THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS: PROBLEMS IN EVALUATING STUDENT LEARNING OUTCOMES IN JUNIOR HIGH SCHOOLS

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Abstrak

Penelitian ini didasari atas isu-isu dalam evaluasi hasil belajar siswa yang belum tergali di aspek pendidikan agama Islam. Penelitian ini bertujuan untuk menganalisis peranan guru pendidikan agama Islam dalam konteks sekolah menengah pertama dan dampak problematika yang dihadapi oleh mereka terhadap evaluasi hasil belajar siswa. Melalui peninjauan literatur dan analisis terhadap data sekunder dengan pendekatan studi kasus, penelitian ini menyajikan gambaran yang komprehensif tentang tantangan dan peran penting guru pendidikan agama Islam dalam meningkatkan pemahaman siswa tentang agama Islam dan penerapan nilai-nilai agama dalam kehidupan sehari-hari mereka. Penelitian ini bertujuan untuk mengetahui peran guru PAI dalam mengevaluasi hasil belajar Pendidikan Agama Islam di SMPN 11 Desa Sungai Tuak Tanah Grogot. Metode penelitian ini menggunakan penelitian kualitatif. Data penelitian diperoleh dari hasil wawancara dengan guru PAI di SMPN 11 Desa Sungai Tuak Tanah Grogot. Wawancara (interview) dilakukan guna memperoleh informasi mengenai apa saja peran guru PAI dalam mengevaluasi hasil belajar peserta didik. Hasil wawancara ini memperoleh jenis evaluasi yang diterapkan oleh guru PAI, Media/alat yang digunakan dalam mengevaluasi, kegiatan-kegiatan PAI yang terdapat di sekolah tersebut, metode dalam mengevaluasi, problematika dalam mengevaluasi dan faktor pendukung, faktor penghambat serta solusi pemecahannya terhadap problematika tersebut.

Kata kunci: Peran Guru (PAI), Evaluasi, Hasil Belajar, Problematika

Abstract

This research is related to issues in the evaluation of student learning outcomes that have not been explored in the aspects of Islamic religious education. The papers scrutinize the role of Islamic religious education teachers in the context of junior secondary schools and the impact of the problems faced by them on the evaluation of student learning outcomes. Through literature review and analysis of secondary data with a case study approach, this research presents a comprehensive picture of the challenges and important role of Islamic religious education teachers in improving students' understanding of Islam and the application of religious values in their daily lives. This study aims to determine the role of Islamic Education teachers in evaluating Islamic Religious Education learning outcomes at SMPN 11 Sungai Tuak Village Tanah Grogot. The study employed qualitative research. Research data were obtained from interviews with PAI teachers at SMPN 11 Sungai Tuak Village Tanah Grogot. Interviews were conducted to obtain information about the role of PAI teachers in evaluating student learning outcomes. The results showed that the type of evaluation applied by PAI teachers, media/tools used in evaluating, PAI activities in the school, methods in evaluating, problems in evaluating, and supporting factors, inhibiting factors and solutions to these problems.

Keywords: Role of Teachers (PAI), Evaluation, Learning Outcomes, Problematics

Introduction

Learning and teaching can be defined as an activity related to historical, social, cultural, and political issues that are brought about by experience, which involves knowledge in it (Syaripuddin & Ammade, 2023). In facing the era of globalization, education is a fundamental problem in local culture and it is a guide to the development of the nation as a whole (Iman et.al, 2023). Therefore, a teacher must have knowledge about evaluating learning outcomes (Halimah & Adiyono, 2022; Wati, 2022), including techniques and steps for evaluating learning outcomes. Hence, the evaluation carried out can be measured (Sawaluddin, 2020). Education has a big role and is also an important resource, especially for developing countries. Education will help shape personality in the future and at the same time also has a function to develop abilities and improve the quality of life and human dignity (Adiyono, 2020). Islamic religious education plays an important role in shaping the character of students and guiding them to become individuals who have noble morals and strong faith (Adiyono, 2020). As an Islamic religious educator, teachers must have a deep understanding of Islamic teachings and be able to provide motivation (Mardhatillah, et al., 2022) and guidance to students so that they are able to understand and practice Islamic teachings in everyday life (Julaiha et al., 2023).

A teacher also needs special skills to produce excellent students (Adiyono, 2020). Therefore, schools have different roles and responsibilities (Adiyono, 2020) related to their profession (Adiyono, 2020), such as: teaching and guiding students, evaluating student learning outcomes, preparing the necessary learning management and other learning-related activities (Adiyono, 2020). This is so that teachers can fulfill their duties and responsibilities. In order to fulfill teachers' duties and responsibilities, they must have qualifications to fulfill these duties and responsibilities (Adiyono, 2020) because qualifications are one of the most important things for teachers (Adiyono, 2020). If the teacher does not have these competencies, then he is not qualified to fulfill his duties and the results will not be maximized (Adiyono, 2020; Julaiha et al., 2023). Religious education as part of the national education system has the same responsibility for the achievement of national education goals (Diantoro et al., 2021; Adiyono, 2020). Religious education is a very important part of education and is related to aspects of attitudes and values, including morals, religion and social society (Masrofah et al., 2020).

Junior high school is a critical stage of education in shaping students' character and morals. In this context, Islamic religious education teachers have an important role in teaching and guiding students about the teachings of Islam. However, in carrying out this task, they often face various problems that can affect the evaluation of student learning outcomes. This study aims to analyze the role of Islamic religious education teachers and the problems that affect the evaluation of student learning outcomes in junior high schools (Adiyono, 2020).

The process of evaluating student learning outcomes is also a problem in Islamic religious education. Evaluation of student learning outcomes is important to determine the level of student understanding of the subject matter taught (Rahayuningtias, 2021). In the world of education, if the evaluation process is not carried out, it will result in the output or quality of the students, namely the students' understanding of the material taught is not maximized, and the expected goals of an educational institution cannot be achieved optimally. As the importance of learning is functionally a medium or activity for the formation and development of students' competencies (Adiyono, 2020), evaluation activities are absolutely necessary to obtain information on the achievement of goals and the success of a series of learning activities (Warsah & Habibullah 2022: 220).

On the other hand, there are several obstacles in this evaluation process, such as difficulties in evaluating the aspects of students' faith and Islam that are less visible in academic results or the limitation of assessment only on the cognitive aspects of the subject matter (Rahmawati, 2023). Therefore, as an Islamic education teacher, it is necessary to find alternative ways to evaluate

student learning outcomes. In addition to assessing academic results, non-academic assessments can also be carried out such as observing behavior and social skills, as well as holding discussions or interviews to evaluate students' understanding of Islamic teachings (Kabariah, et al: 2023). Every planned activity program should end with an evaluation. Evaluation is intended to review whether a program or activity (Wati, F & Adiyono, 2022) has been carried out in accordance with the expected planning (Adiyono, 2020). According to the results of these evaluation activities, it will be known what has been achieved, so that it comes to the conclusion whether the program will be continued or revised, even replaced (Nashir & Syamsuriadi 2020). The research is attracted by a research-gap in which the exploration of evaluation of student learning outcomes that have not been explored in the aspects of Islamic religious education (Nashir & Syamsuriadi 2020).

In this case, Islamic religious education teachers play an important role in solving the problems of evaluating student learning outcomes. By carrying out their duties and responsibilities well, Islamic education teachers become an important key in forming a pious generation and making Islamic education contribute positively to the future of the nation and state. Individuals who participate in PAI are significantly different from other individuals. The three areas of 'aqliyah (cognitive), qalbiyah (affective), and 'amaliyah (psychomotor) make up the subject of PAI. This specialty, which includes divine ideals as basic values incorporated into PBM, is realized through these aspects (Hidayat & Asyafah, 2017). PAI evaluation guidelines include planning, development, monitoring, program efficiency, and overall program evaluation (Adiyono, 2020). Test and non-test procedures are used in the assessment method. It is possible to assess students' understanding (cognitive or *'aqliyah)* through the test method. The three areas of competence mentioned above can be measured using non-test methods, but the competencies of *'amaliyah* and qolbiyah can be measured by non-test methods quite effectively. These domains are difficult to assess by written tests (Arifin et al., 2021).

METHODS

In the paper, the authors employed qualitative methods. Qualitative method is a method of data collection conducted by interview with a case study approach. Interviews were used to collect data in the form of the role of PAI teachers and problems in evaluating student learning outcomes. This research was conducted at SMP 11 Sungai Tuak Village, Tanah Grogot and the research time was on Monday, March 20, 2023. The interview was conducted for approximately 25 minutes. The subject of this research is a teacher named Mrs. Rahmawati S.Pd.I. This research material uses a cellphone, notebook and pen to interview the teacher. After data being collected, the researchers analyzed the data by using thematic analysis. Every dominant theme were categorized and discussed comprehensively to offer robust data.

RESULTS AND DISCUSSION
Type of Evaluation

In the interview transcript, most teachers reveal *that "cognitive, affective, psychomotor domains are the predominant aspect in the type of evaluation done by them."* Hence, it can be deemed that:

1. The type of evaluation applied by PAI teachers at SMPN 011 Sungai Tuak Village,
   a. Cognitive domain: Remedial or other assignments
   b. Affective domain: Observation
   c. Psychomotor Domain: Written or oral test
2. Form of activities applied
   a. Affective domain
      In this realm, the form of activities is extracurricular activities such as majelis ta'lim which is held in the afternoon, every Friday & dzuhur prayer in congregation, each class is required to follow it.
   b. Psychomotor Domain

Performing practices such as practicing ablution, prayer, memorizing surahs in the Qur'an and writing calligraphy.

3. Media and tools used
    a. Cognitive Domain: Ppt with the help of laptops, projectors and whiteboards and paper question sheets or board and question paper or other assignments.
    b. Affective Domain: Notebook / notes
    c. Psychomotor domain: Notebook
4. The problems experienced by teachers in evaluating PAI learning outcomes are difficulties in developing test instruments.
5. The method used by PAI teachers in evaluating students who do not understand the learning material is by approaching students.
6. Sanctions applied by PAI teachers if there are students who play cell phone during KBM are the lightest given a warning then if they still violate then the cellphone is confiscated.
7. Things that are recorded related to the realm of learner attitudes, namely, events/occurrences and learner feedback.

Teachers' Difficulties

It is deemed that PAI teachers have difficulty evaluating in the cognitive domain, namely, developing test instruments. Before that, it must be known first what the test instrument is. The test instrument is a type of written assessment of students using the form of items of questions or statements that students do to determine the ability of students. In this case the author found a solution, namely: Looking for information or references from the internet in the form of journals, electronic books, and modules. In addition, teachers also try to understand the difference between difficult LOTS questions and HOTS questions. Discussing and sharing with other teachers who teach the same subject. Teachers should read more references about higher order thinking skills and learning models.

In addition, teachers also have difficulty in the realm of evaluating the attitude of students, namely where to ensure that students implement / practice the material that has been taught. For example, when praying *Dzuhur* in congregation but the teacher cannot ensure that all students can implement it in their daily lives. The solution from the researcher are; teachers should provide daily attendance to each class and appoint students who can be trusted to be given the mandate to attend to their friends whether they have prayed or not and Teachers can also monitor directly

Problems of learning Evaluation

There are still many criticisms in the UN, such as students who are less prepared both physically and mentally. The quality of educational outcomes in the form of products tends to be still used as an indicator of the success and quality of education in Indonesia in a period, the system of grade promotion and graduation that has been used is too loose because the assessment tends to use a norm-referenced approach so that students and parents are lulled by pseudo-success in the form of numbers, and as a result of the provisions of the "minimum value", almost every year there are question leaks or questions already known to students before the UN is implemented.

Evaluation issues can be viewed from various perspectives. These include: evaluation issues relating to teachers, in particular: To help students meet the KKM (Minimum Completeness Criteria), teachers jack up the report card grades of student learning outcomes. The grades obtained by students so far do not accurately reflect the true value of their own learning outcomes because there are still many students who have not reached the KKM. The teacher's method of delivering material in class has not changed. Although it is clear from the learning results that students' level of understanding and retention of information is very low, this also has an impact on the low learning outcomes of students' questions to students, but the questions given are sometimes not in accordance with the material presented to students. Low and even poor student learning outcomes are influenced by the learning

strategies used by teachers that are not in accordance with the characteristics of students so that students feel bored with learning.

Islamic religious education is an integral aspect of the education curriculum in junior secondary schools, as it covers the moral, ethical and spiritual dimensions of students. Islamic religious education teachers have a crucial role in guiding students to develop a deeper understanding of religion and apply religious values in their daily lives. Despite the importance of this role, various problems often hinder the process of evaluating student learning outcomes.

1. Lack of Learning Time

Junior high schools have a dense curriculum with a variety of subjects that must be taught. This often leads to limited or even reduced Islamic learning time. As a result, teachers often face difficulties in delivering in-depth material and holding more interactive discussions. The lack of learning time can affect students' understanding of Islamic concepts and negatively impact their learning outcome evaluation.

2. Resource limitations

Some junior secondary schools may face resource limitations, such as a lack of adequate textbooks or required teaching materials. These limitations can hinder teachers' ability to present materials effectively and prepare students for evaluation. Without adequate access to resources, teachers struggle to create an interactive and engaging learning environment.

3. Lack of Recognition of the Teacher's Role

The role of Islamic education teachers in shaping students' morals and character is often not widely recognized by society. The focus on academic results sometimes trumps the importance of Islamic education. In such situations, teachers often do not receive adequate support and recognition to carry out their duties effectively. As a result, teacher motivation may decline, which impacts on the quality of teaching and evaluation of student learning outcomes.

4. Solutions and Recommendations

To overcome the problems in evaluating student learning outcomes in junior secondary schools, several steps can be taken. First, it is important to provide sufficient learning time for Islamic religious education and ensure access to adequate resources. This can be done by revising the curriculum and integrating Islamic religious education into other subjects, as well as increasing the allocation of resources for Islamic religious education. Second, it is important to increase recognition and appreciation of the role of Islamic education teachers in shaping students' morals and character. Adequate support from the school, parents and the community are needed to ensure teachers can carry out their duties effectively.

Evaluation problems in terms of parents are: Parents just accept the programs delivered by the school without knowing how the implementation of the programs delivered by the school without knowing how the implementation of the programs delivered. This includes parents not consulting their children's learning outcomes. Evaluation problems in terms of institutions such as schools or educational institutions do not renew school work programs. In fact, in the results it is known that the implemented program achieved maximum results. There should be program updates intended to be in accordance with the learning outcomes and national education standards that have been set.

Supporting Factors for Islamic Religious Education Learning Evaluation

Supporting factors for the implementation of learning evaluations that have been carried out by SMPN 11 Sungai Tuak Village are K-13 assessment standards, subject teachers, students, content and graduation standards, education personnel (TU staff), adequate facilities, teaching and learning processes, and financing standards. The curriculum factor is also a support where the curriculum has standards that must be achieved. To find out that a curriculum is already running in accordance with what is determined by the government. Then a curriculum evaluation is needed, where the evaluation has an assessment standard that must be met. From the above analysis, it can be concluded that the supporting factors for evaluating Islamic Religious Education learning in the Education unit level curriculum at SMP Negeri 11 Sungai Tuak Village are students, content standards, educators and education personnel, facilities and infrastructure, learning processes, assessment standards, graduate competency standards, availability of books and concern

among students. And the role of homeroom teachers is a supporting factor for learning evaluation.

Inhibiting Factors of Islamic Religious Education Learning Evaluation

The inhibiting factors in the implementation of the Islamic Religious Education (PAI) learning evaluation in the 2013 Curriculum at SMP Negeri 11 Sungai Tuak are very diverse, in the general policy of the learning evaluation system is the teaching staff. Lack of educators or lack of teachers. At SMP Negeri 11 Sungai Tuak, where there are still subjects taught by teachers who are not in accordance with their degrees. as is the case in the subject of Communication Information Technology (ICT) due to the lack of educators so that this subject is held by teachers who should not or still use honorary teachers. And in the end this ICT subject was held by a teacher who graduated from Indonesian. Not only that, there are still some students who have a low enthusiasm for learning. The lack of motivation for their enthusiasm for learning makes them cheat in doing daily tests. And there are also some students who have to be picked up from home to carry out the exam. Another inhibiting factor is facilities that are still inadequate. As well as the lack of classroom buildings so that they have to make the multimedia lab into a classroom for learning every day.

Solution to Obstacles in the Implementation of Islamic Religious Education Learning Evaluation

The solution to various obstacles in the implementation of learning evaluation at SMP Negeri 11 Sungai Tuak regarding the lack of education personnel in ICT subjects is by coordinating with campuses. Namely by asking for help that there are ICT graduates. So far, in overcoming these obstacles, they are still recruiting honorary teachers as a substitute for the teacher while waiting for the desired teacher. The solution to various obstacles in the implementation of learning evaluation at SMP Negeri 11 Sungai Tuak, regarding the lack of education personnel in ICT subjects, is by coordinating with campuses, namely applying for the assistance of ICT graduate scholars. So far, in overcoming these obstacles, they are still recruiting honorary teachers to replace these teachers while waiting for teachers who match their competencies. For the problem of lack of enthusiasm for learning, the school coordinates with homeroom teachers, subject teachers and counseling guidance teachers to provide motivation every time they meet face to face. Providing motivation about the importance of learning and the disadvantages felt. What was conveyed by him was in sync with what was conveyed by Mrs. Rahmawati. Where he is in guiding students who are less enthusiastic by trying to provide direction that is carried out regularly, at least every time they meet face to face. Before learning begins, providing spirit is also important so that in the learning process students can be as optimal as possible in participating in the lesson. Because in the learning process the teacher has a strengthening role as a motivator.

There are many different ways to address problems in learning evaluation. This is because each school has unique issues and perspectives on the barriers they face. Therefore, the researchers will synthesize their findings and draw a conclusion that hiring honorary instructors to replace ICT teachers is one way to overcome the shortage of educators. Providing direction and incentives for students to learn is the answer to their lack of interest in learning. Organizing remedial and enrichment classes to overcome the problem of uneven student mastery. More teaching is needed in Islamic Education subjects, as well as instilling a caring mentality in students, to overcome different educational backgrounds. In this situation, reading more is the best way to overcome the lack of knowledge of the material to be given. As for overcoming student unresponsiveness, appropriate media and methods are needed for each material given.

Discussion

The Role of the Islamic Religious Education Teacher: Problems with Evaluating Student Learning Outcomes in Junior High School 011 *Sungai Tuak*

Islamic religious education plays a very important role in shaping the character and morality of students in junior high school. Islamic religious education teachers are responsible for conveying Islamic religious teachings to students, developing their understanding of religion, and helping them integrate religious values into their daily lives. However, in carrying out their duties, Islamic religious education teachers often face various problems that affect the evaluation of student learning outcomes at school. One of the problems faced by Islamic religious education teachers is the lack of adequate learning time. Junior high schools have a dense curriculum and many subjects that must be taught. It is in line with a study conducted by Adiyono (2020), stating that issues appear on the lesson which are inefficient. This makes

Islamic learning time often reduced or limited. As a result, teachers have limited time to deliver material in depth and facilitate wider discussions. This lack of learning time can negatively impact the evaluation of student learning outcomes, as students do not gain an adequate understanding of Islamic concepts.

Islamic religious education plays a crucial role in shaping students' character and morals in junior secondary schools. Islamic religious education teachers are responsible for conveying the teachings of Islam, expanding students' understanding of religion, and helping them integrate religious values in their daily lives. However, in carrying out this role, teachers are often faced with a number of problems that affect the process of evaluating student learning outcomes. It is relevant to the work conducted by Rahayuningtias (2021), knowing that limited resources and lack of recognition being the main issues existed. This paper aims to identify and analyze the main problems faced by Islamic religious education teachers in carrying out the evaluation of student learning outcomes in junior secondary schools. Some of the problems discussed include lack of learning time, limited resources, and lack of recognition of the role of teachers in Islamic education.

In addition, limited resources are also a serious problem in teaching Islam in junior secondary schools. Some schools may not have adequate textbooks or necessary teaching materials. This lack of access to resources may hinder teachers' ability to present the material well and prepare students for evaluation. Teachers may also have difficulty in creating an interactive and engaging learning environment without adequate resource support. Furthermore, the role of Islamic education teachers in supporting students' moral and character development is often not widely recognized by society. The focus on academic outcomes often trumps the importance of Islamic teaching. In this atmosphere, teachers often do not receive adequate support and recognition to carry out their duties effectively. As a result, teacher motivation may decline, which impacts on the quality of teaching and evaluation of student learning outcomes (Kabariah & Adiyono, 2023).

To overcome the problems faced by Islamic religious education teachers in evaluating student learning outcomes in junior secondary schools, several steps can be taken. First, it is important to provide sufficient learning time for Islamic education and ensure that teachers have access to adequate resources. This can be done by reviewing the curriculum and integrating Islamic religious education into other subjects, as well as increasing the allocation of resources for Islamic religious education.

Second, it is important to increase recognition and appreciation of the role of Islamic education teachers in shaping students' morals and character. This can be done through professional development programs that support teachers in improving their skills, as well as through open dialogue between teachers, students, parents and communities about the importance of Islamic religious education. In order to improve the evaluation of students' learning outcomes, Islamic education teachers also need to use a variety of evaluation methods that are creative and relevant to the context of students' lives. Evaluation should not only focus on understanding concepts, but also on the application of religious values in students' daily lives. Group discussions, values-based projects and practical tasks can be used as effective evaluation tools.

Overall, the role of Islamic religious education teachers is very important in shaping students' character and morals in junior high schools. However, problems such as lack of learning time, limited resources and lack of recognition of teachers' roles can affect the evaluation of student learning outcomes. With adequate support, sufficient learning time and proper recognition, Islamic education teachers can perform their duties more effectively and improve the evaluation of student learning outcomes.

Conclusion

Supporting factors for the evaluation of Islamic religious education learning in the 2013 curriculum include: students, content standards, educators and education personnel, facilities and infrastructure, learning processes, assessment standards, graduate competency standards, availability of books and concern among students. Factors inhibiting the implementation of learning evaluation are very diverse. Among them are the lack of education personnel, the lack of adequate facilities and infrastructure, the lack of enthusiasm of students in learning so that in taking the exam there are

several students who have to be picked up from their homes to take the exam, different children's abilities, different school backgrounds, some are elementary school graduates, some are MI graduates, different material absorption, lack of mastery of the material, and lack of student response in following lessons, and evaluations that are not fully scheduled regularly. The solution to overcome the curricular material through providing more guidance in Islamic Education subjects, and instilling a caring attitude in students. The solution to overcome the lack of mastery of the material, in this case, is to increase the reading of the material to be given. As for handling students who do not respond, tools are needed in the form of appropriate media and appropriate methods for each material provided. From the data above, researchers also found the difficulty of teachers in evaluating students in the cognitive domain, namely developing test instruments and in the affective, namely ensuring students practice religious teachings in social life. Then the researcher provides a solution to the problem. The role of Islamic religious education teachers is very important in evaluating student learning outcomes in junior secondary schools. However, lack of learning time, limited resources and lack of recognition of the role of teachers are some of the problems that need to be addressed. With the right improvement efforts, Islamic education teachers can provide more effective teaching and have a positive impact on the evaluation of student learning outcomes.

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