

LEARNING EVALUATION AT THE DARUSSALAM MARTAPURA ISLAMIC BOARDING SCHOOL

Ahmad Faisal*¹

¹ Faculty Tarbiyah/Pendidikan Agama Islam, IAI Darussalam Martapura, Indonesia

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ABSTRACT

This study aims to explain how the implementation of learning evaluation at Islamic boarding schools is seen from the planning, implementation, monitoring and processing of learning evaluation results data. This research was conducted at the Darussalam Martapura Islamic boarding school. primary data sources as well as documentation techniques as secondary data sources while the analysis used descriptive qualitative analysis techniques. As for the results of this study, the implementation of learning evaluation at the Darussalam Martapura Islamic boarding school has gone well, seen from the first planning of learning evaluation at the Islamic boarding school, only compiling question papers and informing students of the limitations of the material to be tested as in the hadith book of Riyadhus Salihin from page 1 -25, secondly, the implementation of learning evaluation at Islamic boarding schools uses more test evaluation instruments, namely oral tests and written tests, thirdly monitoring at Islamic boarding schools when carrying out evaluations such as nisfu Sanah exams and Sanah final exams monitoring or supervising the implementation of exams and fourthly processing data results evaluation of learning in Islamic boarding schools after implementing the learning evaluation to make corrections and give scores and grades with a range of 1-10 to the answers from the students are then reported in the form of a student report card.

Research Paper

Pesantren Reviews

Keywords: Evaluation, Learning, Islamic Boarding Schools

INTRODUCTION

Education is an effort to make students who are knowledgeable and have noble character. To carry out this business, a forum is needed, namely educational institutions, one of which is Islamic boarding schools. Islamic boarding schools are the oldest educational institutions in the archipelago, the learning system at Islamic boarding schools is very different from other educational institutions. This can be seen from the curriculum used.

Islamic boarding schools are educational institutions that specialize in deepening religious knowledge. In its development, now there have been many changes starting from the scientific side (by starting to adopt general subjects), as well as in other institutional capacities of the

pesantren which have now become an institution that has complete facilities to develop the potential of students not only in terms of morals, values, intellectual, and spiritual, but also on the equipment inside. (Khuriyah et al., 2016).

To achieve the goal of education in Islamic boarding schools, namely to produce students (santri) who have deep Islamic religious knowledge and have noble character. There are several components that must be considered, namely curriculum, learning and evaluation. First, curriculum means what is expected to be achieved, second, learning means how to achieve it, third, evaluation means what has been achieved. These three components must always be there to achieve the goals of education itself.

* Correspondance Address

E-mail: ahmadfaisal@iai-darussalam.ac.id

Based on the results of research on learning management in Islamic boarding schools, namely that the learning plan is determined by the Kyai Leader by showing what books must be studied starting from the basic books to the high level. The implementation of all learning material can be conveyed properly, the ustadz / ustadzah convey the material using methods bandongan, sorogan, memorization, lectures, study tasks, exercises, and bandongan backwards. Evaluation of learning takes the form of written tests, oral tests, memorization, and tests directly during learning (Fuadah & Sanusi, 2017).

The results of the research above indicate that the atmosphere of the teaching and learning process at Islamic boarding schools is good from planning, implementation and evaluation, but there only explains in general the evaluation carried out such as the type of instrument used and what about the learning evaluation process at Islamic boarding schools seen from the theory of learning evaluation, namely planning, implementing, monitoring and processing data on the results of learning evaluations at the Darussalam Martapura Islamic boarding school. And it should be noted that evaluation is an important activity. Through this evaluation activity, the effectiveness of an educational program can be considered for its feasibility and follow-up development can be determined (Faisal, 2021).

LITERATURE REVIEW

Evaluation of learning is a process of collecting data to determine the quality of learning, knowing the extent to which educational goals have been achieved in order to make a decision. (Izza et al., 2020) Steps for evaluating learning, namely, preparing an evaluation plan for learning outcomes, collecting data, verifying data, processing and analyzing data, providing interpretation and drawing conclusions, following up on the evaluation results Sawaluddin & Muhammad, (2020), here the researcher only mentions four steps in accordance with the existing conditions. The learning evaluation steps are as follows:

First, learning evaluation planning. In carrying out something, of course, it must be in accordance with what was planned. This is intended so that the results obtained are maximized. Implementation of the evaluation means how to carry out the evaluation in accordance with the evaluation plan. In planning the evaluation, it has been mentioned about the objectives, aspects, techniques, all of which have been prepared at the planning stage of the evaluation.

Second, the implementation of the evaluation is very dependent on the type of evaluation used. In carrying out the teacher can use tests or non-tests, examples of tests such as written tests, oral tests, and action tests. While non-tests such as questionnaires, observations, interviews, documentation studies and attitude scales (Zainal Arifin, 2016).

Third, Monitoring the Implementation of the Evaluation aims to see whether the implementation of the learning evaluation is in accordance with the established evaluation plan or not. The aim is to prevent negative things and increase the efficiency of the evaluation. Monitoring has two main functions. First, to see the relevance of the evaluation implementation with evaluation planning. Second, to see unwanted things, the evaluator needs to record and analyze the causal factors. In the implementation of the learning evaluation, it was common for participants to copy answers from friends, make noise, and some were sick. This is where the importance of monitoring the implementation of the evaluation (Faisal, 2022a).

Fourth, Processing data aims to give meaning to the data that has been collected in the evaluation activities. Processing data can be done using statistical techniques, for example by compiling and organizing data through graphic tables or charts calculating averages, standard deviations, correlation measurements. It is also intended that all the data obtained can provide its own meaning. For example, a student gets a score of 65. (Zainal Arifin, 2016).

METHOD

The research method used in this research is qualitative research with data collection techniques and procedures using interview techniques as the primary data source to explore data on the implementation of learning evaluation at Islamic boarding schools and documentation techniques as a secondary data source to obtain data on the test texts or instruments used. As for the analysis, the researcher uses a qualitative descriptive analysis technique, namely in the form of data written or spoken by people, so that in this case the researcher seeks to conduct research that is a thorough description of the actual situation.

RESULT AND DISCUSSION

Evaluation of learning is a systematic process to obtain information about the level of effectiveness of the learning process in helping students achieve learning objectives optimally. In general, the evaluation of the study of the yellow book in Islamic boarding schools is oriented towards the completeness of the material, one book is studied continuously and repeatedly until in the end the students understand the contents of the book they are studying with a system of sorogan and memorization (Shelvia Rabiatul Adawiyah, 2017).

The implementation of learning evaluation at the Darussalam Martapura Islamic boarding school is as follows:

Learning Evaluation Planning

In carrying out something, of course, it must be in accordance with what was planned. This is intended so that the results obtained are maximized. Faisal, (2022b) based on the interview results it can be seen that the teacher before carrying out the learning evaluation has prepared a learning evaluation plan in advance, even though it is not written, in contrast to formal educational institutions carrying out written planning which can be in the form of making a grid of questions, scoring guidelines, compiling questions, test questions and improve. At this Islamic boarding school, they only compile question scripts and inform students of the limitations material which will be tested as in the hadith book Riyadhus Shalihin from pages 1-25.

Implementation of Learning Evaluation

Implementation of the evaluation means how to carry out the evaluation according to the evaluation plan, in the evaluation plan it has been mentioned about the objectives, aspects, techniques, all of which have been prepared at the evaluation planning stage. Speaking of evaluation problems, there are many tools or instruments that can be used in evaluation activities, one of which is a test. Faisal, (2022a) the implementation of evaluation is very dependent on the type of evaluation used. In carrying out the teacher can use tests or non-tests, examples of tests such as written tests, oral tests, and action tests. While non-tests such as questionnaires, observations, interviews, documentation studies and attitude scales.

Based on the results of interviews with researchers, it can be concluded that teachers at Islamic boarding schools in carrying out learning evaluations use more test evaluation instruments, namely oral tests and written tests, while non-tests such as questionnaires and others are not used. Oral tests such as students reading the book of hadith in front of their teacher and translate. In addition to that, the teacher also asked questions related to the science of tools such as nahwu and shorof.

This oral test was carried out one week before the written test was carried out and the material was limited to only three books such as hadith books such as Riyadussholihin, moral books such as the Akhlakul Banin book and commentary books such as Tafsir Jalalain. While the written test was carried out after the oral test, based on documentation data, namely the researcher asked for the question script, the type of test used was objective tests such as multiple choice and matchmaking while subjective tests were used such as limited and free descriptions using Arabic.

Monitoring the Implementation of Learning Evaluation

Monitoring Implementation Evaluation aims to see whether the implementation of the learning evaluation is in accordance with the evaluation plan that has been determined or not. The aim is to prevent negative things and increase the efficiency of the evaluation. Monitoring has two main functions. First, to see the relevance of the evaluation implementation with evaluation

planning. Second, to see unwanted things, the evaluator needs to record and analyze the causal factors. In the implementation of the learning evaluation, it was common for participants to copy answers from friends, make noise, and some were sick. This is where the importance of monitoring the implementation of the evaluation. Based on the results of interviews and it can be explained that teachers at Islamic boarding schools when carrying out evaluations such as the nisfu sanah exams and the final sanah exams monitor or supervise the implementation of the exams.

Processing of learning evaluation results data

Processing the data aims to give meaning to the data that has been collected in the evaluation activities. Processing data can be done using statistical techniques, for example by compiling and organizing data through graphic tables and diagrams. calculation of mean, standard deviation, correlation measurement. It is also intended that all the data obtained can provide its own meaning. For example, a student gets a score of 65. Based on the results of the interview, it can be explained that the teacher at the Islamic boarding school after carrying out the learning evaluation makes corrections and give scores and grades with a range of 1-10 to the answers from the students are then reported in the form of a student report card.

Based on the discussion above, it can be concluded that the evaluation of learning at the Darussalam Martapura Islamic boarding school includes planning, implementation, monitoring of implementation and processing of evaluation data results has been going well even though there are several stages in theory learning evaluation is not carried out as in the planning stage which includes time, as well as instruments the assessment used and the form of evaluation planning that has not yet been found is a grid of questions which is a reference for the instrument maker so that the tests used are arranged based on the subject matter or sub subject matter (A'yun, 2014).

CONCLUSION

Based on the explanation above, it can be concluded that the implementation of learning evaluation at Islamic boarding schools has been going well, seen from the first planning of learning evaluation at Islamic boarding schools, only

compiling question papers and informing students of the limitations of the material to be tested as in the hadith book of Riyadhus Shalihin from page 1-25, the second implementation of learning evaluation in Islamic boarding schools uses more test evaluation instruments, namely oral tests and written tests while non-tests such as questionnaires and others are not used.

Oral tests such as students reading the book of hadith in front of their teacher and translate In addition to that, the teacher also asked questions related to the science of tools such as nahwu and shorof. This oral test was carried out one week before the written test was carried out and the material was limited to only three books such as hadith books such as Riyadussholihin, moral books such as the Akhlakul Banin book and commentary books such as Tafsir Jalalain. While the written test is carried out after the oral test, the type of test used is objective tests such as multiple choice and matchmaking while the subjective tests used are limited and free descriptions. or supervising the implementation of exams and fourthly data processing of learning evaluation results at Islamic boarding schools after the implementation of learning evaluations makes corrections and give scores and grades with a range of 1-10 to the answers from the students are then reported in the form of a student report card.

Deklarasi penulis

Kontribusi dan tanggung jawab penulis

Para penulis membuat kontribusi besar untuk konsepsi dan desain penelitian. Para penulis mengambil tanggung jawab untuk analisis data, interpretasi dan pembahasan hasil. Para penulis membaca dan menyetujui naskah akhir.

Pendanaan

Penelitian ini tidak menerima pendanaan eksternal.

Ketersediaan data dan bahan

Semua data tersedia dari penulis.

Kepentingan yang bersaing

Para penulis menyatakan tidak ada kepentingan bersaing.

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