EVALUATION OF ISLAMIC EDUCATION LEARNING PROGRAM BY USING COUNTENANCE EVALUATION MODEL

Ahmad Suryadi[1*], Muh. Nur Akbar Rasyid[2], St. Syamsudduha[3]
[1-3] UIN Alauddin Makassar
E-mail: [1)] suryadiahmad445@gmail.com

Abstract

This study aims to determine: (1) the quality of preparation, (2) the quality of implementation, and (three) the impact of students' learning on the implementation of PAI clump learning at MTs Arifah Gowa. This research is an assessment model used is Countenance Stake. The source of data in this study is the PAI clump subject teacher of MTs Arifah Gowa as many as 9 people. The research methods used are interviews, observation and documentation. The data analysis technique used means Miles and Huberman data analysis technique. The results showed that (1) the quality of learning planning for PAI subjects in the independent curriculum is categorized as good, (2) the application process and learning evaluation are categorized as good and (3) student learning outcomes in PAI subjects are categorized as good.

Keywords: *Islamic Education Group Learning, Countenance Evaluation, Knowledge, Skills, Behaviour Competencies*

1. INTRODUCTION

In this rapid era, third world countries are required to be able to adapt in various fields, including education. Education today is required to be able to produce a generation that not only has a high IQ, but is able to adapt to any changes (Zenelaj, 2013). Education is considered the right solution to overcome every global problem so that countries, especially developing countries, are able to carry out sustainable development. Efforts to carry out sustainable development are through education, but the increasingly widespread global impact has resulted in fundamental and massive changes in the aspects of subjects, learning methods and the use of technology (Jickling & Wals, 2008)

According to the author's analysis, education today is required to produce a generation that not only has a high IQ, but is also able to adapt to any changes due to several factors that affect these needs. The rapid development of technology brings significant changes in the world of work and society. Jobs and skill needs are constantly changing. Therefore, education must prepare the younger generation to keep up with and contribute to these ever-changing technological developments. Today's world is increasingly connected and complex. Globalisation, migration and global challenges such as climate change affect the lives of people around the world. Education must equip students with a broader understanding of global issues and the skills necessary to work and communicate effectively in a global context. The labour market is undergoing rapid transformation. Traditional jobs are being replaced by automation and artificial intelligence. In this era, skills such as creativity, problem-solving, social skills, leadership and entrepreneurship are becoming increasingly important. Education must go beyond academic learning and prepare students to develop these skills.

Adaptability is a very valuable quality in personal development. In a life full of challenges and changes, adaptable individuals have the ability to face obstacles,

overcome failures and learn from new experiences. An education that encourages adaptability helps students develop mental agility, self-confidence and tenacity.

Education today has undergone several institutional changes in the 21st century with the adjustment of central government policies, learning must occupy a special place in the formulation and adherence to these policies. From undergraduate to high school, and especially during the COVID-19 pandemic, educators have had to adapt to ensure knowledge gets into the hands of learners. The Covid-19 pandemic has impacted the curriculum, requiring it to adapt to the changes that have occurred.

Real change occurs when the quality of education is high, so as to produce a generation that is able to compete in the current era of globalisation (Soedijarto, 2008). The purpose of improving the quality of education is none other than focusing on building a competent and determined society and a stable personality so that it can become a generation that is insan kamil according to the principles of Islamic education (Frank-Oputu & Dorgu, 2016)

According to the author's analysis, improving the quality of education with a focus on building a competent and determined society and a stable personality is in accordance with the principles of Islamic education. Quality education is not only about improving academic abilities, but also involves the formation of good character and personality. Islamic education emphasises the importance of moral development, ethics, religious values and a stable personality in producing a quality generation. It aims to create individuals who have high intellectual competence as well as strong moral integrity. The principle of Islamic education puts forward the concept of "insan kamil" which refers to a complete human being in all aspects of his life. Education based on this principle aims to develop the full range of human potential, including intellectual, emotional, social and spiritual. By focusing on the development of the whole individual, Islamic education seeks to create a generation that is balanced and beneficial to society. Competency-orientated education aims to provide skills and knowledge that are relevant to the demands of the times. In the context of Islamic education, emphasis is placed on mastering religious knowledge as well as science and technology that are useful for the development of society.

An intellectually and religiously competent society will be able to contribute positively to social, economic and moral development. Islamic education also aims to maintain and pass on religious values and Islamic traditions in future generations. By building a society that has a strong understanding of religious teachings and a commitment to Islamic moral principles, education plays an important role in maintaining the identity and spiritual integrity of society. One of the roles of the teacher is as a facilitator who is able to provide contextualised material to students (Dixit, 2014). Therefore, teachers are required to be able to have professional competence so that students can receive the best learning services (Sharma, 2014) . Teacher professional development needs to be done so that it can have a positive impact on students in learning (Petrie & McGee, 2012). The duties of teachers are clearly stated in Law No. 14/2005 on Teachers and Lecturers as follows:

"In carrying out their professional activities, teachers have the duty to improve and develop their qualifications, communicate knowledge and knowledge on an ongoing basis in line with the development of science, technology and art."

In measuring the achievement of learning, a systematic assessment is needed so that the data obtained is precise and can be accounted for (Winarno, 2014). Educational evaluation is directed as a basis for decision-making whether the programme is continued or stopped. This is in line with Suharsimi Arikunto's opinion that evaluation is carried out as a basis for making decisions on an educational policy (Arikunto, 2021).

Research conducted by Hidayat et al, showed that the assessment of PAI learning must be comprehensive. The position of evaluation is very important in PAI learning because assessment plays a very central role in the success of a learning process. In addition, evaluation also plays a role in measuring the achievement of learning objectives (Hidayat & Asyafah, 2019).

According to the author's analysis, assessment has a very important role in various aspects of life, be it in education, career, business, or even in social interactions. Here are some reasons why assessment is important: Firstly, progress evaluation: Assessment makes it possible to evaluate learners' progress and achievements in achieving learning objectives. By conducting assessments, we can see to what extent learners' abilities or skills have developed. Secondly, personal development: through assessment, it can identify strengths and weaknesses in the learning set. Objective assessment can provide insight into areas of excellence and areas that need improvement. By knowing the weaknesses teachers can take steps to develop themselves and improve the quality of life.

Third, decision-making: accurate and detailed assessment can be a good basis for decision-making. Assessment can help teachers and students to know the extent of students' understanding of the subject matter, and can be used to adjust teaching methods accordingly. Fourthly, recognition and reward: assessment is also important in providing appropriate recognition and reward. Learners who are successful in assessments often get awards or recognition such as certificates or praise. Fifth, standards and accountability, assessment plays an important role in setting standards and ensuring accountability. Assessment is used to determine whether learners have achieved the set educational standards.

Research conducted by Azizah dan Zainudin (2020) shows that the implementation of PAI learning evaluation is obtained from daily tests, UTS and UAS. The evaluation technique of PAI Learning should lead to the cognitive domain, affective domain and psychomotor domain. The PAI learning evaluation techniques applied at SMK Muhammadiyah 1 and 2 Palembang City are test and non-test techniques.

According to the author's analysis, test and non-test assessments play an important role in obtaining comprehensive information about an individual's abilities, knowledge and skills. The combination of the two can provide a more complete and accurate picture of a person's achievements. The importance of test assessment is as follows: Firstly measuring knowledge and skills: Tests are used to measure specific knowledge and skills in a field. For example, a maths test can measure a person's maths understanding and ability. Test assessment provides an overview of the extent to which a person has understood the material or mastered a skill. Secondly standards and comparability: Tests are often based on previously established standards. The same test can be given to different individuals to ensure consistent standards. By using tests, assessment results can be compared objectively, allowing comparisons between different individuals or groups.

Thirdly objectivity: Tests are often designed to provide objective and measurable answers. Test results can be calculated and scored consistently, reducing any subjectivity bias in judgement.

The importance of non-test assessment is as follows: Firstly direct observation: Non-test methods, such as observation, provide an opportunity to observe an individual's direct behaviour. This can provide insight into interpersonal skills, communication abilities, creativity, or attitudes that are difficult to measure through tests. Secondly, performance assessment: In some contexts, such as the arts, sports, or other practical skills, performance assessments can provide more accurate information about an individual's abilities. For example, in the arts, performance assessments such as musical performances or dance performances can provide a true picture of an artist's abilities. Thirdly, contextual skills: Non-test assessments can measure specific skills in real contexts, such as critical thinking, problem solving, leadership, or teamwork. Non-test methods such as case studies, projects or presentations can be used to measure these skills.

The combination of test and non-test assessments allows for a more comprehensive and holistic evaluation of the individual. Tests can measure specific knowledge and skills, while non-test assessments can describe contextual skills and everyday behaviours. By combining the two, teachers can gain a better understanding of learners' abilities and potential. Research conducted by Faradhiba et al, shows that the evaluation of learning Islamic religious education and ethics includes the preparation of assessment analysis, KKM analysis of measuring instruments in the form of tests. The obstacles in undergoing learning evaluation are the limited teaching staff of Islamic religious education in this school, so that teaching staff need to use more effective and efficient ways of conducting learning evaluations, then the next obstacle is the uneven understanding of students, so that in the preparation of learning evaluations it is necessary to evaluate learning in accordance with the abilities of students. While the assessment standards are made according to the average ability of students, for students who have not been able to meet the assessment standards, a reassessment or remidi will be carried out (Faradhiba & Inayati, 2023).

In the initial observation conducted by the researcher on 18 April 2023, the following information was generated: (1) the curriculum used in each madrasah is still piloting; (2) most teachers use learning tools from the previous school year; (3) PAI teachers only dominantly use the lecture method and minimal digital media, which can actually increase students' interest in learning. Referring to this, the appropriate evaluation model in this study is the countenance stake evaluation model. The countenance stake model consists of two matrices. The first matrix is called the description matrix and the second is called the consideration matrix. The consideration matrix can only be done by the evaluator after the description matrix has been completed (Arikunto, 2021). Stake's evaluation model provides a full description and consideration of the learning of PAI clusters conducted by PAI clusters teachers. In this model, Stake strongly emphasises the role of the evaluator in developing learning objectives into specific and measurable goals.

The description matrix consists of the categories of intent and observation. The consideration matrix consists of standard and consideration categories. In each category there are three foci: (a) antecedent (context) which is a condition that exists before instruction that relates to outcomes, (b) transaction (process) which is the process of

instruction of activities, and (c) outcomes (results) which are the effects of experiences, observations and work outcomes (Stake, 1967).

Worthen and Sanders, suggest that Stake created an evaluation framework to assist evaluators in collecting, organising, and interpreting quantitative and qualitative data. The essence of evaluation is the process of generating information for alternative decisions (Wood, 2001). The group of PAI subjects in Madrasah Tsanawiyah (MTs) includes the subjects of Qur'an Hadith, Akidah Akhlaq, History of Islamic Culture, Fiqh and Arabic Language. In the Qur'an Hadith lesson, students are taught about reading the Qur'an, memorising short letters, tajweed science and understanding some hadith. The lesson of akidah akhlaq teaches asma'ul husna, praiseworthy akhlaq and so on. While SKI teaches students the history of the Prophet Muhammad SAW, the history of the Prophet's companions, and the history of wali songo. In fiqh lessons, students are taught Islamic laws, how to worship and practice worship. In fiqh learning, teachers are expected to work hard because it is not enough to convey material but also monitor the extent to which the lesson is applied in everyday life so that learning is successful and the quality increases.

To see the achievement of learning in PAI clump subjects at MTs Arifah Gowa consisting of Aqidah Akhlak, Fikih, SKI and Qur'an Hadith, the assessment model used is the Countenance model. Evaluation of the Countenance model is needed in PAI family learning to find out the initial process before learning until the assessment is carried out has been synchronised using standards by educators or process standards regulated in law. The main subject matter in the Countenance model evaluation is divided into two matrices, namely the description matrix and the decision matrix. in the description matrix there are 2 columns, namely intense and observation, while the decision matrix consists of standards and considerations.

2. RESEARCH METHODS

This research is classified as evaluation research using a qualitative approach The evaluation research model used is the Countenance evaluation model. The research was conducted at MTs Arifah Gowa. The location of this research is Madrasah Tsanawiyah Arifah which is part of the Arifah Education Foundation. Madrasah Tsanawiyah Arifah is located on Bakolu Street, Pangkabinanga Village, Pallangga District, Gowa Regency, South Sulawesi. Related to the location of the research, Gowa Regency was chosen as the research location, because this area has become the centre of the development of Islamic educational institutions marked by the presence of Arifah Madrasah Education Foundation, which consists of various levels ranging from RA, MI, MTs and MA.

This Arifah educational institution was chosen as the object of research based on the consideration that this kind of Islamic educational institution is the first in Gowa Regency. In addition, this educational institution is welcomed by the surrounding community because it can be an alternative educational institution other than public schools. This research location is where the author is an educator. The distance of this research location is very affordable, and access to private and public transport is very smooth. This is supported by Moleong's opinion that the factors that need to be taken into consideration in determining the research location are the time factor and the smoothness of transportation to the research location. In addition, another fundamental reason for the

author in determining the research location is the author's emotional relationship with a number of leaders, educators from the school. That way, it is expected that the data that the author wants to require can run smoothly. The data sources in this study are:

Table 1. Research Data Sources

No	Subjects	Number of Teachers
1	Moral Values (*Akidah Akhlak*)	2
2	Qur'an Hadith	3
3	Fiqh	2
4	History of Islamic Culture (SKI)	2
	Total	**9**

The research instruments used were questionnaires, observation guidelines, interview guidelines and documentation lists. In this study, material analysis was carried out after material collection, material obtained from survey results, observations, interviews and documentation studies. In this study, quantitative descriptive and qualitative descriptive analyses were used. Then the results of the data analysis are described as quality information for each aspect in the form of a percentage. The points obtained were compared with the criteria table to determine achievement (Table 1).

Table 2. Classification of scores and percentages (Mardapi, 2012)

No.	Percentage	Classification
1	80 – 100 %	Very good
2	66 – 79 %	Good
3	56 – 65 %	Good enough
4	40 – 55 %	Not Good
5	< 39 %	Poor

The stages carried out in this study adapt the stages of the countenance stake model evaluation research consisting of antecedents, transactions and outcomes. Each matrix has three terms: antecedents, transactions, and outcomes. An intense process was conducted to analyse the logical linkages between antecedents, transactions and outcomes. The results of the analysis were then compared with the established evaluation standards. A chart of the assessment research process is provided in Figure 1.

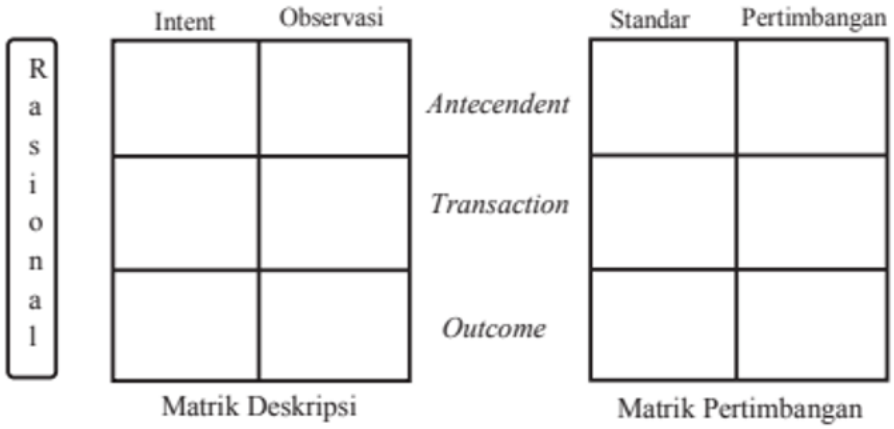


Figure 1. Evaluation chart of the countenance model proposed by Stake

3. RESULTS AND DISCUSSION

3.1. Learning Preparation (Antecedent)

Learning preparation is made by teachers through making learning tools in the form of lesson plans (lesson planning plans) and PAI clump learning assessments presented in Table 1. Some components of the lesson preparation made by the teacher do not include the delivery of evaluation techniques in students at the beginning of learning. in the core activity, it is still unable to motivate students to formulate questions, then in the aspect of planning the teaching material made by the teacher is not holistically.

Table 3. Matriks countenance pada aspek antecedent.

Description Matrix		Consideration Matrix	
Intense	**Observation**	**Standard**	**Consideration**
The Learning Implementation Plan (RPP) is in accordance with the Decree of the Director General of Education Number 5164 of 2018 concerning Technical Guidelines for the Preparation of Learning Plans in Madrasahs.	Overall, 78% have carried out lesson planning in the good category.	The quality of learning preparation is said to be good if the planning of learning applications (RPP) includes: (1) Compliance with CP; (2) Selection of learning materials according to integrated concepts; (three) Formulation of learning indicators; (4) Preparation of lesson plan identity; (5) Selection of learning media; (6) Selection of learning	Most of the lesson plans made by teachers are in accordance with the Decree of the Director General of Islamic Education Number 5164 of 2018 concerning Technical Guidelines for Preparing Learning Plans in Madrasahs, but there are still some incomplete

		origins; (7) Learning scenario planning includes introductory, core, and closing activities; (8) Scientific approach planning; (9) Assessment planning.	components such as: contextual learning content, follow-up planning and the use of appropriate learning media.

In the matrix above, it can be concluded that several components in lesson preparation made by teachers have reached the expected standards. In the planning of preliminary activities made by the teacher, it has contained the delivery of assessment techniques to students at the beginning of learning. In the core activities, the planning has brought up contextual learning. Another finding is that in the closing activities, teachers have implemented follow-up programs such as remediation and enrichment. Based on the results of interviews with 4 teachers about learning assessment planning, namely as follows:

According to Mrs. Ramlah, she said that:

"Before conducting a learning evaluation, I do some preparation. Firstly, I review the material to be evaluated, ensuring my understanding of the concepts to be tested. I also plan the format and type of evaluation to be used, such as written tests, projects or presentations,"

According to Mr Sudirman, he said that:

"Before conducting a learning evaluation, I do some preparation. Firstly, I review the material to be evaluated and ensure my understanding of the concepts. Secondly, I also review the lesson plan and learning objectives that have been set previously."

According to Mr Sukiman, he said that:

"After planning the evaluation based on student needs. If there are students who need additional guidance in understanding certain concepts, I will organise individual or group guidance sessions. If most students have difficulty in an area, I might revisit the material with a different approach. I will also look at the overall evaluation results to evaluate the effectiveness of the teaching methods I use and make changes if needed,"

According to Muhammad Zati, he said that:

"To ensure fair and objective evaluation, I use clear and transparent assessment criteria. I explain expectations to students prior to the evaluation, including the assessment criteria that will be used. In addition, I endeavour to avoid bias in my assessment and refer to the established assessment standards. I also ensure that all students have equal opportunities to demonstrate their understanding through the different types of evaluations I provide,"

Based on the results of the interview above, it can be concluded that the teacher has carried out evaluation planning well so that the results of the evaluation carried out can be used for improvement in learning. Good lesson planning must fulfil the following aspects: First, consistency and clarity, good evaluation planning includes clear and measurable objectives, clear assessment criteria, and clear instructions for students. The evaluation plan should be consistent with the learning objectives that have been set and provide clear direction to students on what will be evaluated and how it will be assessed. Secondly, good evaluation planning includes the use of formative and summative evaluations. Formative evaluation is used to provide feedback throughout the learning process, while summative evaluation is used to evaluate the final learning outcomes. The combination of the two can provide a holistic insight into student development and achieve learning objectives.

Thirdly, validity and reliability are important in evaluation planning. Validity means that the evaluation tool accurately measures what it is supposed to measure, while reliability indicates the consistency of the evaluation results if done repeatedly. Good evaluation planning should ensure that evaluation tools are valid and reliable to provide accurate data on student achievement. Fourth, Diversify evaluation methods: diversifying evaluation methods can provide a more comprehensive picture of student achievement. Using a variety of evaluation methods, such as written tests, projects, presentations, discussions or portfolios, allows students to demonstrate their understanding in a variety of ways that suit their learning styles. Fifthly, involve students in the evaluation process: Good evaluation planning also involves students in the evaluation process. Giving students the opportunity to understand the purpose of the evaluation, know the assessment criteria, and participate in formulating the assessment rubric can give them more active involvement and a better understanding of the evaluation process.

3.2. Learning Implementation and Assessment (Transaction)

In the aspect of learning transaction of PAI clumps at MTs Arifah Gowa, it is presented in Table two. The table provides an overview of the teacher's method of conducting learning activities. Teachers generally use the lecture method so that teachers are less able to provide questions that lead students to make conjectures that are temporary.

Table 4. Countenance matrix on the transaction aspect of learning

Description Matrix		Consideration Matrix	
Intense	**Observation**	**Standard**	**Consideration**
Teachers have implemented learning in accordance with Permendikbud No 16 of 2022 on process standards and KMA No 184 on the Implementation of	Teachers have been conducting PAI clusters learning by using the lecture method.	The quality of learning implementation is said to be good if: (1) Learning activities include introduction, core and closing activities;	In general, teachers have implemented learning in accordance with Permendikbud No 16 of 2022 on process

Education in Madrasahs.			standards and KMA No 184 on the Implementation of Education in Madrasahs.

Observations and interviews show that teachers have carried out assessments in the knowledge aspect which includes test and non-test evaluations of skills evaluation carried out through performance and portfolio assessments on students' report cards. Based on the results of interviews with 4 PAI teachers about the implementation of evaluation as follows:

According to Syamsuddin, he said that:

"In evaluating PAI learning, I use various evaluation instruments that cover various aspects of students' understanding and application of PAI materials. I conduct written tests that include objective and essay questions to test the understanding of concepts. In addition, I also give individual and group assignments that require students to apply Islamic values in everyday situations. I also observe students' active participation in class discussions and provide direct feedback,"

According to Ishaq, he said that:

"To ensure fair and objective evaluation, I use clear and transparent evaluation rubrics. I communicate the evaluation criteria to students in advance, so that they understand what is expected of them. In addition, I endeavour to give clear instructions in completing assignments and tests, and provide relevant examples. I also pay attention to consistency in marking from one student to another, and give students the opportunity to ask questions or clarifications related to the evaluation if needed,"

According to Mansyur, he said that:

"Evaluation results become my reference for planning and organising better PAI lessons. If I see that most students have difficulty in understanding a concept, I will devise more effective teaching strategies, such as using more relevant examples or providing additional teaching materials. I also use the evaluation results to provide constructive feedback to students, both individually and in groups, so that they can understand their strengths and weaknesses in PAI learning. In addition, I also involve students in the evaluation process, by asking for their input and reflections on the learning that has been done,"

According to Resky Maulana, he said:

"In evaluating PAI learning, I use various evaluation methods that cover various aspects of student understanding. I arrange written tests to measure understanding of concepts and memorisation of Quranic verses. In addition, I also give project assignments that require students to apply Islamic values in their daily lives. I organised group discussions to promote students' critical understanding of complex religious issues. In

addition, I also observe students' participation in class activities and provide direct feedback,"

Based on the results of the interviews, it shows that some teachers have carried out evaluations on students both on a test and non-test basis. This is important because it can increase students' enthusiasm for learning. Some teachers said that they had difficulty in assessing students' behaviour and skills and the skills aspect was chosen as an alternative by the teacher using evaluation in work groups to make it easier to observe.

Table 5. Countenance matrix on transaction aspect Assessment

Description Matrix		Consideration Matrix	
Intense	**Observation**	**Standard**	**Consideration**
Teachers have conducted the assessment in accordance with Permendikbud No. 21 of 2022 on assessment standards.	Overall, the learning assessment carried out by the teacher is quite good.	The quality of the implementation of learning outcomes assessment is said to be good if it includes: (1) Implementation of assessment includes assessment of aspects: (a) attitude, (b) knowledge and (c) skills; (2) Assessment analysis; and (3) Assessment reporting.	Teachers have conducted an evaluation of student learning according to Permendikbud No. 21 of 2022 regarding assessment standards. teachers need to improve the application of differentiated evaluation in the independent curriculum, especially in the aspects of attitude and skills assessment.

3.3. Learning Outcomes

Based on observations and interviews that student learning in PAI clump learning at MTs Arifah Gowa is presented in Table 4. The success of learning can be observed through the acquisition that will occur in students' learning. that will occur in students' learning in knowledge competencies can be observed through that will occur in written tests similar to daily tests.

Table 6. Countenance matrix on the aspect of outcomes

Description Matrix		Consideration Matrix	
Intense	**Observation**	**Standard**	**Consideration**
The learning outcomes met the KKM of 75.	Learner assessment results include aspects of knowledge, skills and attitudes.	Achievement of learning outcomes 75% of students meet the Minimum Completeness Criteria (KKM))	Most learners have met the KKM. Teachers need to organise remedial learning to improve the understanding of students who have not reached the KKM.

Based on the results of the author's analysis of student learning outcomes, the quality of teacher teaching has a significant impact on student learning outcomes. Teachers who have competence, effective teaching methods, and positive interactions with students tend to influence better learning outcomes. Students' motivation plays an important role in their learning outcomes. Students who have strong intrinsic motivation, such as curiosity, interest and personal goals, tend to achieve higher learning outcomes. In addition, the support and encouragement provided by the educational environment and family can also affect students' motivation. A deep understanding of the concepts taught is directly related to student learning outcomes. Research shows that students who have a strong understanding of concepts tend to achieve higher academic achievement. Every student has a different learning style. Research has identified several learning styles, such as visual, auditory and kinesthetic. Accommodating students' learning styles in teaching methods can improve their learning outcomes. Collaborative activities, such as group discussions and team projects, have been shown to improve student learning outcomes. Through interaction with peers, students can learn from each other, share ideas and deepen their understanding. A positive and supportive learning environment can influence student learning outcomes. Factors such as a comfortable classroom atmosphere, adequate educational resources, and support from teachers and educational staff can contribute to improved student learning outcomes. Learning disparities are possible because of the different abilities of each student in knowing the learning in PAI subjects. Independent learning can also make students help each other. Maximum achievement in skill and attitude competencies can be caused because the evaluation instruments designed by teachers are not differentiated synchronously in the interests of students. Independent learning practices using a large number of learners can also complicate the assessment carried out by the teacher.

4. CONCLUSION

The quality of learning preparation for PAI clumps at MTs Arifah Gowa is relatively good, but what needs to be improved is the content of contextual learning, as well as follow-up planning on learning tools. The quality of the learning implementation process for PAI clumps at MTs Arifah Gowa is in the good category. This is supported using the findings that the suitability of learning activities using the Merdeka Curriculum in introductory activities, core activities, epilogue activities, and assessment software that will occur learning is in the good category. student learning outcomes have been achieved, which include knowledge, skills and behaviour competencies. teachers need to hold remedial learning to improve the understanding of students who have not reached KKTP (Criteria for Completeness of Learning Objectives).

REFERENCES

Arikunto, S. (2021). *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.

Azizah, N., & Zainudin, M. (2020). Evaluasi Pembelajaran Pendidikan Agama Islam (Studi di SMK Muhammadiyah 1 dan SMK Muhammadiyah 2 Kota Palembang). *Edification Journal: Pendidikan Agama Islam*, *2*(2), 133–143.

Dixit, M. (2014). Professionalization of teacher education. *International Journal of Research*, *1*(4), 249–254.

Faradhiba, D. P., & Inayati, N. L. (2023). Evaluasi Pembelajaran Pendidikan Agama Islam dan Budi Pekerti Di SMP Negeri. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *4*(2), 341–351.

Frank-Oputu, E. A., & Dorgu, T. E. (2016). Learning for Intellectual and Emotional Development Among Undergraduate Students in Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria. *International Journal of Education, Learning and Development*, *4*(9), 1–15.

Hidayat, T., & Asyafah, A. (2019). Konsep Dasar Evaluasi Dan Implikasinya Dalam Evaluasi Pembelajaran Pendidikan Agama Islam Di Sekolah. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *10*(1), 159–181.

Jickling, B., & Wals, A. E. J. (2008). Globalization and environmental education: Looking beyond sustainable development. *Journal of Curriculum Studies*, *40*(1), 1–21.

Mardapi, D. (2012). Pengukuran, penilaian, dan evaluasi pendidikan. *Yogyakarta: Nuha Medika*, *45*.

Petrie, K., & McGee, C. (2012). Teacher professional development: Who is the learner? *Australian Journal of Teacher Education*, *37*(2), 59–72.

Sharma, J. (2014). Pre-service teacher education reforms in India and Pakistan: challenges and possibilities. *International Journal of Research-Granthaalayah*, *2*(2), 1–13.

Soedijarto, S. (2008). Upaya Percepatan Peningkatan Kualifikasi Pendidikan dan Tenaga Kependidikan Pendidikan Non Formal (Ptk-pnf). *Jurnal Ilmiah Visi*, *3*(1), 30–33.

Stake, R. E. (1967). The countenance of educational evaluation. *Teachers College Record*, *68*(7), 1–15.

Winarno, M. E. (2014). Evaluasi Hasil Belajar Pendidikan Jasmani Olahraga dan Kesehatan. *Malang: Universitas Negeri Malang*.

Wood, B. B. (2001). Stake's countenance model: evaluating an environmental education professional development course. *The Journal of Environmental Education*, *32*(2), 18–27.

Zenelaj, E. (2013). Education for sustainable development. *European Journal of Sustainable Development*, *2*(4), 227.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (http://creativecommons.org/licenses/by/4.0/).