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Forms and Techniques of Learning Outcomes Evaluation at MTs Al Ishlahiyah Binjai

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ABSTRAK
Penelitian ini lakukan untuk mengkaji apa saja langkah-langkah dan teknik evaluasi hasil belajar Pendidikan Agama Islam. Penelitian bersifat kualitatif dengan dengan menganalisi beberapa buku literatur dan sebagai sumber data utama. Adapun hasil penelitianya yaitu langkahlangkah evaluasi hasil belajar yaitu, menyusun rencana evaluasi hasil belajar, menghimpun data, melakukan verifikasi data, mengolah dan menganalisis data, memberikan interpretasi dan menarik kesimpulan, tidak lanjut hasil evaluasi. Sedangkan teknik evaluasi hasil belajar yaitu teknik tes, teknik objektif dan teknik non tes. Hasil Penelitian menyatakan asesmen diagnostik bertujuan untuk mendiagnosis kemampuan dasar siswa dan mengetahui kondisi awal siswa. Assesment diagnostik terbagi menjadi asesmen diagnostik non kognitif dan assesment diagnosis kognitif. Kurikulum Merdeka Belajar ingin menciptakan suasana belajar yang bahagia.
Keyword: Bentuk; Teknik Evaluasi; Hasil Belajar

ABSTRACT
This research was conducted to examine the steps and techniques for evaluating Islamic Religious Education learning outcomes. The research is qualitative in nature by analyzing several literature books and as the main data source. The results of the research are the steps for evaluating learning outcomes, namely, preparing a plan for evaluating learning outcomes, collecting data, verifying data, processing and analyzing data, providing interpretations and drawing conclusions, and then continuing with the evaluation results. Meanwhile, learning outcomes evaluation techniques are test techniques, objective techniques and non-test techniques. The research results state that the diagnostic assessment aims to diagnose students' basic abilities and determine students' initial conditions. Diagnostic assessments are divided into non-cognitive diagnostic assessments and cognitive diagnostic assessments. The Merdeka Belajar curriculum wants to create a happy learning atmosphere.
Keyword: Form; Evaluation Technique; Learning Outcome

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1.   INTRODUCTION
In the learning context, evaluation is generally oriented towards educational goals which include several types of goals including national educational goals, institutional goals, general instructional goals, and specific instructional objectives that include performance (Performance) In a broader context, curriculum evaluation and System evaluations vary according to the evaluator's own choices. Evaluation model emerged because of continuous explanatory efforts derived from development of measurement and human desire to try to implement it evaluation principles in a more abstract scope in the field of science education, behavior and arts

A prospective teacher will be truly required to be professional in carrying out his duties as an educator. In teaching, a teacher is required to be able to provide the best education so that he can achieve the desired educational goals (Sawaluddin Sawaluddin, at.al, 2018). Evaluation in Islamic education is a method or technique for assessing student behavior based on comprehensive calculation standards of all aspects of

students' mental, psychological and religious spiritual life (Sawaluddin Sawaluddin, at.al, 2018). Because the personal figure desired by Islamic education is not only a religious person, but also has knowledge and skills who are able to do good deeds and serve God and society (Laila Hamidah, at.al, 2019).

Changes and improvements in the education sector are very clearly visible in the development or renewal of the education curriculum. These changes were made to improve the quality of education. This curriculum always undergoes changes in each period, and quite a few even argue that adjustments to this curriculum program are associated with changes and adjustments to the government. Indonesia is a developing country that is always experiencing changes and developments in the curriculum. Regarding the Indonesian curriculum, the curriculum has changed and changed at least ten times, including lesson plans in 1947-1994, competency-based curriculum in 2002-2004, educational unit level curriculum in 2006, and 2013 curriculum, until now the independent learning curriculum. Freedom to learn in the 21st century is planned by coordinating various mastery abilities and learning visions into the learning process depicted in the 21st century learning structure. This framework or structure describes the knowledge, skills and expertise that are beneficial for the lives of students. In implementing each ability in the 21st century, it is very necessary to develop knowledge and understanding of academic subjects, with the hope that students will be able to think critically, communicate effectively, solve problems, and work together with others to build collaboration.

This is useful to help realize ideal learning implementation, and several supporting frameworks are needed, including 1), standards or norms and assessment, 2). Curriculum and guidance, 3). Professionalism development, and 4). Learning environment. One system that determines the success of learning is standards and assessment.

Law number 20 of 2003 article 58 paragraphs 1 and 2 concerning the national education system states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress and improvement of student learning outcomes on an ongoing basis. Evaluation in learning is a professional competency for an educator, this competency is in line with the instrument for assessing educators' abilities, one of the indicators of which is conducting learning evaluations. In the learning evaluation process, educators act as evaluators to find out whether an educator is successful or not in the learning process, or evaluation can also be said to be a determinant to find out whether the teaching and learning process/method should be maintained or improved. 3 The purpose of this article namely to find out techniques and forms of learning evaluation in the independent learning curriculum.

2. RESEARCH METHOD

This research method uses qualitative methods. This research model uses library research, with inductive and deductive analysis derived from several literature analyses. This research, called library research, is a process of understanding textual data, then the author interprets it using analytical descriptive methods, specifically starting with systematic and consistent data collection, then analyzing, selecting and combining to draw further conclusions. With the deductive analysis method, specific conclusions are drawn from general problems.

This research was conducted to examine the steps and techniques for evaluating religious education learning outcomes. The research is qualitative in nature by analyzing several literature books and as the main data source

3. RESULTS AND DISCUSSION

Evaluation is an integral part of education or teaching so that planning or preparation (Sawaluddin, at.al, 2020), implementation and utilization cannot be separated from the entire education or teaching program (Slameto, 2001). The results of the evaluation obtained can then be used to improve the way students learn (formative function). According to Anas Sudiijono (2011), evaluation can be carried out exactly at the expected time and the results are effective and in the right direction, it is necessary to follow the following steps: 1. Develop a learning outcomes evaluation plan. Learning outcomes evaluation planning generally includes:

a. Formulate the objectives of carrying out the evaluation. This is because evaluation without a goal will run without direction and result in the evaluation losing its meaning and function.
b. Determine the aspects to be evaluated, for example cognitive, affective or psychomotor aspects
c. Select and determine the techniques that will be used in carrying out the evaluation, for example whether to use test or non-test techniques
d. Develop measuring tools used in measuring and assessing student learning outcomes, such as test items.
e. Determine benchmarks, norms or criteria that will be used as a guide or benchmark in providing interpretation of evaluation data.
f. Determine the frequency of learning outcomes evaluation activities themselves (Sawaluddin, Sawaluddin., 2018).

Since Indonesia's independence, education in Indonesia has experienced various changes and improvements related to the curriculum. In the history of the curriculum in Indonesia, it has experienced at least eleven dynamic changes. The various curriculum change policies are based on the results of analysis, evaluation, predictions and various challenges faced both internally and externally which continue to change. In this context, the curriculum as a policy product is dynamic, contextual and relative. Dynamic because it continues to develop and adapt to current developments and is open to criticism. Contextual because it is really needed and is based on the context of the time, and is relative because the resulting curriculum policy is seen as good or perfect in its time, and will become irrelevant in subsequent times. Therefore, the basic principle in curriculum policy is change and continuity, namely changes that are carried out continuously

The general aim of the assessment, this diagnostic assessment aims to diagnose the student's basic abilities and determine the student's initial condition. Diagnostic assessments are divided into non-cognitive diagnostic assessments and cognitive diagnostic assessments. The objectives of each diagnostic assessment are as follows:
a) Knowing the psychological and social emotional well-being of students.
b) Know the activities while studying at home
c) Knowing the condition of the student's family.
d) Knowing the student's social background
e) Knowing the students' character and interest learning styles.
f) Identify student competency achievements.
g) Adapting classroom learning to the average student's competency.
h) Providing remedial classes or additional lessons to students whose competence is below average.

A. Types of Diagnostic Assessments

A non-cognitive diagnostic assessment at the beginning of learning is carried out to explore things like the following:
a) Students' psychological and social emotional well-being.
b) Student activities while studying at home.
c) Family and social conditions of students
d) Students' learning styles, characters and interests.
   The stages of carrying out a non-cognitive diagnostic assessment are:
1. The evaluation method is used to evaluate students' understanding processes, learning needs, and academic progress during learning.
2. Formative assessment monitors student learning and provides regular and ongoing feedback.
3. For students, formative assessments function to help students identify strengths and aspects that need to be developed.
4. For teachers and schools. The formative assessment function is to provide information about what challenges students face in the project learning process so that adequate support can be provided.
5. Formative assessments can be given by teachers, friends or yourself.
6. Evaluation method carried out at the end of the lesson.
7. Summative assessments often have high stakes because they affect students' final grades so students often prioritize them over formative assessments.
8. Feedback from the final assessment results can be used to measure student progress to guide teachers and schools in designing their activities for the next project.

B. Education System Evaluation Model

The education system evaluation model starts from the view that the success of an educational program is influenced by various factors, the characteristics of the child students and the surrounding environment, program objectives and equipment used, as well as procedures and mechanisms for implementing the program itself. Evaluation according to this model is intended to compare performance from various dimensions of the program being developed with a number of certain criteria, to finally arrive at a description and agreement regarding the program being assessed. There are several things in the content of the view above that need to be underlined and explained further considering the importance of these things in context evaluation concept adopted by this model.
1. By revealing the various dimensions of the program this model emphasizes on the importance of the program as a whole that is made an object evaluation, without limiting it only to aspects of the results achieved;
2. Comparison between program performance and criteria is also an issue one of the important core elements in the evaluation concept according to this model. Matter important here is that each

dimension of the educational program is being developed, it is necessary to clearly define the criteria that will be used as a measure in assessing performance in each dimension the.

3. This model holds the view that the evaluation model does not only end at a description of the state of the program it has assessed, but rather must arrive at a judgment of whether it is good or bad, effective or not relevant educational program

4. CONCLUSION

From the results of research in the field with friends: Nida Khafia Lubis, Mei Cindy Armaini, Nurul Jannah, Nia Nazlia, Nada Nabilah, Rama Dhania Br Sitepu, Nurma, M. azzubair, Muhammad rasyid ridha, Muhammad shafiq, Kristiana, Nazwa fathiyatul haq, Dian dana ramadhan, Muhammad aldi.

Evaluation techniques are methods used to evaluate results Study. Meanwhile, what is meant by evaluating learning outcomes is a method that used by teachers in evaluating the teaching and learning outcomes process. Meanwhile, a test is a method or tool for conducting an assessment in the form of an assignment or series of tasks that must be carried out by students or a group of students so as to produce values about behavior or the student's achievement

It was concluded that there are differences in understanding between evaluation, assessment and measurement. Learning evaluation is a systematic, continuous and comprehensive process in the context of controlling, guaranteeing and determining the quality of a learning program. Meanwhile, assessment or assessment is a process carried out by educators to obtain information on the development of student learning processes and outcomes. There is a connection between evaluation, assessment and measurement. Measurement, assessment and evaluation are hierarchical. Evaluation is preceded by an assessment. Assessment is a systematic and continuous process or activity to collect information about student learning processes and outcomes in order to make decisions based on certain criteria and considerations.

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