

## The Role of Learning Evaluation in Improving Teachers' Islamic Religious Education Competency

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### Abstract

This research aims to improve the quality of competency of Islamic religious education teachers through the important role of evaluation in the learning process. The method used in this research is library research by critically and in-depth reviewing library materials that are relevant to paper materials such as books and journals that are suitable as references. This data collection uses the source search method and constructs it from various sources, for example books, journals and research that has been carried out. Based on the research process, evaluation is very important in efforts to improve the quality of teacher competence, so this process must be carried out regularly in order to create quality educators. This can be done through several aspects, namely; transparency and openness, assessment instruments, evaluator training, follow-up and support.

**Keywords:** Teacher Competency, Islamic Religious Education, Professional Development, Evaluation Practices

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## INTRODUCTION

Education is an important sector in development in every country. According to Law no. 20 of 2003 education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and country. To achieve this noble educational goal, a curriculum is prepared which is a set of plans and arrangements regarding objectives, content, and learning materials and methods. The curriculum is used as a guide in organizing learning activities to achieve predetermined educational goals. To see the level of achievement of educational goals, a form of evaluation is needed. If we pay attention to the world of education, we will find that every type or form of education at certain times during an educational period always carries out evaluations. This means that at certain times during an educational period, there is always an assessment of the results that have been achieved, both by the educated party and by educators (Miftahkhu Rosyad, 2019).

To achieve these desired goals, in formal educational institutions, namely schools, educational success is determined by the successful implementation of teaching and learning activities, namely the integration between teacher activities and student

activities. How students learn is largely determined by how teachers teach. One effort to optimize learning is to improve teaching which is heavily influenced by teachers, because teaching is a system, improvements must include all components in the teaching system. The most important components are objectives, materials, and evaluation. Learning is a complex process and involves various interrelated aspects. So, to improve the quality and quantity of teaching and learning activities carried out by teachers, teachers must increase the competence of Islamic religious education teachers, especially in implementing learning process evaluations.

The teacher's ability to carry out good and correct evaluations is a major factor in achieving teaching goals. Skills in carrying out evaluations in the learning process are something that is closely related to the duties and responsibilities of teachers as educators. Teachers as educators have a very broad meaning, not limited to providing teaching materials but reaching ethical and aesthetic behavior in facing the challenges of life in society.

Currently, in terms of curriculum, one of the efforts made by the Government to improve the quality of education is by implementing the 2013 Curriculum, the most important thing in this case is the teacher factor. Because no matter how sophisticated the curriculum is and how great the education system is, without good quality teachers, none of this will produce maximum results. Therefore, teachers are expected to have the necessary competencies to carry out their duties and functions effectively and efficiently (Nur Efendi & Muh Ibnu Sholeh, 2023).

Competence is one of the most important teacher qualifications. If this competency does not exist in a teacher, then he will not be competent in carrying out his duties and the results will not be optimal. In the learning process, teachers not only act as models or role models for the students they teach, but also as learning managers. Therefore, the success of a learning process is largely determined by the quality or ability of the teacher.

As stated by Ahmad Saifulloh and Imam Safii (2017) in their research, so far the implementation of Islamic religious education evaluation has not been ideal. Because in assessments it often happens that many teachers do not carry out assessments of student learning outcomes regularly and continuously from time to time and the aspects assessed for learning outcomes are mostly taken from cognitive aspects only, so that the planned learning objectives are not achieved well, or an educator does not have notes. or special attention so that students do not study seriously because they feel that they are not being supervised or monitoring the development of their abilities, which in the end is the most complicated problem in the education system, namely the lack of effective evaluation (Tri Nursinta et al., 2024).

Effective and efficient evaluation is done continuously and comprehensively, it is hoped that educators can obtain a complete picture of the performance and progress of the process and learning outcomes achieved by students in Islamic religious education subjects. So that the PAI lesson is a subject that emphasizes continuous evaluation, refers to the purpose but is also comprehensive covering: cognitive, affective, and psychomotor aspects.

## **METHOD**

In reviewing this paper, we used library research methods by critically and in-depth studying library materials that are relevant to the paper material, such as books and journals that are suitable as references. This data collection uses the method of searching for sources and constructing them from various sources, for example books, journals and research that has already been carried out. Library materials obtained from various references are analyzed critically and must be in-depth in order to support the propositions and ideas (Adlini et al., 2022)

## **RESULTS AND DISCUSSION**

### **A. Teacher's reality**

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education. The teacher's status has implications for the functions for which he is responsible. As a profession tasked with educating, teaching, training and guiding students in order to enable students to acquire knowledge and realize national education goals. The essence of a teacher includes many roles and responsibilities that require dedication, expertise and high commitment to educate and shape future generations.

Teachers are a determining component in the education system as a whole and have main tasks. A teacher must be able to understand the nature of education and the concepts related to it. Among them are the function and role of educational institutions, the concept of education and its implications, the role of family and society in education, the reciprocal influence between schools, families and society, and the national education system, as well as educational innovation (Diana, 2023).

### **B. The Reality of Islamic Religious Education Teachers**

One of the main components of Islamic education that plays an important role in instilling noble morals in students is the teacher. Teachers are a very important component of education. Teachers are the main factor that determines the quality of education. Teaching is essentially a profession, which means a position that requires special skills as a teacher which are not carried out by just anyone in the field of education. Meanwhile, the definition of an Islamic teacher is a person who carries out Islamic guidance to students, in an Islamic education situation in order to achieve the expected goals in accordance with Islamic teachings. The role of Islamic religious education teachers according to Law and Lecturers no. 20 of 2003 states that: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Islamic Religious Education Teachers as teaching staff in schools are an important component in determining the quality of education and achieving common goals, because teachers deal directly with students in the teaching and learning process (Mbagho et al., 2021).

### **C. Professional Teacher Competency Standards**

Professional competence is part of the four basic competencies that all teachers, including Islamic religious education teachers, must master. The term professional comes from the English word, namely *profession* which means career or job. The term professional refers to the Big Indonesian Dictionary, namely professional comes from the word profession, so a professional is someone who has special skills/intelligence in carrying out their profession. A more detailed opinion states that professionalism is the ability and skills that are mastered to be able to carry out one's profession according to one's field of expertise. A more specific definition of professional is someone who can be relied on and trusted because they have expertise, skills, knowledge, responsibility, discipline and dexterity in carrying out their duties so that the results of their work are satisfactory. In other words, a professional teacher is a teacher who can position himself as an educator and also as a good facilitator for students.

Thus, professional competency for PAI teachers is expertise in mastering Islamic religious teaching material and noble morals, broadly and deeply so that they can provide guidance to their students to become faithful Muslims, devoted to Allah SWT. and knowledgeable and also master information technology. In general, professional competence includes five basic competency elements, including:

1. The teacher's ability to master the subject matter that he will develop.
2. Able to understand and apply core and basic competency standards.
3. Able to develop professional attitudes in a sustainable manner.

4. Carrying out reflective activities for self-development
5. Able to utilize technology and information in accordance with educational and learning needs (Budianti et al., 2022).

#### **A. Impact of Evaluation on PAI Teacher Competency**

It is stated in the Law above that one of the pedagogical competencies that a teacher must master is learning evaluation both theoretically and practically. This is a requirement for a teacher to increase his or her capacity as a teacher. For this reason, a teacher must master or can be said to be able to carry out learning evaluations. How important it is that learning evaluation must be carried out by teachers, teachers are required to master the theories contained in learning evaluation itself because evaluation itself is a basic ability that educators must have and master. In conducting an evaluation of adab learning, several steps must be taken by the teacher as an evaluator. First, the teacher must prepare a plan, second, the teacher must carry out the evaluation that has been planned, third, the teacher must process and interpret the scores, fourth, the teacher must report the evaluation results, and finally, fifth, the teacher must utilize the results of evaluation or follow-up. Talking about evaluation issues, there are many tools or instruments that can be used in evaluation activities, one of which is tests (Faisal, 2022).

#### **B. Improving Teaching Quality**

There are several supporting factors that can play an important role in improving teacher performance. Following are some factors that can help improve teacher performance: **Effective Leadership:** Good and effective leadership in schools is very important in improving teacher performance. Principals or school leaders who are inspirational, visionary, and able to provide clear direction can provide motivation and guidance for teachers. **Effective leadership** also includes the ability to build a positive work culture, encourage collaboration, support teacher professional development, and provide constructive supervision and feedback. **Administrative Support and Resources:** Teachers need adequate administrative support and resources to improve their performance. This includes access to good facilities, relevant teaching materials, necessary educational technology, and a conducive learning environment. **Adequate resources and good administrative support** can help teachers focus on their teaching tasks without unnecessary obstacles. **Continuous Professional Development:** Teachers need to have opportunities to continuously develop themselves through professional development programs. This can be training, workshops, seminars or courses relevant to their area of teaching. **Support for professional development** helps teachers improve their skills and knowledge, learn best practices, and adopt innovative teaching approaches. **Collaboration and Knowledge Exchange:** Collaboration between teachers and exchange of knowledge is very important in improving their performance. Teachers can learn from each other through *sharing best practice*, discussion, or teamwork. **Collaboration and knowledge exchange** can provide opportunities to adopt best practices, share experiences, and develop new ideas in teaching. **Positive Work Culture:** A positive work culture in schools can provide support and motivation to teachers. A positive work culture includes good communication, collaboration, mutual respect and teamwork. Teachers will feel supported, inspired, and motivated to provide the best in their teaching in a positive environment. **Recognition and Rewards:** Recognition for hard work and achievements (Nur Efendi & Muh Ibnu Sholeh, 2023).

Teachers as people who are directly involved in the learning process take part in developing the existing curriculum so that learning conditions and atmosphere are created that are conducive and enjoyable. This makes students feel comfortable and easy to understand the learning. Therefore, apart from having the competencies that must be possessed, teachers need to understand the use of information technology well so that the application of information technology in the classroom is carried out well and appropriately. Republic of Indonesia Law No. 14 of 2005 concerning teachers and

lecturers article 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education. and secondary education (Maghfiroh, 2022).

### **C. Professional Development**

Professional/competent teachers not only master teaching materials and fields of knowledge, professional teachers must also have a broad/deep understanding of human nature and society. These attributes will become the basis of the teacher's mentality and work model and discipline in the education industry. Apart from that, in learning implementation activities it is necessary to develop a classroom organizational culture among teachers, as well as a learning organizational atmosphere that is meaningful, innovative, energetic, enthusiastic and communicative, so that it can bring joy to students in accordance with the needs of the national education system Article 40 paragraph 2 a of the Law Number 20 of 2003.

According to Arifin (2000), professional teachers in Indonesia must have the following requirements: (1) A strong scientific foundation as the embodiment of technical and scientific circles in the 21st century. (2) Mastery of professional skills originates from the study and practice of education, namely education as a practical science, not just perception. Education is a system that takes place on site and is scientific in nature. Educational studies must be aimed at the educational practices of the Indonesian people. (3) Prolonged development of professional competence. The teaching profession is a profession that continues to increase between LPTK and educational practice (Risdiyany, 2021).

To be able to carry out their duties professionally, PAI teachers must master at least 4 (four) competencies:

1. Mastering the substance, namely material and competencies related to subjects that are developed according to the applicable curriculum, which is reflected in the planning and development of teaching materials according to the curriculum.
2. Mastering learning methodology, namely specific methods for the subjects in which they are skilled (PAI subjects).
3. Mastering varied evaluation forms and techniques according to the competency to be assessed.
4. Understand, appreciate and practice moral values and professional ethical codes (Rasyid, 2014)

### **D. Competency Assessment Accuracy**

The use of measuring instruments (tests) by teachers to assess student learning outcomes must be of particular quality. Measuring instruments must be valid and reliable, and measurement procedures must be accurate. Because the subjectivity of educators will definitely produce wrong measurement results, which will lead to incorrect interpretation of measurement data. Teachers must also know the condition of the objects (students) being measured. There will undoubtedly be considerable variation in measurement results between groups of students evaluated during the first hour of the learning process and those tested during the last hour of the learning process.

Teachers must pay attention to several factors when choosing material or examples of material to be taught to students. Among these considerations are (1) urgency, namely core competencies, basic competencies and indicators that students must theoretically master; (2) continuity, namely core competencies, basic competencies, and follow-up indicators for deepening previous material; (3) relevance, namely the material is relevant to the study of other fields of study or subjects; and (4) usability, namely the material has high application value in any context. Many factors must be taken into account when developing a measuring instrument or test to ensure its validity, or at least si validity. As a result, this measuring tool can be used accurately to assess the competency of students

who will be assessed (Awi' Farhun, Kurnia Rahmawati, Rahma Dyas Putri Hamidah, Retno Fatmawati, 2023).

#### **E. Implementation of effective Evaluation Practices**

Evaluation in the learning process has an important role in improving the quality of learning (Mujahadah Iskandar & Rasmitadilla, 2024). This research found that effective evaluation can increase the competency of Islamic religious education teachers. Because good learning quality is influenced by the role of competent teachers. Apart from that, evaluation helps educators to see how far students have progressed in the learning process. The implementation of effective evaluation really needs to be considered in the learning process, not only as a benchmark for student understanding but also as part of efforts to increase the competency of PAI teachers in educational institutions. Below are some best practices that can be implemented including:

##### **1. Transparency and Openness**

The evaluation process must be carried out transparently and involve teachers at every stage. Transparency and openness in learning evaluation is an important principle in the education system which aims to ensure that the assessment process is carried out fairly, accurately and reliably (Nafisah et al., 2024). Implementation of the principles of transparency and openness in learning evaluation requires commitment from all parties those involved in the educational process, including teachers, students and educational institutions. By ensuring that the assessment process is conducted fairly and openly, we can help create a more effective learning environment and support students' academic and personal development.

The important thing in transparency in the evaluation process is that students must have full access to the results of their evaluation, including scores and comments from instructors. This allows them to understand the areas where they excel and the areas that need improvement. Then the teacher must provide constructive and specific feedback, so that students can understand their mistakes and how they can correct them. Transparency and openness in the evaluation process are not only focused on the results obtained by educators, but students must be involved in the evaluation process, namely by self- and peer-assessment. This will provide opportunities for students to be involved in self-assessment and peer-assessment, which can increase their understanding. about assessment criteria and developing reflective skills (Sinaga et al., 2024). Then it is also necessary to pay attention to surveys and feedback. Institutions can collect feedback from students regarding the assessment process to identify areas that need improvement and ensure that the assessment system meets student needs.

##### **2. Use of Valid and Reliable Instruments**

Evaluation instruments must be well designed to ensure the validity and reliability of the results. The use of valid and reliable instruments in learning evaluation is very important to ensure that the assessments carried out truly reflect students' abilities and understanding (Atsman & Pauji, 2016). The following is an explanation of validity and reliability and the importance of using valid and reliable instruments in learning evaluation:

###### **a. Validity**

Validity in learning evaluation is a very important concept because it determines the extent to which an assessment instrument actually measures what it is supposed to measure. Validity refers to the extent to which an instrument measures what it is supposed to measure. By using (Magnalena et al., 2023) validity in the evaluation process, it will guarantee accuracy in the assessment process. High validity, evaluation results will be accurate and reliable. This is important to determine the extent to which students have understood and internalized PAI material. Valid evaluation reduces the possibility of errors in

assessing student abilities. In addition, it will increase fairness, which means valid evaluation instruments ensure that all students are assessed based on the same standards. This is important to create a fair evaluation, where every student has an equal opportunity to demonstrate their understanding and skills in PAI.

b. Reliability

Reliability refers to the consistency of results obtained from a measurement instrument. A reliable instrument will provide the same results on different measurements under the same conditions (Heppy Kirana et al., 2024). Reliability is another important aspect in learning evaluation, including in Islamic Religious Education (PAI). Reliability relates to the consistency and stability of evaluation results when the evaluation instrument is used repeatedly under similar conditions. There are several important roles of reliability in the evaluation process, including consistency of assessment and increasing confidence in evaluation results. Assessment consistency means reliability ensuring that evaluation results are consistent over time. This means that if the same evaluation instrument is given to the same students at different times, the results will remain consistent. In the PAI context, this is important to ensure that assessments of religious understanding, practical ability, and appreciation of Islamic values are reliable. Meanwhile, increasing trust in evaluation means that reliable evaluation instruments increase the trust of teachers, students and other stakeholders in evaluation results. This belief is important for making decisions related to learning, such as assigning grades, identifying remedial needs, and planning further learning.

c. Training for Evaluators

Evaluators must receive adequate training to be able to carry out evaluations objectively and constructively. Evaluation training for educators is very important to improve the quality and effectiveness of the assessment process in education (Asi et al., 2024). With good evaluation skills, educators can ensure that their assessments are valid, reliable, fair, and beneficial to student development. This not only improves student learning outcomes but also supports educators' professional development and the overall quality of education.

The following are several reasons why evaluation training is very important for educators, especially in the context of Islamic Religious Education (PAI):

1) Improve Assessment Skills

Evaluation training helps educators develop the skills necessary to effectively design, implement, and assess evaluation instruments. This includes an understanding of the different types of evaluation (formative and summative), appropriate assessment techniques, and how to analyze evaluation results.

2) Ensure Validity and Reliability

With proper training, educators can ensure that the evaluation instruments they use are valid (measuring what they are supposed to measure) and reliable (consistent and stable over time). This is critical to producing accurate and fair assessments of student abilities.

3) Improving the Quality of Learning

Good evaluations not only measure student learning outcomes but also provide useful feedback for educators to improve their teaching methods. Evaluation training allows educators to understand how to use evaluation results to design teaching strategies that are more effective and responsive to student needs.

4) Developing Various Evaluation Instruments

Training helps educators develop various types of evaluation instruments, such as written tests, project assignments, presentations, and observations. In PAI, this variation is important for assessing various aspects of student competence, including theoretical knowledge, practical skills, and appreciation of religious values.

5) Improve Ability to Provide Feedback

Educators who are trained in evaluation are better able to provide constructive and useful feedback to students. Good feedback helps students understand their strengths and weaknesses and provides guidance for further improvement.

d. Follow-up and Support

Evaluation results must be followed by concrete follow-up, including appropriate training and development programs. Follow-up and support in evaluating PAI learning for teachers involves a series of strategic and ongoing steps that include analysis of evaluation results, professional development, mentoring, use of technology, administrative support, and effective communication (Tri Nursinta et al., 2024). With this approach, teachers can improve the quality of their teaching and support students' academic and spiritual development more effectively.

The following are several follow-up steps and forms of support that can be provided:

1) Analysis of Evaluation Results

Teachers need to be given training and support to analyze evaluation results effectively. These include:

- a) Identify Strengths and Weaknesses: Look at areas where students excel and areas that need improvement.
- b) Trends and Patterns: Identify trends and patterns in evaluation results to determine common issues.

2) Follow up plan

Based on the analysis of the evaluation results, the teacher must develop a follow-up plan that includes:

- a) Remedial and Enrichment: Provides remedial programs for students who need additional help and enrichment programs for students who show more progress.
- b) Adjustment of Teaching Methods: Adjust teaching methods and learning strategies based on findings from evaluation results.

3) Continuous Professional Development

Teachers need to continuously improve their abilities through:

- a) Training and Workshops: Attend training and workshops that focus on evaluation techniques, data analysis, and effective PAI teaching methods.
- b) Resources and Materials: Access to the latest resources and learning materials relevant to PAI.

4) Mentoring and Collaboration

Mentoring and collaboration between teachers is very beneficial:

- a) Mentoring: More experienced teachers can guide new or less experienced teachers in conducting evaluations and following up on the results.
- b) Collaboration: Teachers can work together to share best practices, provide feedback to each other, and develop evaluation instruments together.

5) Technology in Evaluation

Support in the use of technology can increase the effectiveness of evaluation:

- a) Data Analysis Software: Use software to analyze evaluation results and identify trends more efficiently.

- b) Online Learning Platforms: Utilize online learning platforms to collect and analyze evaluation data and provide immediate feedback to students.
- 6) Administrative Support
  - Schools and education departments must provide administrative support:
  - a) Policies and Guidelines: Provide clear policies and guidelines regarding learning evaluation.
  - b) Facilities and Resources: Provide necessary facilities and resources to support the evaluation process, such as dedicated time for data analysis and follow-up meetings.
- 7) Continuous Evaluation and Revision
  - The evaluation process should be a continuous cycle that includes:
  - a) Reflection: Teachers should continually reflect on their evaluation practices and look for ways to improve them.
  - b) Revision of Evaluation Instruments: Evaluation instruments should be revised periodically based on feedback and analysis of evaluation results to ensure their relevance and effectiveness.
- 8) Communication with Students and Parents
  - Good communication with students and parents is important for successful follow-up:
  - a) Feedback to Students: Provide constructive and specific feedback to students regarding the results of their evaluations.
  - b) Reports to Parents: Provide clear and informative reports to parents about their child's progress and learning needs.

There are several supporting factors that can play an important role in improving teacher performance. Following are some factors that can help improve teacher performance: Effective Leadership: Good and effective leadership in schools is very important in improving teacher performance. Principals or school leaders who are inspirational, visionary, and able to provide clear direction can provide motivation and guidance for teachers.

Professional/competent teachers not only master teaching materials and fields of knowledge, professional teachers must also have a broad/deep understanding of human nature and society. These attributes will become the basis of the teacher's mentality and work model and discipline in the education industry. Apart from that, in learning implementation activities it is necessary to develop a classroom organizational culture among teachers, as well as a learning organizational atmosphere that is meaningful, innovative, energetic, enthusiastic and communicative, so that it can bring joy to students in accordance with the needs of the national education system Article 40 paragraph 2 a of the Law Number 20 of 2003.

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## **CONCLUSION**

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education. The teacher's status has implications for the functions for which he is responsible. As a profession

tasked with educating, teaching, training and guiding students in order to enable students to acquire knowledge and realize national education goals. The essence of a teacher includes many roles and responsibilities that require dedication, expertise and high commitment to educate and shape future generations. One of the main components of Islamic education that plays an important role in instilling noble morals in students is the teacher. Teachers are a very important component of education. Teachers are the main factor that determines the quality of education. Teaching is essentially a profession, which means a position that requires special skills as a teacher which are not carried out by just anyone in the field of education. It must be mastered by all teachers, including Islamic religious education teachers. The term professional comes from the English word, namely profession, which means career or job. The term professional refers to the Big Indonesian Dictionary, namely professional comes from the word profession, so a professional is someone who has special skills/intelligence in carrying out their profession. It is stated in the Law above that one of the pedagogical competencies that a teacher must master is learning evaluation both theoretically and practically. This is a requirement for a teacher to increase his or her capacity as a teacher. For this reason, a teacher must master or can be said to be able to carry out learning evaluations.

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