

The Importance of Educational Evaluation in the Teaching and Learning Process at Madrasah Aliyah Ishlahiyah Binjai

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ABSTRAK

Evaluasi pembelajaran memiliki peran penting dalam memberikan keputusan yang profesional, dan merupakan kompetensi yang harus dimiliki oleh seorang pendidik. Kesuksesan proses pembelajaran sangat tergantung pada peran seorang guru. Interaksi antara guru dan siswa menjadi faktor penentu keberhasilan pembelajaran, dan proses ini akan efektif apabila mampu melibatkan seluruh peserta didik secara aktif. Pentingnya evaluasi dalam proses pembelajaran terletak pada fungsinya sebagai sumber data valid tentang kemampuan peserta didik. Data ini akan menjadi dasar bagi guru dalam mengambil keputusan terkait pembelajaran. Selain itu, evaluasi juga membantu pendidik untuk meningkatkan kualitas diri dan pengelolaan kelas. Oleh karena itu, evaluasi harus dilakukan secara tepat dan menyeluruh selama proses belajar mengajar berlangsung. Evaluasi bukan hanya dilakukan di akhir pelajaran, tetapi seharusnya dilakukan sepanjang proses pembelajaran. Dengan melakukan evaluasi secara tepat dan menyeluruh, pendidik dapat memperoleh informasi yang akurat tentang kemampuan peserta didik, sehingga dapat mengambil keputusan yang tepat dalam pembelajaran. Peningkatan pemahaman dan penerapan proses evaluasi yang baik akan berkontribusi dalam meningkatkan kualitas pembelajaran di Madrasah Aliyah Ishlahiyah Binjai.

Keyword: Evaluasi Pembelajaran; Proses Belajar Mengajar; Kualitas Pendidikan; Manajemen Kelas; Pengambilan Keputusan Pendidikan

ABSTRACT

Learning evaluation has an important role in providing professional decisions, and is a competency that an educator must have. The success of the learning process really depends on the role of a teacher. The interaction between teachers and students is a determining factor in the success of learning, and this process will be effective if it is able to actively involve all students. The importance of evaluation in the learning process lies in its function as a source of valid data about students' abilities. This data will be the basis for teachers in making decisions regarding learning. Apart from that, evaluation also helps educators to improve their quality and classroom management. Therefore, evaluation must be carried out appropriately and thoroughly during the teaching and learning process. Evaluation is not only carried out at the end of the lesson, but should be carried out throughout the learning process. By carrying out appropriate and comprehensive evaluations, educators can obtain accurate information about students' abilities, so they can make the right decisions in learning. Increasing understanding and implementing a good evaluation process will contribute to improving the quality of learning at Madrasah Aliyah Islahiyah Binjai.

Keyword: Learning Evaluation; Teaching and Learning Process; Education Quality; Classroom Management; Educational Decision Making

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1. INTRODUCTION

Based on the objectives of national education contained in Law No. 20 of 2003 article 3, namely that national education functions to develop abilities and shape the character and civilization of a dignified nation

in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to God Almighty. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. Efforts to achieve the educational goals above are not easy, but optimal efforts are needed in the implementation of education in order to produce quality graduates. The quality and quantity of education provided at this time will determine the availability of human resources (HR) in the future.

In an era of increasingly sharp world competition, the Indonesian nation is required to achieve excellence towards a high level of national productivity. In order to win this competition, every community must master various fields of science, technology (Science and Technology) and the professional skills and expertise needed to spur increased added value in various industrial sectors and sustainable economic equality. The very strong emphasis on human resource development, as mandated by the 1945 Constitution, namely education oriented towards efforts to make the nation's life smarter, shows that the Indonesian nation has a very big commitment to catching up with other nations in the world. Education is believed to improve the quality of human resources. Various programs are carried out by the government to improve the quality of education, both through providing financial assistance, facilities and infrastructure, improving the quality of the educational process, improving the quality of educators and education personnel, as well as improving the quality of students. To determine the success of the educational program being implemented, an evaluation is needed, which is called program evaluation. Because it specifically evaluates educational programs, it is often called educational program evaluation.

One of the evaluations in educational institutions is learning evaluation, in learning evaluation is to search for and discover the factors that cause success and failure of students in participating in educational programs, so that solutions or ways of improvement can be sought and found (Sudijono, 2009). According to Sukiman, (2012) learning evaluation is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes which are carried out systematically and continuously.

Madrasah Aliyah Islahiyah Binjai is an organized educational institution and is certainly required to carry out learning evaluations well. This is a challenge for madrasas in managing the continuity of evaluation which must be carried out in accordance with what is expected and can achieve the goals that have been set. Evaluation for Ibtidaiyah madrasas is very important, because with urgency it can be used to determine the level of students' understanding of the material being taught, so that corrective or enriching actions can be taken if necessary. Evaluation can also be used to evaluate the quality of teacher teaching and evaluate the quality of the learning program used. Evaluation can also be used to determine the level of success of learning programs and determine the direction of necessary improvement policies. At MAS Islahiyah Binjai this evaluation is a benchmark for the success of teaching and learning activities.

Evaluation is a crucial thing that must be done correctly in addition to the classroom learning process because with evaluation a teacher gets valid data about the abilities of his students. This data will be the basis for teachers in making decisions regarding learning. Apart from that, educators can also use evaluations as a reflection in improving their own quality and the quality of their teaching or classroom management. In classroom management, educators should try or even create various innovations to make learning interesting. Without the support and willingness of educators to innovate in learning, learning will be boring for students.

However, the reality that is currently developing is that educators pay more attention to the learning process than evaluation activities. There are also educators who don't pay attention to evaluation activities, the important thing is that they go to class, teach, and at the end of the semester they have achieved the curriculum target. One of the causes is the inability of educators to carry out evaluations. Not a few educators still have difficulty understanding the steps in carrying out evaluation activities. Evaluation activities are not only carried out at the end of the lesson. In order for the evaluation to show good and appropriate results, it should be carried out during the learning process. Carrying out an evaluation at the end is considered ineffective, because it will cause injustice for some students. For example, there is a child who is diligent and active during learning but could fail in the final exam. So, evaluation must be carried out from the beginning to the end of the learning process.

Based on the explanation above, it is important for teachers or educators to review and re-understand the concept of evaluation, objectives and principles of evaluation, types of evaluation, evaluation techniques and tools as well as the role of evaluation for learning in madrasas in the teaching and learning process, especially MAS Islahiyah Binjai.

2. RESEARCH METHOD

The research method used by researchers in this research is a qualitative research approach with a descriptive method approach. To obtain valid data, this research uses qualitative research. Qualitative research is research in the form of quotations, series of words. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of people

being observed. A qualitative approach is expected to be able to produce in-depth descriptions of speech, writing, and observed behavior of an individual, group, society or organization. Qualitative research is carried out on a small scale, groups that have specialties, advantages, innovations, problems and also the methods used. The interview method is data collection by means of interviews, namely obtaining information by asking respondents/sources directly. And this research uses data collection by searching in journals and books related to this research. The data collection techniques used were observation, interviews and documentation. The data analysis technique was carried out by referring to the Miles and Huberman model analysis technique, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

A. *Concept of Educational Evaluation*

Learning/education evaluation consists of the words evaluation and learning. Evaluation comes from the word evaluation in English, which has the basic word value which means value. From the word value, the word assessment is formed which is often used as an equivalent of evaluation, even though conceptually, the word assessment is not a translation of the word evaluation. Evaluation has a broad meaning. There are several opinions about the meaning of evaluation. According to Wand and Brown, evaluation is an action or process to determine the value of something. Stufflebem, et al stated that evaluation is the process of describing, obtaining and presenting information that is useful for assessing decision alternatives. Evaluation can also be interpreted as a systematic process for determining the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. Based on expert opinion regarding the meaning of evaluation, it can be concluded that evaluation is a structured and systematic process for assessing and making decisions about something based on certain criteria. Learning evaluation is an evaluation activity carried out by educators during the learning process to determine the progress of their students and the extent of the success of the classroom learning that the educator implements.

B. *Objectives, Functions and Principles of Evaluation*

In general, learning evaluation aims to determine the effectiveness and efficiency of the learning system, including objectives, materials, methods and strategies, media, learning resources, environment and the assessment system itself. According to Chittenden, in its implementation, evaluation has several objectives, namely: (1) Keeping track, namely tracing and tracking the conformity of the student's learning process with the established learning implementation plan; (2) Checking-up, namely checking the achievement of students' abilities and shortcomings in the learning process; (3) Finding-out, namely looking for and finding students' mistakes and weaknesses during the learning process, so that teachers can look for alternative solutions; and (4) Summing-up, namely concluding the level of student mastery of predetermined competencies as outlined in the learning progress report. Learning evaluation is divided into five types of evaluation, including: (1) formative, namely the assessment carried out by the teacher after the students have completed one material on a particular subject; (2) summative, namely an assessment carried out after students have taken subjects in one semester. This assessment is usually known as the final semester exam or final semester assessment; (3) diagnostic, namely an assessment carried out to analyze the student's condition, whether it is difficulties or obstacles during the learning process; and (4) placement, namely assessment for placement purposes based on students' talents, interests, abilities and personal circumstances. Evaluation can be carried out to group students based on their abilities, for example in selecting majors, superior class levels, and so on.

C. *The Importance of Educational Evaluation*

There are several descriptions of the importance of learning evaluation, including:

1. The importance of learning evaluation for students. For students, evaluation is used to measure the achievement of success in following the lessons given by the teacher. In this case there are 2 possibilities:
 - a. Satisfactory results for students If students get satisfactory results, of course they want to get this satisfaction again in the future.
 - b. Unsatisfactory results for students If students get unsatisfactory results, then on the next opportunity they will try to improve them.
2. The importance of learning evaluation for people
 - a. Know your child's learning progress
 - b. Guiding his child's learning activities
 - c. Determine educational follow-up according to the child's abilities
3. The importance of learning evaluation for teachers
 - a. Can find out which students have mastered the lesson and which have not.
 - b. Can find out the accuracy of the method used in presenting the lesson material.

- c. You can know whether the objectives and lesson material that has been delivered have been mastered by students or not.

D. *Level of Teacher involvement in Evaluation*

Subjects of Involvement in Learning Evaluation Planning at Madrasah Aliyah Islahiyah Binjai:

1. Teachers are responsible for all tasks, starting from creating learning tools, conducting evaluations, and assessing student learning outcomes. Teachers are fully responsible for developing evaluation tools and implementing the curriculum.
2. The duties of the Madrasah Head include internal supervision, evaluating teacher performance every semester, and supervising the implementation of the learning process. Its role is aimed at maintaining the quality of education.
3. Operators are technically responsible and responsible for supervising online data collection systems such as the EDM (Madrasah Self Evaluation) application. Operators manage administrative data such as open materials, learning media, attendance and madrasa activity reports.

E. *Kirkpatrick Model Evaluation*

The Kirkpatrick evaluation model which was fully developed by Kirkpatrick has undergone several improvements, the last updated in 1998 which is known as Evaluating Training Programs: The Four Levels or Kirkpatrick's evaluation model. Evaluation of training programs includes four levels of evaluation, namely: (a) reaction, (b) learning, (c) behavior, and (d) results.

1. Reaction Evaluation (Reaction Evaluation)

Evaluation of training participants' reactions means measuring participant satisfaction. Participant satisfaction can be assessed from several aspects, namely the material provided; available facilities; strategy for delivering the material used, learning media, etc. Evaluation at this level focuses on participant reactions that occur when the activity is carried out, also known as evaluation of the training process.

2. Learning Evaluation (Learning Evaluation)

Evaluation of learning outcomes can be seen in changes in attitudes, improved knowledge, and/or increased skills of participants after completing the program.

3. Behavior Evaluation (Behavior Evaluation)

Behavioral evaluation can be done by: (1) comparing the behavior of the control group with the behavior of program participants, (2) comparing behavior before and after participating in the program or, (3) surveys/interviews with trainers, superiors and subordinates of program participants after returning to the workplace.

4. Results Evaluation (Result Evaluation)

Evaluation at this stage is focused on the final results that occur because participants have participated in a program. The Kirkpatrick model of program evaluation can be applied to learning programs in schools, because: (1) the focus is the same, namely directed at the learning process and outcomes by following a program, (b) changes in learning at four levels are equally directed at aspects of knowledge, attitudes, and skills. However, the application of this evaluation model in learning programs needs to be modified to suit the school setting (Asyraf Suryadin, Winda Purnama Sari, 2022).

F. *Constraints /Challenges Faced in Planning Learning Evaluation*

The following are the obstacles/challenges faced in planning learning evaluation at Madrasah Aliyah Islahiyah Binjai:

1. Teacher preparation is not optimal because the teacher has a lot of teaching hours so the time is not optimal. Plus, now after yesterday's K13 curriculum exam, we don't really understand the independent curriculum syllabus. So right now, we are still adjusting, we have followed the curriculum even though it is not optimal. If there is a learning evaluation, the school follows it. The impact is that if there is supervision from the Ministry of Religion supervisors, the teacher has to work overtime to prepare the learning tools.
2. When making a plan, but the child's condition cannot follow what was planned, with this lack of evaluation but it is still lacking, a plan is needed to suit the child's condition. The difficulty for children is when adapting to the independent curriculum, because in learning questions about reasoning, it becomes quite difficult for teachers to convey to students. Because not all children are the same, there are only a few students in a class who have good reasoning. The rest is asked again, the child is still confused. The teacher has explained as much as possible and as he feels can reach the students.
3. The problem experienced is on the server. If too many people enter, the server will error and overload. Especially right before closing when there is a deadline for all madrasas throughout Indonesia to log in, that's the problem with overload (error). Maintenance: 1 day the madrasah couldn't access it. Now, on average, everything is online for teacher and student data collection, so it's not possible, manuals are available but most of the data is now online-based. Like CPATP learning teaching materials, to input materials using the EDM (Madrasah Self Evaluation) application. There must be a team and you

can't do it alone, later students' attendance, teaching materials, learning media, books used, RPP, PTATP, all learning and all school activities will be input, summarized and reported. From teachers, operators, etc. The operator serves as the coordinator.

4. CONCLUSION

Evaluation activities are important in the learning process. Therefore, educators should know the meaning, objectives, benefits and ways to carry out evaluations. Evaluation not only plays a role for students, but also for educators, schools and society. For students, evaluation is used to see and measure success achievements during class learning. For educators, evaluation is used to determine the success of the learning process they carry out. Apart from that, evaluation also helps educators to find out which students do not understand the lesson material, which students experience difficulties and where their difficulties lie. The results of this evaluation can be used as a guide in carrying out further learning.

Problems in its implementation are limited teacher time, curriculum adjustments, technical errors with the online system, and differences in students' reasoning abilities. The evaluation process is carried out periodically involving school principals, teachers and school operators, as well as supervision every semester to annually. Each evaluation process includes an assessment of teacher performance, student achievement, and learning tools. Researchers suggest continuous improvements, such as training and development to overcome challenges. The results of the research show that learning evaluation planning at Madrasah Aliyah Islahiyah Binjai has been implemented well to achieve effective and efficient learning goals.

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