private business entity consisting of a collection of elementary schools located on Jalan Alamanda Selatan, Damai Baru Village, South Balikpapan District, Balikpapan City , East Kalimantan Province, with postal code 76115. For questions, the school can be contacted by telephone at (0542) 7206718.

SDIT has a Vision and Mission. Vision "Forming a Qur'anic Generation, Smart, Research Spirited and Cares for the Environment". Derived from the vision there are 14 missions. Among these missions are "1). Organizing education based on the Al-Qur'an and Hadith, 2). Organizing tartil, tahfidz and turjuman Al-Qur'an education, 3). Organizing education that develops noble morals, 4). Organizing education for correct worship habits, 5). Develop beneficial habits for self, family, national community and religion, 6). Organizing education that develops multiple intelligences, 7). Developing an entrepreneurial spirit, 8). Organizing education that develops physical intelligence, 9). Developing a reading culture, 10). Developing a culture of writing and documenting, 11). Developing educational patterns of critical thinking and problem solving, 12). Developing the habit of maintaining the cleanliness of the surrounding environment, 13). Building a caring spirit for every creature of Allah SWT, 14). Developing the habit of processing the environment wisely."



Graph 4.1 SDIT BIS Student Data

In addition to data provided by SDIT BIS educators and education staff, the graph above depicts annual fluctuations in student enrollment. The maximum number of students is 548 students observed in the odd semester of the 2022/2023 academic year. In contrast, in the 2020/2021 academic year the number of student admissions was the lowest, namely only 398 people.

Because SDIT BIS is a private institution, SDIT BIS follows its own curriculum in addition to the curriculum mandated by the state education office. So there are 5 SDIT BIS curricula:

1. Curriculum 2013

Starting from the beginning of the 2015 school year, the curriculum model implemented was the 2013 version introduced by the Minister of Education Anies Baswedan during that period.

2. Local Content

The curriculum includes Arabic and English. Arabic language teaching is carried out under the guidance of a qualified Arabic language instructor. English language teaching is facilitated by educators specializing in English, who are involved in collaborative efforts with BIEC (Bureau of International Education and Communications).

3. Special Curriculum

A typical curriculum represents the practical application of the conceptualization of multiple intelligences that educational institutions have, where students are given special programs designed by the school according to their individual talents. The school has implemented many programs, such as tahfidz, angklung, interpersonal, and naturalist, with the aim of improving students' skills and talents.

4. PAI Development Curriculum

Islamic religious education is an integral component of the curriculum implemented by the Ministry of Religion, which includes various activities such as congregational Dhuha prayers and Al-Quran study.

5. Independent Curriculum

The government has established the curriculum as a step to improve the curriculum which was disrupted due to the Covid-19 pandemic. The curriculum is implemented by the school in accordance with government regulations. Initially introduced in grades 1 and 3, it was expanded to include grades 1, 2, 3, 4 and 5 in the following school year. Currently, it appears that class 6 is still adhering to the curriculum established in 2013.

Evaluation of Independent Curriculum Learning Outcomes

According to Kumono, evaluation refers to the systematic process of evaluating and evaluating information that has been collected through various assessment activities. According to Colongesi (1995), assessment involves evaluating values by utilizing measurement results. The assessment process can be described as a decision-making procedure that relies on data collection through the use of test and non-test instruments to evaluate learning outcomes, as stated by Zainul and Nasution.

Therefore, evaluation can be conceptualized as a systematic procedure or effort that measures and assesses students' cognitive, affective and psychomotor abilities, with the aim of determining the current state of their abilities and providing information in the decision-making process.

According to Suharsimi Arikunto, evaluation can be interpreted as a systematic process of collecting relevant information regarding the functioning of a particular entity, and then utilizing this knowledge to arrive at the right decision. Evaluation example: Based on data obtained from measurement and assessment tests, it was determined that Budi had achieved satisfactory results and was worth maintaining.

The process of collecting and analyzing data to measure student achievement of learning goals is known as assessment, or assessment in the independent curriculum. A comprehensive explanation of evaluation is presented in the independent curricular assessment including:

1. Assessment is a comprehensive component of the educational process, which includes the learning environment and the provision of holistic information.
2. The assessment has been formulated in line with the specified assessment objectives, thereby providing flexibility to determine the optimal implementation methodology and appropriate time frame.
3. Assessment to explain learning progress and suggest future actions, assessments are made to be fair, proportional, valid and reliable.
4. Progress reports on learning outcomes are informative and simple.

Implementation of evaluation of learning outcomes of Islamic religious education based on the independent curriculum

Planning

To determine the degree of understanding of the material obtained by students during the learning process, both summative and formative, success indicators must be planned by referring to the objectives of implementing learning at school. From the evaluation of PAI learning outcomes based on the autonomous curriculum, it is clear that the prerequisites must be met so that the evaluation objectives can be achieved. Schools must, among other things, pay attention to the characteristics of students and guidelines for implementing the independent curriculum. This is because the aim of the independent curriculum is to help students become more independent learners, to give them access to relevant and contextual learning, to foster greater creativity and innovation in the classroom, to improve their critical thinking skills, and naturally to foster cooperation. among students.

The teacher has compiled a grid based on the learning indicators obtained by students to organize the evaluation of learning outcomes. Understanding that planning is a tool for projecting goals and objectives is very important. Therefore, careful planning is needed so that the evaluation of learning outcomes can run as it should. Apart from unexpected events that we cannot anticipate or account for in advance, everything usually goes according to plan (within tolerable limits).

Implementation

Teaching and Learning Activity Assessment (KBM), also called learning activity evaluation, is the process of assessing learning outcomes using metrics derived from student performance. Instructors must use assessment tools and recognize indicators of success to be prepared to lead the class. Expected learning objectives serve as performance standards. In essence, evaluation is a dynamic and continuously evolving process of assessing behavior. Currently, teachers are responsible for carrying out assessments and assisting the learning process. Learning objectives are indicators of strategic planning and development, and the instruments used to measure their achievement are an important part of the assessment process. The tools used to evaluate the learning process are: recordings, anecdotal notes, observation photos, lectures, and reflections.

According to Heri, the assessment method known as learning outcomes evaluation is by asking students to practice or present the knowledge they have learned. Project assessment, on the other hand, is a way to evaluate assignments that instructors offer students either individually or in groups over a certain period of time. Additionally, a portfolio evaluation is a series of homework assignments or student projects that can show a student's growth over time.

Supporting and inhibiting factors

One of the supporting aspects is the availability of teachers who can develop their professionalism further through online and offline training offered by KPI Surabaya and schools. Free education is now starting to be utilized by SDIT BIS. Education is age appropriate, therefore the school has adopted an independent curriculum when it was revealed, but the series of curricula regulated based on government decisions is still not structured.

Some of the obstacles that hinder the implementation of learning outcomes evaluation in schools are low student involvement and lack of allocation of learning time, even though the time needed to achieve learning objectives has not been fully achieved.

CONCLUSION

The objectives of implementing learning in schools at Balikpapan City Elementary Schools must be taken into consideration in planning the assessment of student learning outcomes. To plan the evaluation of learning outcomes, the teacher has created a grid based on the learning indicators that students have learned. Teachers working in the field of educational resource design have a strong understanding of learning goals, objectives, and subject matter expertise; therefore, they do not require complex instruction in this area.

In carrying out the evaluation at the Balikpapan City Elementary School, the deputy principal for the curriculum department determines the implementation schedule, namely for the summative assessment, while the formative assessment has been carried out by each PAI teacher independently, namely in the form of a question and answer discussion and presentation which is carried out after the

lesson is completed. Evaluation of learning outcomes is a method that requires students to apply and demonstrate the knowledge they have acquired.

The Merdeka Islamic Religious Education Curriculum includes several key variables that contribute to the evaluation of learning outcomes. These factors include teacher professional development through active involvement in training programs, as well as the availability of evaluation instruments that provide comprehensive assessments of student learning. Apart from the considerations mentioned above, there are various factors that hinder the successful implementation of learning outcomes evaluation in educational institutions. These factors include students who show limited involvement in the learning process, insufficient time allocated for learning sessions, and the integration of technology in the evaluation process, especially through the use of applications or digital platforms. Implementing the Independent Curriculum requires the creation of a highly flexible and personalized curriculum that meets the unique needs and circumstances of each student. However, it should be noted that this approach requires additional time compared to the existing curriculum.

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