Formative Test Analysis Of Islamic Religious Education Learning Evaluation Practices (Study At SMP Negeri 1 Muara Kemumu)

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Abstract

The purpose of formative assessments is to monitor and enhance the learning process while assessing the attainment of learning goals. The purpose of this research is to examine formative assessments on assessment procedures in Islamic Religious Education classes at SMP Negeri 1 Muara Kemumu. This study employs a particular kind of field research. This study use a qualitative descriptive method to explain or characterize a phenomenon. The Islamic Education instructor at SMP Negeri 01 Muara Kemumu is the focus of the study. Subsequently, lesson plans and question sheets are acquired from instructor data. Through documentation, interviews, and observation, data were gathered. to determine if formative assessments are appropriate for PAI learning. Techniques for data analysis include data reduction, data visualization, and conclusions or confirmation. Teachers of Islamic Religious Education at SMP Negeri 01 Muara Kemumu served as the study's informants. The study's findings show that Islamic Religious Education instructors at SMP Negeri 01 Muara Kemumu provide formative assessments following the completion of a topic or chapter. However, the only formative assessment that is utilized is a post-test consisting of essays and multiple choice questions.

A. Introduction

Formative assessments are evaluations carried out to track and enhance the learning process and assess the attainment of learning goals (Sawaluddin, 2020). Formative evaluation can take place from the start of the learning process and all the way through, depending on its goals. Formative evaluation might take place at the start of the learning process or all the way through (Maulidyah & Zainuddin, 2022). Formative tests provide teachers with valuable information to assess the effectiveness of their teaching methods. By knowing the areas where students have difficulty, teachers can adjust learning strategies to provide additional support or change their approach.

Formative tests help in evaluating and improving learning measurement instruments (Fitrianti, 2018). By looking at test results at regular intervals, teachers can assess the success of the evaluation tool and make changes if necessary. Since formative tests are conducted regularly, feedback can be given to students quickly. This allows students to make immediate improvements and refine their understanding before reaching the final evaluation stage.

A learning evaluation is a process assessment of teaching and learning (Febrianto & Puspitaningsih, 2020). Learning evaluation is classified as formative assessment or formative evaluation because, when considered from its function, it can enhance the teaching program. Formative assessment is an evaluation that is conducted at the conclusion of the program to determine the effectiveness of the teaching and learning process (Mardiana & Suti'ah, 2020). In carrying out evaluations, teachers must carry out evaluations on an ongoing basis, because it is not enough for the evaluation to be carried out only once in one basic competency. With several evaluations carried out the teacher will be able to analyze the results obtained by students.

Evaluation's purpose is to identify and acknowledge teachers' and students' abilities (Asrul et al., 2022). Enhancement of student performance in terms of personality and skills in addition to knowledge. In terms of educational establishments, assessment serves as a diagnostic tool, allowing knowledge to flow that a comprehensive integration of Islamic Religious Education courses is necessary in order to inculcate faith, piety, and noble character (Lodang & Bara, 2012). Evaluation serves as a tool to assist in the creation of learning plans for Islamic Religious Education learning, allowing for the identification of shortcomings and subsequent correction and improvement as needed to meet Islamic Religious Education learning objectives. The assessment has to be aware of how far Islamic Religious Education learning has come in terms of aqliyah, qolbiyah, and amāliyah (Syahid, 2018). Avoid doing learning and evaluations just to satisfy formal job requirements and ignore the principles of ilāhiyah. Nonetheless, assessments must help modify instruction.

Therefore, the importance of the role of Islamic Religious Education in school makes teachers must really provide the best learning to students, it can affect students' understanding of the material being studied and this affects the evaluation results in learning (Somad, 2021). Evaluation is necessary to determine the success of Islamic Religious Education topics. In order to be successful in the teaching and learning process as well as in education overall, evaluation must have a method and an objective. The goals established during earlier preparation and the teacher's genuine efforts on behalf of the pupils must form the basis of a solid evaluation (Sutrisno, 2022).

In both theoretical and practical settings, all teachers should be able to evaluate learning. However, the reality in the field is that there are still some teachers who find it difficult to evaluate learning, especially Islamic Religious Education teachers. On the other hand, there are also many Islamic Religious Education teachers who cannot distinguish between evaluation, assessment, measurement, and tests (Hidayat et al., 2019).

Based on information obtained by researchers through meetings with Islamic Religious Education teachers at SMPN 1 Muara Kemumu, that in the practice of evaluating Islamic religious education learning, formative tests have been carried out, therefore researchers are interested in analyzing formative tests in evaluation practices in Islamic religious education learning at SMPN 1 Muara Kemumu.

B. Research Methods

This study employs a particular kind of field research. This study use a descriptive qualitative technique to explain or illustrate a topic (Creswell et al., 2007). The Islamic Religious Education instructor at SMP Negeri 1 Muara Kemumu is the focus of the study. Subsequently, lesson plans and question sheets are acquired from instructor data. Data were gathered by documentation, interviews, and observation (Wijaya, 2018). To see the analysis of formative tests in Islamic Religious Education learning. The data analysis method then makes use of findings or verification, data reduction, and data display. Teachers of Islamic Religious Education at SMP Negeri 1 Muara Kemumu served as the study's informants.

C. Result and Discussion

Result

1. Formative Test in Islamic Religious Education Learning at SMP Negeri 1 Muara Kemumu

Description of the application of formative tests in Islamic Religious Education learning is obtained from informants through interviews by answering several questions to get precise and accurate information. In addition, passive observation is used to prove and strengthen the results of interviews whether the learning process is going well and accurately in accordance with the results of interviews about the analysis of formative tests in Islamic Religious Education learning evaluation practices at SMPN 1 Muara Kemumu.

Mrs. Khodijah as the Islamic Religious Education teacher said that:

Formative tests are carried out after each learning process in one material or per chapter. We carry out this formative test after the process of delivering learning material, more precisely done at the end of learning. This formative test is carried out continuously although sometimes there are time constraints. This formative test is conducted at least once a month.

Based on the results of interviews with Islamic Religious Education teachers, formative tests are carried out after completing one subject matter or per chapter at the end of the learning process at least once a month.

2. Forms of formative tests used by Islamic Religious Education teachers at SMP Negeri 1 Muara Kemumu

By using various forms of formative tests regularly, teachers can continuously monitor students' learning progress throughout the learning process. This helps teachers to adjust lesson plans and provide additional support to students.

Mrs. Khodijah as the Islamic Religious Education teacher said that:

For the form of test that I use in evaluating Islamic Religious Education learning is a post test, which I give at the end of each chapter in learning. The tests used are in the form of written questions, namely multiple choice and essay.

Based on interviews conducted with Islamic Religious Education teachers, it turns out that of the four forms of formative tests available, Islamic Religious Education teachers only use formative tests in the form of written post tests, namely multiple choice and essay.

Discussion

Based on research findings, that the application of formative tests in Islamic Religious Education learning at SMP Negeri 1 Muara Kemumu is carried out at the end of the learning process in one material or per chapter, or at the end of the learning process. This is equivalent to a formative test is a test conducted after each learning process in a certain unit of discussion or competency standard (Shohheh & Kartiwi, 2023). As for the practice of formative tests conducted by Islamic Religious Education teachers can increase the effectiveness of student learning for the better. Formative tests help teachers to evaluate the effectiveness of the teaching methods used. If the test results show that most students have not understood a concept, the teacher can look for alternative teaching methods to explain the concept (Setiawan, 2021).

There are four types of formative tests that are usually used by educators when evaluating learning, namely: Entry-behaviour test, Pretest, Post test, and Embedded test (Rapono et al., 2019). The form of formative test used by Islamic Religious Education teachers in learning evaluation is only in the form of a post test whose questions are in the form of multiple choice and essay. Based on the forms of formative tests there are four types, namely:

a. Entry-behaviour test, which is a test held before a teaching program is implemented and aims to determine the extent to which students' mastery of knowledge and skills can be used as a basis for receiving the teaching program provided.

b. Pretest, which is a test given before teaching begins and aims to determine the extent of students' mastery of the teaching material (knowledge and skills) to be taught.

c. Post test, which is a test given at the end of each teaching unit program. The purpose of the post test is to determine the extent of student achievement of teaching materials (skills and knowledge) after experiencing a learning activity.

d. Embedded tests, namely tests that are carried out on the sidelines or at certain times during the teaching process. This test serves to test students directly after a teaching unit before the post test and is useful data as a formative evaluation for the teaching (Rahmawati et al., 2020).

After being observed, Islamic Religious Education teachers have tried to conduct formative tests but in conducting formative tests the teacher has not carried out all the forms of formative tests that exist, the teacher only conducts formative tests in the form of post tests whose questions are in the form of multiple choice and essays.

D. Conclusion

Formative tests help teachers to evaluate the effectiveness of the teaching methods used. Formative tests are carried out by Islamic Religious Education teachers at SMP Negeri 1 Muara Kemumu after completing

one subject or per chapter. While the form of formative tests used is only in the form of post tests whose questions are in the form of multiple choice and essays.

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