PROBLEMATICS EVALUATION OF ISLAMIC EDUCATION LEARNING DURING COVID-19 PANDEMIC IN MTs. USMAN SYARIF MEDAN

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ABSTRACT

The goal of this research is to analyze: (1) problems in evaluating Islamic education learning, (2) The impact of the problems, and (3) Solutions for the existing the problems. The research has been done at MTs. Usman Syarif Medan. This research is using descriptive qualitative analysis method. The data collected comes from interviews and some observation. To ensure the validity of the data, the test is carried out by credibility/trust test, transferability test, dependability test and confirmability test. The results of this learning evaluation problem are including: Difficulty of evaluating learning in the cognitive, affective, and psychomotor domains when learning is doing online (in a network). The impact of learning from home has a negative impact on educators and students. The solution to learning problems is to evaluate learning using the WhatsApp application by doing written tests, oral tests, and also quizzes. This solution is a response to learning problems during the Covid-19 pandemic.

ABSTRAK

Penelitian ini dilakukan bertujuan untuk menganalisis (1) Problematika evaluasi pembelajaran PAI, (2) Dampak problematika evaluasi pembelajaran PAI, dan (3) Solusi problematika evaluasi pemebelajaran PAI. Penelitian ini dilakukan di MTs. Usman Syarif Medan. Metode yang digunakan dalam melakukan penelitian ini yaitu menggunakan metode kualitatif analisis deskriptif. Teknik pengumpulan data dengan wawancara kepada dan observasi. Untuk memastikan keabsahan data dilakukan pengujian kredibilitas/kepercayaan, uji transferabilitas, uji dependabilitas, dan uji konfirmabilitas. Hasil penelitian yang diperoleh adalah bahwa problematika evaluasi pembelajaran mencakup: (1) Sulitnya melakukan evaluasi pembelajaran dalam ranah kognitif, afektif dan psikomotorik selama pembelajaran dilakukan dengan cara daring (dalam jaringan). (2) Dampak problematika pembelajaran dengan sistem jarak jauh ini berdampak negatif bagi tenaga pendidik dan peserta didik. Solusi problematika pembelajaran yaitu melakukan evaluasi pembelajaran menggunakan aplikasi WhatsApp dengan melakukan tes tulis, tes lisan dan juga kuiz. (3) Solusi tersebut merupakan respon terhadap permasalahan pembelajaran selama masa pandemi Covid-19.

INTRODUCTION

Right now, the world is in a dangerous situation because the spread of a virus known as the corona virus. (Mona, 2020). Covid-19 is one of the viruses that cause illness ranging from mild symptoms to severe symptoms (Dewi, 2020). The first Covid-19 outbreak was in Wuhan, Cina. Quoted by (Widiyono, 2020). After most of the world affected by this dangerous virus, WHO finally determine the global pandemic status for Covid-19 (Supriatna, 2020). An unprecedented outbreak of pneumonia of unknown aetiology in Wuhan City, Hubei province in China emerged in December 2019. This Covid-19 was identified as the causative agent and was subsequently termed Covid-19 by the World Health Organization (WHO) (Sohrabi *et al.*, 2020). Indonesia is one of the countries affected by this Covid-19 (Anugrahana, 2020). The government is doing everything possible to deal with the spread of Covid-19 because it is so dangerous (Yoga Purandina & Astra Winaya, 2020). If we looked at the current situation, the Covid-19 virus is a pandemic that can't take it easy anymore. Finally, the government recommended doing social distancing as a wise policy regarding the spread of the Covid-19. The decision of this policy has considered as an effective way to prevent the transmission of the Covid-19 (Yunus & Rezki, 2020).

As is the case today, every aspect of life is affected by Covid-19, including education. (Lubis *et al.*, 2020). Along with the Covid-19 pandemic, regular educational activities that usually do in schools face-to-face have shifted to learning from home with a social distancing policy. (Suryadi *et al.*, 2018)

All levels of education are required to adapt faster with new learning method that is Online learning, this covid-19 effect has made a significant impact (Yoga Purandina & Astra Winaya, 2020) Even though students can't go to school and must be staying at home, they have to keep going on learning (Yoga Purandina & Astra Winaya, 2020).

Same as with MTs. Usman Syarif, even though this epidemic gets worse, the teaching and learning process must continue to avoid the emptiness of the process of transferring knowledge to students. But of course, this process wouldn't run as usual and it will cause new problems. Same as with other teachers islamic school education. MTs. Usman Syarif, The obstacles appear about the implementation of the teaching and learning process, including in evaluating students. At MTs. Usman Syarif, the author found several problems experienced by teachers related to the evaluation of Islamic Education learning in evaluating significant, affective and psychomotor aspects. This problem has an impact on the achievement of learning goals because the assessment is the main part of teaching and learning activities and to determine the achievement of the students it is also difficult for teachers to see how students are progressing and to design the next learning system."

Given the importance of evaluating learning has to be done on students in any condition, especially for now, the authors want to know what problems are experienced by the teaching staff, in this case, the Islamic

Education teaching staff in evaluating their students. Before this research was conducted, the authors found several studies related to this research, including: The Problems of Islamic Education Learning (Susiana, 2017). Problems of Learning Islamic Education (PAI) The Covid-19 Pandemic Period (Rahman & Ariyanto, 2020). Problematics of Learning Evaluation System (Riadi, 2017). The Problems of Learning Evaluation In Achieving Educational Objectives In The Era Of Independent Learning (Izza *et al.*, 2020). Some research is related to the author's. But there are some differences in it. The first study is a bit similar to the author's research, but it does not discuss the current Covid-19 . The second is discussing the problems of learning Islamic education during the Covid-19, It's different from the author's research that discusses the problems of evaluating Islamic education in the pandemic. The third discusses learning evaluation systems only. And the fourth study discussing the evaluation of learning in achieving educational goals. Given that no one has yet talked about the issues of Islamic education during the pandemic time, this is why researchers think that it's necessary to research analysis: (1) Problematic evaluation of Islamic Education learning during the pandemic,(2) The impact of Education learning during the pandemic time, And (3) Solutions for Islamic Education Learning. This research has been done at MTs. Usman Syarif Medan.

The importance of this research is to know what problems teachers experience in evaluating learning during the pandemic and in future conditions that cause learning

to be hampered. So that the results of this research will later become a lesson for teachers in the future.

THEORITICAL REVIEW

Etymologically, evaluasi comes from English, its evaluation, which means assessment (Izza *et al.,* 2020). In education, evaluation has some different meanings, that is: According to Taylor in Arikunto (2012), evaluation is a process of gathering information to see how far, what its about, and what education goals that you have achieved. Conbanch and Stufflebeam gives a deeper analysis in Arikunto (2012), that is an evaluation activity it does not just measure how far we from the goals, but also to make decisions in the next learning program. Learning evaluation can be interpreted as an information process to determine the quality of learning, knowing the extent to which educational goals have been achieved in terms of making decisions for the next learning program. (Izza *et al.*, 2020)

An evaluation has two objectives, called specific and general, the purpose of learning evaluation is based on the type of evaluation itself, namely such as development and planning evaluation, impact evaluation, monitoring evaluation, comprehensive program evaluation, and economic-efficiency evaluation. Based on this, the learning evaluation main to find the factors that cause the success or failure of students in participating in the learning process, to find ways to overcome them. And also to stimulate students to improve and increase self-achievement. The purpose, in general, is to determine student's

progress during the process of teaching and learning activities in terms of knowing the effectiveness and efficiency of the teaching and learning activities. (Hidayat & Asyafah, 2019).

So many models are found about evaluation learning with different structures or arrangements, although some of them are similar. There are many program evaluation models described by experts that can use to evaluate programs. Among these models are Discrepancy Model (Provus), CIPP Model (Daniel Stufflebeam's), Responsive Evaluation Model (Robert Stake's), Formative-Summative Evaluation Model (Michael Scriven's), Measurement Model (Edward L. Thorndike and Robert L. Ebel), and Goal-Free Evaluation Approach (Michael Scriven's). (Pirnay-Dummer *et al.*, 2011).

The point is, Islamic education or tarbiyah al-Islamiyah is usually defining as a process of maintenance, development, and guidance. Islamic Education Science is a science of education based on Islam. The purpose of Islamic education, in general, is to achieve the goal of Muslim life, which is to make people aware of Allah SWT so that they can live as human beings who have a good character from Allah (Saihu, 2020).

Islamic Education is a conscious effort made by educators in terms of preparing students to believe in, understand, and teach Islamic teachings through predetermined guidance, teaching, or training activities to achieve predetermined goals.

From definition in above, there are several things that need to be considered in the study of Islamic religious education, i.g. First, Islamic religious education as an effort, a teaching guidance activity and training that is done in a planning and conscious way in order to achieve a goal. Second, students are guided, directed and trained in improving beliefs, understanding, delusions and experiences about the teachings of the Islamic religion. Thus, guidance to be a resilient Muslim who can also realize the teachings of Islamic Religious Education in daily life so that will becomes Insan Kamil. Coaching and learning still have to be given to students even though not directly or not face to face, as is currently the case in the teaching and learning process which must be carried out remotely, because guidance really needs to be given to students, as well as evaluation.

Learning outside this formal learning environment certainly appears to be the choice taken, taking into account the situation not only in developed countries but around the world, the medium that allows maintenance is the internet (Karalis, 2020).

METHODS

This research was conducted using qualitative methods with descriptive analysis, the research was conducted at MTs. Usman Syarif Medan is located at Jl. Karya Baru No.7, Sei Sikambing B, Kec. Medan Sunggal

This research was conducted about 3 months, starting from August to October 2020. Within 3 months, the research are divided into time to conduct research, data collection, data analysis and writing of research results.

The data technique was conducted

by interviewing, namely by conducting a question and answer session to Islamic Religious Education teachers at MTs. Usman Syarif Medan regarding problems that occurred in the evaluation process during the Covid-19 pandemic, the interview process was carried out in accordance with health protocols. Interview is the way to collect information by giving questions to respondents as a source of information excavation (Setiawan *et al.*, 2019).

To ensure the validity of the data, .the test is carried out by kredibility / trust test, transferability test, dependability test and confirmability test.

RESULTS AND DISCUSSIONS

The results and discussion of this research below in line with research focus, that is:

Problematics of Islamic Education learning evaluation during Covid-19 at MTs. Usman Syarif Medan.

During the Covid-19 pandemic, one of the problems be faced in the education sector in particular is that all educators such as teachers and lecturers are required to perform teaching duties from home based on online platform (Syah, 2020).

Evaluation of learning should be carried out in three areas of education, those are cognitive, affective, and psychomotor. The cognitive, affective and psychomotor realms are interconnected, if one of them is not considered important, it will result in poor evaluation results (Betwan, 2019).

Evaluation cannot be separated from teaching learning activities because

evaluation is a process that done to know the extent of the abilities that have been gained by students. However, in this pandemic, the evaluation process that is usually done face-to-face must now be evaluated remotely or online. This makes MTs. Usman Syarif Medan experienced some problems in carrying out the evaluation of student learning outcomes, such as:

a. Difficulty on evaluating students' knowledge/cognitive abilities, because sometimes not all students collect results from assignments given by teachers. For example, teachers have difficulty alarming students because they cannot confirm whether the student really understands or not. Even if the test was carried out, it could not be ascertained whether students answered with their own knowledge or not. The impact of learning in this network that teachers and students are not in one place makes the teacher unable to ascertain whether the answer to the task performed by the student is purely the result of his knowledge or getting help from others or even getting it by looking at the internet that the teacher does not allow such as google which is often used by students to get answers to various questions. As the Usman Syarif history teacher said when it comes to evaluating students' knowledge/cognitive "yes, to be honest when students have started collecting assignments, we can't be sure if the answer to the question we are asking is purely from the student's knowledge or from the help of others even sometimes they use google to find

the answer, who knows?". Teachers at MTs Usman Syarif found trouble evaluating the development of student knowledge because the learning process was not carried out by face-to-face, it could not be ascertained whether the students really understood the learning delivered by the teacher.

b. Difficulty on evaluating students' attitudes/ affectiveness, because when online learning is done, some students are not active in the learning process, in the work of the assignment, sometimes teachers become difficult in evaluating who is honest in completing the task and vice versa. In addition, teachers cannot see the student's attitude firsthand. Even when learning is ongoing, teachers do not know the students are in what condition, what are they doing and where they are, whether they are paying close attention or not. As revealed by the Fikih teacher at MTs. Usman Syarif "study from home conditions make it difficult for teachers to evaluate students' attitudes because teachers do not see what their condition is, where they are. In contrast to face-to-face learning their attitudes can be monitored. Also with student discipline, whether when learning is performed or when collecting assignments. As well as evaluating from a distance cannot be maximized like evaluating in person or face to face. In this case the MTs teacher Usman Syarif saw the responses of students in following the learning process to assess the affective aspects of students.

c. Difficulty on evaluating students' skills/ psychomotor. Just like the difficulty experienced by Islamic education teacher when evaluating students' attitudes/ affectiveness, where teachers cannot see the students' skills when learning is implemented again due to online learning. Because with this kind of learning, it is difficult for teachers to see who the students are skilled at following the learning. During online learning the teacher can see conduciveness and assess students' psychomotor.

Problematic effects on evaluating Islamic Education learning to teachers and students at MTs. Usman Syarif Medan

The problems that occur in the Islamic education learning evaluation process have a negative impact on teachers and students of MTs. Usman Syarif Medan, such as:

a. For Teachers.

Teachers have some problems when evaluating students. Such as Evaluating students' cognitive, affective and psychomotor students, cause the evaluation process that is no longer as usual makes the teachers of MTs. Usman Syarif Medan specifically Islamic education teachers find it difficult in conducting evaluations, the process of evaluation remotely that must be done inhibits the ease of conducting evaluation, because evaluating remotely is different from conducting a live or face-to-face evaluation. If you have been evasive by looking directly at the student's work and looking directly at the student's behavior, see firsthand how the students' skills in

following the class, but the evaluation process done remotely can only be done and viewed through mobile devices. The evaluation process remotely makes the teachers of MTs. Uman Syarif Medan not maximal in evaluating students.

The evaluation process is done to know the extent to which the purpose of learning is achieved, but if the evaluation process occurs problematic, it will make it difficult for teachers to know the extent to which the learning objectives have been achieved, it is also difficult for teachers to know whether the teaching methods carried out are appropriate and appropriate or not, it is difficult to know whether the material reached is fully understandable to the students or not , and it is also difficult for teachers to know which students already understand and which still need to be repeated. that is what the teachers of MTs. Usman Syarif Medan specially islamic education teachers in conducting the evaluation process during this covid-19 pandemic. While evaluation is very important to follow up the assessment of learning results in order to make improvements in the process or learning activities teaches in the school.

b. For Students.

Evaluation or assessment has an influence on students' learning spirit. The results of assessment or evaluation conducted by teachers can be motivation for students of MTs. Usman Syarif Medan. The learning results of students who get good grades from daily tests can encourage students to continue learning vigorously in order to get even better grades. And for students who get less satisfactory grades

also become more eager to improve their achievements as achieved by other friends. The spirit of learning that occurs in students can have a good influence on students' learning outcomes, and good student learning outcomes can make learning goals achieved.

Learning evaluation Problematics that occurs has a negative impact for students of MTs. Usman Syarif Medan, daily tests in the school directly and face-to-face that can provide and excite students no longer carried out. Because daily tests can no longer be done directly and together in school, but must be switched to give tasks remotely and done from their own homes. This decreased the morale of MTs. Usman Syarif Medan students. Some students do not respond well to teachers when the teacher delivers learning and are less enthusiastic in participating in ongoing learning. Declining student learning will have an impact on student learning outcomes, and students' learning outcomes that do not match expectations will impact the achievement of learning goals.

The Solution to the Problematics and Evaluation of Islamic Education Learning During the Covid-19 Pandemic at MTs. Usman Syarif Medan

During the Covid-19 pandemic, changes did not only occur in the teaching and learning process. But also the learning evaluation process. Changes caused by this pandemic have triggered various problems in evaluating learning for teachers at MTs. Usman Syarif Medan, especially for PAI/ Islamic educators.

Islamic education is very important

for human life, because Islamic education is education that studies the teaching of Islam. The lesson that included in Islamic education is: a lesson on Akidah Akhlak, a lesson on Al-Qur'an Hadith, a lesson on Fikih, and a lesson on the history of Islamic culture.

The Islamic education lessons mentioned above are all important to learn in human life. That is why the evaluation of Islamic education learning must be done even from a distance.

As educators, the teacher should have accurate planning. Teaching planning is closely related to various components such as teaching objectives, teaching materials, learning activities, teaching methods, and evaluation. These components are an integral part of the overall responsibilities of teachers in teaching and learning activities (Hasibuan, 2016).

Based on the description above, teachers have a big responsibility in the learning process. So, regardless of the situation, a teacher must always be ready to deliver learning to students. Like during the current Covid-19 pandemic, every educator should do prepared to do lesson planning and evaluate even if done remotely/from a distance. The solution used by Islamic Education teachers in evaluating student learning using written tests, oral tests, and quizzes.

Media is a driving force in teaching and learning activities. The suitability of the media used in the implementation of learning affects the success or failure of the learning process. Media is something that can use to bring messages or information from sender to receiver so that it can stimulate students' thoughts, feelings, concerns, and interests in such a way that teaching and learning activities occur.(Güler, 2016).

During the Covid-19 pandemic, "Teacher of MTs. Usman Syarif Medan" makes the WhatsApp application the most effective and most widely used tool in communicating with both parents and students in teaching and learning activities. Based on the results of the research, in delivering teaching materials and giving assignments to students, MTs. Usman Syarif Medan uses the WhatsApp application. That is because more of the guardians of students use the WhatsApp application, so expected that the achievement of educational goals in "MTs. Usman Syarif Medan" can easily be achieved (Mastur *et al.*, 2002).

Based on the results of interviews conducted with Fikih teachers at MTs. Usman Syarif Medan, the Fikih teacher stated that to solve the problem of learning evaluation, the teacher sends a video to students that contains an explanation of the subject matter to be studied. However, if any students who still do not understand the material presented, the teacher will contact the students via WhatsApp to explain the learning material. And to find out the achievement of student learning outcomes, the Fikih teacher evaluates using written tests and takes photos of the result followed by submitting to the teacher every two days. And if there are students who do not understand at all, then these students may meet directly with the teacher by following health protocols.

Based on the results of other

interviews conducted with SKI teachers or Islamic Cultural History, SKI teachers evaluate learning outcomes using oral examination as a solution to learning evaluation problems. SKI Teacher of MTs Usman Syarif Medan answered that the relevant assessment or evaluation to be carried out was to use an oral examination because by using an oral examination via video call, the teacher could see the students' faces directly, even though it was also easier to assess children's abilities through cell phones. To solve the problem of learning evaluation, the SKI teacher evaluates by giving some quiz, so the students' ability to be shown from who can answer more quickly and correctly. The analyst also conducted using a written test, and it can notice who is the fastest to collect assignments according to the time limit given by the teacher in submitting assignments. However, according to SKI teacher of MTs Usman Syarif, feels that evaluating using an oral examination is more relevant and is considered capable of overcoming learning evaluation problems.

Likewise, the results of interviews were received from teachers of akidah ahlak and the Qur'an hadith at MTs. Usman Syarif Medan, taking solutions from learning problems using written tests and oral examination. Namely evaluating the child's knowledgeability from the results of the written assignment, and evaluating from question and answer test. Also from the video that must be sent by students when the teacher asks for the results of the assignment to be answered using video and sent via the WhatsApp application.

CONCLUSIONS

The conclusion of this research is the Covid-19 pandemic that has spread widely in various regions has caused changes in every side of human life, including in education life. The learning process, which is usually done face-to-face and comes directly to the school, now turned to distance studying or studying from home. This issue impacted the learning process at school. Like at MTs. Usman Syarif Medan who affected problems in the learning evaluation process, especially in Islamic Education learning.

The problems of evaluating Islamic education learning in the cognitive, affective, and psychomotor aspects bring a negative impact on teachers and students of MTs. Usman Syarif Medan. The negative impact for teachers is that it becomes difficult for teachers to evaluate Negative impact on teachers, it becomes difficult to evaluate, because the evaluation process is no longer as usually done by face to face, but still, to be done from a distance, it will delay for teachers in implementing the learning evaluation process. And for student, the enthusiasm of students in participating studying from home is actually reduced, because studying and daily test should be held at school but at this moment studying is no longer at school, but studying from home.

The solution taken by MTs teachers. Usman Syarif Medan for the sake of maintaining the learning process and learning evaluation by using the WhatsApp application which is considered more effective for use in teaching and learning activities. By using the WhatsApp application in the implementation of teaching and

learning activities, it is hoped that it will be easier to achieve learning objectives.

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