

# Effectiveness of Evaluation of Moral Creed Learning on Student Learning Achievement at Madrasah Ibtidaiyah Al- Inayah Cijambe

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## Effectiveness of Evaluation of Moral Creed Learning on Student Learning Achievement at Madrasah Ibtidaiyah Al-Inayah Cijambe

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### ABSTRACT

The main aim of this research is to find out how effective the evaluation of Moral Creed learning is on student learning achievement at Madrasah Ibtidaiyah Al-Inayah Cijambe. To complement this thesis, the author uses qualitative and descriptive research with a pedagogical approach. Research on problem disclosure as in data analysis using observation, interviews and use of documents using data analysis, data reduction, data presentation, drawing conclusions and data verification. The results of this research are shown in the planning for the evaluation of Aqidah Akhlak learning at Madrasah Ibtidaiyah which was carried out in the form of determining evaluation objectives, compiling grids, writing questions and analyzing and revising questions. The techniques for implementing Aqidah Akhlak learning evaluation are carried out in the form of written tests, oral tests and non-tests.

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### INTRODUCTION

Evaluation can motivate students to be more active in studying continuously and also motivate teachers to further improve the quality of the learning process and encourage schools to further improve the facilities and quality of student learning (Efendi & Sholeh, 2023). In this regard, evaluation optimization has two meanings, first is an evaluation system that provides optimal information. Second is the benefits achieved from evaluation. The main benefit of evaluation is to improve the quality of learning and subsequently there will be an increase in the quality of education (Musa et al., 2022).

In education there are at least three main reasons evaluation is needed; First, when viewed from a process approach, educational activities can simply be described in a triangle which describes the interaction between educational objectives, learning processes and evaluation procedures.

Educational objectives will direct how the learning process should be implemented, as well as being a frame of reference for carrying out learning outcome evaluation activities (Junaedi, 2019). The implementation of the learning process is also concerned with the formulation of good objectives and evaluation procedures must pay attention to the implementation of the teaching and learning process. Evaluation has two interests, namely to find out whether educational goals have been achieved well and secondly to improve and direct

the implementation of the learning process.

The second reason is that the activity of evaluating <sup>3</sup> learning outcomes is one of the characteristics of professional education. A job is considered to require professional abilities if the job requires special education and training. Third, <sup>3</sup> when viewed from the institutional perspective, educational activities are management activities, which include planning, programming, organizing, actuating, controlling and evaluating activities.

These last two things are almost a weak point in traditional management which considers that the control and evaluation function in every process, including education, is considered an effort to reduce the freedom and independence of those implementing these activities. In fact, if these two management functions are not implemented well, it is almost certain that if there are irregularities in program implementation and organization that is not in accordance with the characteristics of the program, then the objectives will not be achieved.

In the world of education, evaluation plays a very important role. In the learning process a teacher must determine the teaching objectives. The teacher carries out a teaching program or <sup>1</sup> implementation of the learning process based on these objectives. After the teaching program is delivered, the teacher makes a plan for implementing the evaluation (Hanafi & Rappang, 2017). With evaluation, teachers can find out to what extent students can master the material that has been provided without carrying out evaluations after the end of the learning process, so it is difficult for teachers to know what difficulties/obstacles students are facing, and they do not know how each student's personal development is <sup>1</sup>

Thus, it can be concluded that evaluation plays a very important role in determining the success of a learning process in school. A teacher without carrying out an evaluation will not be able to know whether he is successful or not in <sup>1</sup> teaching and learning and will not be able to determine the appropriate method. Evaluation in the learning process can be carried out before and after the implementation of the teaching program. The evaluation carried out before teaching begins functions to determine the extent to which students have a perception of the material that will be provided and this evaluation is called a pre-test. Meanwhile, the evaluation carried out after the end of the learning process aims to determine students' mastery of the material presented, so the evaluation is called a post test.

Based on these three main reasons, evaluation is very necessary in the world of education, both in terms of the professionalism of educational tasks, the educational process and management itself which requires evaluation activities.

As an educational institution, <sup>11</sup> Madrasah Ibtidaiyah Al-Inayah Cijambe needs to carry out evaluations in assessing the level of learning achievement achieved by its students. By

carrying out evaluations, teachers can find out the level of success achieved during learning. Based on the background of this problem, the main topic of discussion in this research is "The effectiveness of evaluating moral belief learning on the learning achievement of Madrasah Ibtidaiyah students."

## RESEARCH METHODS

The author uses qualitative and descriptive research with a pedagogical approach (Hadi et al., 2021). Research on problem disclosure as in data analysis using observation, interviews and use of documents using data analysis, data reduction, data presentation, drawing conclusions and data verification.

## RESULTS AND DISCUSSION

### Definition of Evaluation

As stated by Edwind Wandt and Gerald W. Brown, evaluation refers to the act or process to determine the value of the same thing (Zen et al., 2000). According to this definition, the term evaluation refers to an action or a process to determine the value of something. Mehrens and Lehman view evaluation in a broad sense as a process of planning, obtaining and providing information that is very necessary for making alternative decisions.

According to Suchman, evaluation is a process of determining the results that have been achieved by several planned activities to support the achievement of goals. From this opinion it can be concluded that evaluation is an activity carried out in order to collect information about the value of a job, this information is then used to determine the right alternative in making decisions (Widiani, 2018).

In relation to education, educational evaluation in Arabic is called al-taqdir al-tarbiyah which is interpreted as assessment in the field of education or assessment of matters relating to educational activities (Education, 2017).

The meaning of evaluation can also be understood from the opinion of Norman Gronlund, who understands evaluation as a systematic process for determining decisions to what extent the goals are achieved by students. Meanwhile, Wrightstone defines educational evaluation as an assessment of the growth and progress of students towards the goals or values that have been set in the curriculum (Kiwang et al., 2024).

From these definitions, educational evaluation can be interpreted as an action or activity carried out with the aim of determining the value of everything related to education. So in short, educational evaluation is an activity or process carried out to determine the value

of education so that the results can be known (Norjanah et al., 2022).

### Principles of educational evaluation

Evaluation of learning outcomes can be said to be carried out well if in its implementation it always adheres to the three basic principles as stated by Anas Sudijono;

First; overall principles which are also known as comprehensive principles. By the comprehensive principle, it is meant here that the evaluation of learning outcomes can be said to be carried out well if the evaluation is carried out in its entirety or comprehensively (Pemukuran, 2011). The comprehensive principle looks at all aspects, including aspects of personality, sharpness of memorization, understanding, sincerity, diligence, cooperative attitude, responsibility and so on. If necessary, each field is given a special assessment, so that students know their advantages compared to their friends (Hanafi & Rappang, 2017).

It is assumed that not all students master all or some of the knowledge and skills in their entirety. So students who are categorized as outstanding do not have to excel in all fields, but may only excel in one or several fields (Wisnarni, 2018). By carrying out a comprehensive evaluation of learning outcomes, complete material and information will be obtained regarding the condition and development of students who are the target of evaluation in every aspect (Ardilah et al., 2023).

Second; The principle of continuity is also known as the continuity principle. What is meant here is that a good evaluation of learning outcomes is one that is carried out regularly and continuously from time to time. Evaluations are not only carried out once a year or per semester, but are carried out continuously. Evaluation is carried out during the learning process. Evaluation is not only found at the beginning and end of learning, but also during the learning process, for example in the form of observations, questions and answers, or dialogue.

### The scope of the subject of moral beliefs

Creed in Islamic teachings is always related to the main issues of faith as stated in the pillars of faith (Ushuluddin, n.d.). namely faith in Allah, His angels, His books, His messengers, the last day, and good and bad destiny (Rakhmawati et al., 2016). So in the discussion of aqidah, what is taught is the issue of belief, faith in the existence and oneness of Allah SWT, which is the main principle in the teachings of the Islamic religion, because without faith a person cannot be considered religious (Nurseha et al., 2023). Thus teaching aqidah means the process of teaching and learning about various aspects of belief in the teachings of the Islamic religion, or more briefly, it can be said that the material on aqidah follows the systematics of the pillars of faith (Ardilah, 2021).

The word morals in the large Indonesian dictionary is defined as character or behavior. There are also those who define morals as habits of will, meaning that if you get used to something, that habit is called morals. The word morals means manners, temperament, behavior or character. This understanding can be understood that morals are traits that humans are born with which are embedded in their souls, are always with them and become their personality, giving rise to various kinds of actions spontaneously and easily without being contrived (Munawaroh, 2019).

Based on the explanation above, it is understood that the learning material for moral beliefs is the main material in the teachings of the Islamic religion, so it is important for educators to pay attention to whether the teaching process is going through effectively or not by conducting evaluations (Hulu, 2021). All evaluation results need to be known by various interested parties, such as parents or guardians of students, teachers and the students themselves. This is intended so that the process and results achieved by students, including their development, can be known by various parties, so that parents and teachers as educators can determine an objective attitude and take definite steps as a follow-up to the evaluation results. On the other hand, if learning outcomes are not evaluated, parents, teachers and students themselves cannot know the learning progress achieved by students, so that parents and teachers as educators are unable to determine attitudes and do not have definite plans for students, both in the context of selection. interests and talents, guidance and to continue higher studies.

The results of the learning evaluation achieved by students are a means of communication between teachers, students and parents in an effort to develop and maintain good cooperative relationships between them. The learning process that has been carried out is evaluated by the teacher, and the results of the evaluation are conveyed to the parents of the students as information about the basic competencies and knowledge that the students have. With information from teachers as educators in the school environment to parents of students, it can be used as a basis for determining attitudes so that parents and teachers can harmonize actions in educating children. Learning evaluation planning at Madrasah Ibtidaiyah is carried out in the form of determining the evaluation objectives, then compiling a grid, writing questions and analyzing and revising the questions.

Evaluation planning is needed so that evaluations can be given systematically in order to obtain higher quality evaluation results. Evaluation is the process of assessing something based on predetermined criteria or objectives, followed by decision making or the object being evaluated.

Evaluation is also seen as a process for making decisions using information obtained through measuring learning outcomes using both test and non-test instruments. So evaluation in education is an activity to find out whether learning outcomes have met the objectives or not. The evaluation carried out needs to be paid attention to so that it runs effectively. Teachers as educators in the school environment need to carry out evaluations in a good way so that the results obtained can better describe students' ability to absorb the subject matter and illustrate the differences between individual students. To achieve this goal, teachers need to master various methods for carrying out relevant evaluations.

Broadly speaking, evaluation methods in education can be divided into two types, namely tests and non-tests. In the world of education, tests are methods that can be used or procedures that need to be followed in the context of measurement and assessment in the field of education, which take the form of giving assignments or a series of tasks so that from the results of these measurements a value can be produced that symbolizes the behavior or achievement of students. Evaluation in the form of tests is usually carried out with written tests and oral tests. Meanwhile, evaluation in the form of a non-test is carried out without testing students, but is carried out by making systematic observations, conducting interviews, examining documents.

In contrast to test techniques which are more widely used to evaluate student learning outcomes in terms of the cognitive domain (thinking processes), non-test techniques generally play an important role in evaluating student learning outcomes in terms of the affective domain (life attitudes) and psychomotor domain. The implementation of evaluation at madrasah ibtidaiyah is like the implementation of evaluation in educational institutions in general, namely using written test, oral test and non-test techniques. Improving the quality of learning requires efforts to improve the quality of the learning program as a whole.

Efforts to improve the quality of learning programs require information on the results of evaluations of the quality of previous learning programs. Thus, to be able to renew educational programs, including learning programs, evaluation activities for current and previously running programs need to be carried out well (Rahmadina et al., 2024).

In order to be able to develop a better program, the results of previous program evaluations are a reference that cannot be ignored. Without evaluation, we cannot know how successful students are, and without evaluation it will be difficult to make changes for the better. Because in general evaluation is a systematic process to determine the level of success of a program. Evaluation is carried out to examine the results and learning processes of students, to find out the difficulties inherent in the process. Evaluation cannot be separated

from learning activities, so it must be carried out well so that it does not cause harm.

The learning achievement of the moral beliefs of Madrasah Ibtidaiyah students is assessed from the various attitudes shown by the students, in the form of;

1. Honesty, students on average are considered to be honest when speaking. However, teachers need special attention to continue to foster an honest attitude so that they understand that an honest attitude must be maintained when talking to anyone, whether with older people or with peers, even younger people.
2. Discipline, student discipline in terms of school attendance is quite good, while discipline in attending lessons and dressing discipline still need to be improved so that they are more orderly in attending lessons, and tidying up clothes not only at morning assembly. Because discipline is needed in various things, that's why rules are applied in everything that can influence the smoothness of the learning process.
3. Politeness, some students' attitudes can be considered polite, but in general the polite behavior of students is considered not to meet expectations. Because with education, at least students should understand the importance of being kind and trying to avoid bad behavior.
4. The habit of praying, students have the habit of praying before and after studying. This habit should be maintained and continued to be fostered so that students are more aware of the importance of praying so that students pray a lot and get used to praying when starting and ending activities.
5. The etiquette of entering a room, greeting before entering the room has become a habit for students. This habit is the result of being developed by teachers using habituation methods such as the habit of praying before and after studying. Apart from familiarizing students, teachers also need to continue to develop the habit of praying not only in the school environment, but also become a habit at home and in the community.

## **CONCLUSION**

Based on the results and discussion, it can be concluded that teachers are expected to really plan in evaluating Aqidah Akhlak learning so that they can obtain maximum results. Implementation of evaluation of Aqidah Akhlak learning should be carried out in various forms, namely in the form of written tests, oral tests and non-tests to better understand students' abilities from various aspects. Students need to be given the understanding that success in learning is not only assessed based on the level of knowledge, but more than that needs to be demonstrated by good behavior such as honesty, discipline, good manners, prayer and so on.



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