


Evaluation of Learning Outcomes of Moral Faith Subjects during Covid-19 Pandemic at MIN East Kotawaringin

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Abstract

This article explores data on the assessment of the learning outcomes of *Akidah Akhlak* during the covid-19 pandemic starting from the stages of preparation, implementation and reporting of the learning results of *Akidah Akhlak* at Madarasah Ibtidayah Negeri (MIN) 1 Kotawaringin Timur. This research uses qualitative type, namely the author discussed in detail using logical analysis and using the theory derived from the book and the results of research on planning and implementation of the evaluation. Data collection techniques through live interviews so that the author obtains information directly from the subjects studied related to the assessment of the learning results of lesson *Akidah Akhlak* at Madarasah Ibtidayah Negeri (MIN) 1 Kotawaringin. The results showed that Preparation of evaluation or assessment of the learning results are very good because before conducting evaluation activities in advance by looking at existing competency standards, as well as basic competencies, indicators, subject matter and also in advance by determining the purpose of evaluation to know the extent of the teacher's success in delivering learning or materials to students. In addition, there is also an identification of learners that aims to understand the learners in order to follow up the results of learners during the learning process and create a question grid before the creation of the question is made. The second Implementation of assessment of the results of *Aikdah Akhlak* at Madarasah Ibtidayah Negeri (MIN) 1 Kotawaringin, has not been fully done because it only uses several kinds of tests that use written tests in the form of multiple choice, essays, oral, and oral test evaluation forms that are direct question and answer, while for practical tests sometimes only a few classes that carry out practical tests.

Keyword: Learning Outcome, Learning Evaluation, Learning at Pandemic Time

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INTRODUCTION

As stated in the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System Article 4 that education is a comprehensive conscious effort carried out in a planned manner with the aim of students being able to actively develop their potential in order to achieve spiritual, religious, personality, and spiritual strength. self-introduction, noble character intelligence in order to welcome the life of society, nation and state.

Realizing all of the things mentioned above is certainly not an easy thing, it requires the cooperation of all aspects and components of education. One of the components that determine these results is the assessment of student learning outcomes, because assessment is the last door to determine whether a student is able to achieve the standards that have been set or not. Assessment is also carried out to measure the success of the learning process so that teachers can find out the advantages and disadvantages of learning activities. The results of the assessment of the learning process can be used as input for teachers to make improvements in their learning activities.

The COVID-19 pandemic has had an impact on the education sector. This pandemic has caused several schools to close and require learning from home or often referred to as WFH (Work from Home) and also online learning (Ilyasa, et al., 2020). Application of the WFH system or online learning during the pandemic, it caused various problems experienced by teachers, both in terms of the implementation of learning and evaluation of learning (Sudarmo & Muslimah, 2020). Evaluation or assessment is carried out as an effort to improve the quality of learning in madrasas. The data obtained from the evaluation of learning outcomes can later be used as a reference in improving learning at the next stage. Learning outcomes evaluation activities sometimes receive less serious attention from educators and are more concentrated on learning activities that will be carried out or can be said to be more focused on the process of implementing learning. This can be seen from the questions that will be used in the evaluation, which are prepared without paying attention to the provisions of good and correct preparation of questions, even though we know that this evaluation is a very important factor in seeing the success of a learning process carried out for one semester.

The critical period experienced by adolescents during the pandemic is also related to the shift from attachment to old patterns (parents) to new patterns/peer groups (peer groups), so they tend to spend their time with peers with all the rules that are different from the previous rules. This condition has the potential to create inner conflicts between adolescents and their parents and adolescents and their peers. This situation simultaneously conditions teenagers to commit many violations (LeBlanc, et al., 2008; Kerr, Stattin, & Burk, 2010). Parents play a big role in directing and keeping teenagers from being trapped in actions that damage themselves and their future.

Another critical condition experienced by adolescents is the existence of demands in adolescents due to physical and psychological development, and demands from the environment outside themselves (peer groups) that must be met (social adjustment). In the process of self-adjustment in adolescents, inner anxiety, lack of confidence, lethargy / lack of enthusiasm, a lot of daydreaming arises, causing stress, even depression and other negative behaviors such as

juvenile delinquency, substance abuse, and suicide (Gould). , et.al., 2003; Barber & Olsen, 2004; Newman, et.al., 2007). Therefore, a learning approach that is humanist, conducive, and pays attention to the tendencies of the youth is needed.

Learning Akidah and Morals plays a very important role in the process of saving the critical period experienced by adolescents, and at the same time serves to develop the potential that exists in them. The creed which is based on belief in the existence of Allah can function as a driving and directing factor so that all activities and worship in a broad sense are carried out only to seek the pleasure of Allah (Sura al-An'ām: 162). Students who already have a solid and correct faith, will always feel that wherever they are, Allah will always supervise them. Akidah teaches that Allah is All-Hearing and All-Seeing every movement and condition of His creatures (Sura Yunus: 61, al-Baqa-rah: 129), All-perfect of all shortcomings and weaknesses (Surah ar-Rahman: 27). Meanwhile, morality as an embodiment of faith or belief that is solid in itself will be a motivator and foundation to always actualize that faith in ways of thinking, behaving, and acting in the framework of seeking His pleasure.

Akidah and Morals learning is a conscious and planned effort in preparing students to recognize, understand, live and believe in Allah, and realize it in everyday life through guidance, teaching, practice, use of experience, and habits. In the life of a pluralistic society in the religious field, this learning is also directed at strengthening faith on the one hand, and increasing tolerance and mutual respect with adherents of other religions in the context of realizing national unity and unity (Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning Graduate Competency Standards). and Content Standards for Islamic and Arabic Education in Madrasas).

Based on the author's observations of all PAI teachers at MIN-1 Kotawaringin Timur, it was found that all PAI teachers in the madrasah had carried out an evaluation of learning outcomes, but it is not known for sure whether in assessing student learning outcomes it has been carried out properly or not. In addition, the relevant techniques and types of tests are not yet known to be used in measuring the level of mastery of students' competence as a result of learning. Departing from the background of the problems described above, the authors would like to know more deeply about the evaluation of learning outcomes carried out by Akidah Akhlak teachers. at MIN-1 Kotawaringin Timur by conducting a research entitled Assessment of Learning Outcomes from the Akidah Akhlak Maple during the Covid-19 period at MIN-1 Kotawaringin Timur. The implementation of Akidah and Akhlak learning at MIN-1 Kotawaringin Timur to achieve these goals must be evaluated and developed according to the needs and development of the community. This evaluation and development does not only concern the material, but also the development of aspects of teacher performance, student motivation and attitudes, learning facilities, classroom climate, learning

methods, and learning facilities. In other words, evaluation in the context of a logical model must be comprehensive both regarding input, process, output and learning outcomes

Evaluation is a series of activities to determine conditions, whether or not a learning goal is achieved (Sulistiyorini, 2009). Evaluation of the learning process is carried out to measure the achievement of learning objectives, the relevance of learning objectives, evaluation methods and student learning methods. Assessment is a series of activities or activities that are planned and ongoing to collect information in the form of data about the process and learning outcomes of students as the basis for making decisions about learning completeness with certain criteria and considerations (Zainal Abidin, 2009). The decision in question is a decision about student learning outcomes, such as the value to be given or also the decision to increase class and graduate. The value that will be given is related to the learning outcomes of students, where learning is a conscious activity of an individual to obtain a new behavior change as a whole, the change is categorized as the result of the individual's own experience in interaction with his environment (Aunurrahman, 2010)

Efforts that can be used to improve learning outcomes are to improve the quality of assessment of learning outcomes. Assessment is closely related to decision making. The decision in question is the provision of value. Giving a measurement score has meaning and can be used for decision making if it is converted into a value (Purwanto, 2016). If the learning outcomes assessment technique is right on target, the learning outcomes obtained will be maximized. No matter how good the learning system implemented by the teacher is without being accompanied by a quality assessment, the results obtained will not be optimal.

The learning outcome assessment system in Madrasah Ibtidaiyah must be guided by the educational assessment standards set by the Ministry of Education and Culture of the Republic of Indonesia and other assessment regulations relevant to the assessment of learning outcomes at the MI level. are several things that need attention from teachers related to the assessment of student learning outcomes, including:

1. Assessment activities by teachers are not only assessing student learning outcomes but assessments must be used as learning to add insight and knowledge for students.
2. Assessment activities must really be directed at measuring the achievement of the Basic Competencies (KD) contained in the Core Competencies (KI-1, KI-2, KI-3, and KI-4).
3. Assessment of learning outcomes is based on reference criteria, namely comparing the achievement of student competencies with predetermined criteria, namely the Minimum Completeness Criteria (KKM).

4. Assessment activities should be carried out in a planned, systematic and sustainable manner. All indicators must be truly measurable and analyze the results, which basic competencies have or have not been achieved, where are the children's learning difficulties.
5. The results of the assessment are analyzed to determine the next steps, whether enrichment is provided for students who have passed completeness or remedial for students whose learning scores are below completeness (Directorate General's Decision, 2018).

Teacher activities in assessing learning outcomes must be based on the purpose of the assessment, because it is necessary to understand what the purpose of the assessment is. The objectives of the assessment of learning outcomes at Madrasah Ibtidaiyah are:

1. To measure the level of achievement of student competencies in affective, cognitive and psychomotor aspects as a result of learning activities in madrasahs.
2. As a material for making decisions on competency completeness criteria, either periodically, namely on daily tests, in the middle of the semester or at the end of the semester.
3. As a basis for implementing enrichment programs for students who have completed their studies and remedial for students who have not reached the specified value criteria.
4. As material and input for teachers to improve the next learning activity.

Evaluation needs to get serious attention so that the evaluation given is really on target. Evaluation is the most important part that cannot be separated from learning. With evaluation, the success of learning activities can be measured. Based on its function, educational evaluation can be grouped into three, namely:

1. Evaluation of learning programs, including learning objectives, content of learning programs, learning strategies and other aspects.
2. Evaluation of the learning process, including the suitability of learning activities with the curriculum, teacher capacity in carrying out learning and student competence in participating in learning.
3. Evaluation of learning outcomes, measuring the level of student mastery of the competencies that have been set in the affective, cognitive and psychomotor aspects (Suharsimi Arikunto, 2002).

Assessment of learning outcomes by teachers must cover three aspects that have been stipulated in Permendikbud number 23 of 2016, namely affective/attitudes, cognitive/knowledge, and psychomotor/skills (Kemendikbud, 2016).

The procedure for assessing student learning outcomes includes at least three stages, as follows:

1. The planning stage, which starts from analyzing the Graduate Competency Standards (SKL), Core Competencies (KI) and Basic Competencies (KD) contained in the 2013 curriculum. and lesson plans that contain lesson plans and assessments. The assessment plan in the lesson plan must include three aspects of the assessment, namely affective, cognitive and psychomotor. In addition, the assessment plan in the RPP must also contain assessment techniques, forms and types of tests that will be used to assess students' learning outcomes after learning activities. The daily test questions are made referring to the indicators and essential materials contained in the lesson plans, while the mid-semester and end-semester test questions refer to the grid of questions that have been made.
2. In the implementation stage, daily tests are usually carried out at the end of the lesson. While the Mid-Semester Assessment (PTS) is carried out after several subjects are taught, the end-of-semester assessment (PAS) is carried out after all the subjects are taught or at the end of the semester. The assessment implementation system can be carried out face-to-face in a classroom supervised by a teacher and can also be carried out online. Assessments carried out online of course use applications that are connected to the internet network. The application used can of course be used by the teacher to send test questions and the test questions can be accepted by students. Applications that can be used to send test questions include WA, google form, kahoot, quizizz, google classroom and others by using a computer or android phone. The teacher just chooses which application is easy to use and can be accessed by students.
3. The reporting stage, after the results of student work are corrected and graded, the next step is to report the results of the assessment of each subject to the parents of students in the form of a report card. Daily grades, mid-semester grades and end-of-semester grades are combined into subject grades with an amalgamation formula adjusted to the provisions applicable to each madrasa. The technique of reporting student learning outcomes can use the manual method or the old method, and it can also use the digital report card application (ARD). Each technique of making learning outcomes reports has advantages and disadvantages.

Assessing learning outcomes is not an easy matter, it is necessary to understand the techniques and types of tests that are in accordance with the competition to be assessed. The author will describe the techniques and types of tests that can be used to assess learning outcomes in the three domains of education, as follows:

1. Affective/attitude aspects, the way that can be used to assess this aspect is to observe student behavior and record it in an assessment journal made by the teacher. . First, determine the attitude competencies and achievement

indicators that will be assessed, for example discipline, the indicators are coming to school on time, doing assignments on time, and obeying school rules. The teacher observes student behavior according to their competence and achievement indicators and records it in an attitude assessment journal. Another way that can be used to assess student behavior is *self-assessment and peer assessment*. The type of test used is a questionnaire containing statements that must be chosen by students;

2. Cognitive/knowledge aspects, the method used to assess this aspect is by testing and non-test. Tests that can be applied to assess include written tests, oral tests and assignments. Types of written tests that are commonly used in the form of essay questions, multiple choice, stuffing, matchmaking and true false. The teacher must really understand the provisions in making test questions in the form of multiple choice, description, true and false, matchmaking and filling, so that in making them more focused and not violating the provisions of making test questions. Non-test techniques can usually be in the form of interviews and questionnaires containing a number of questions that must be answered by students. This non-test technique is rarely used to assess student learning outcomes;
3. The psychomotor/skills aspect, the method used to assess this competency is through performance/practice tests, projects, portfolios and products. The method that is often used to assess skills is a practical test, in which the teacher assigns students to practice an activity such as ablution, then the teacher observes a series of student ablution movements and provides an assessment of the practice assessment instrument.

Educational assessment standards according to the National Education Standards Agency (BSNP) consist of five standards, as follows:

1. General education standards, including the selection of assessment techniques tailored to the character of the subject and the type of information to be obtained from students on aspects of attitudes, knowledge and skills . Teachers at least three times carry out daily tests before the Mid-Semester Assessment (PTS) and three times after, carry out the Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS) with assessment techniques that vary according to the character of the essential material and competencies to be measured. ;
2. Assessment planning standards, making assessment plans on the syllabus and lesson plans that contain aspects to be assessed, techniques used to assess, assessment instruments and scoring guidelines;
3. Standards for the implementation of the assessment, the teacher must carry out the assessment in accordance with the assessment plan contained in the syllabus and lesson plans, ensure the implementation is free from cheating, examine the work of students and provide feedback;

4. Standards for processing and reporting assessments, including scoring, processing scores, combining scores into one score, giving one score for each subject that is submitted to the homeroom teacher to be written in the report book.
5. Standards for the use of assessment results include classifying students' mastery, providing feedback, providing remedial to students who have not achieved mastery, providing enrichment to students who have exceeded learning mastery, and evaluating the effectiveness of the learning that has been done (Saiful Anwar & Fakhrudin Agus, 2016).

METHODS

This research is a field research with descriptive qualitative type. The research location is at MIN-1 Kotawaringin Timur with the research subject being Akidah Akhlak teachers and research informants are school principals and fifth grade students at MIN-1 Kotawaringin Timur. The data collection technique that the author uses is observation, interview and documentation techniques (Nana Syaodih, 2015). The data validation technique used by the author is technical triangulation, which is to test the truth of data and information from the same source with different techniques (Sugiyono, 2015).

RESULTS AND DISCUSSION

A. Preparation for the Assessment of Moral Moral Learning Outcomes at MIN-1 Kotawaringin Timur

Based on the results of interviews with the Akidah Akhlak teacher at MIN-1 Kotawaringin Timur with the initial S, it was obtained information that the preparation made by the teacher in evaluating the learning outcomes of Akidah Akhlak in MIN-1 Kotawaringin Timur before conducting evaluation activities, firstly analyzing the content of the PAI curriculum such as graduate competency standards, core competencies, basic competencies, and essential materials. The next step is to determine the purpose of the evaluation in order to determine the extent to which the absorption or level of achievement of the competence of students towards the teaching materials delivered by the teacher is determined. Before carrying out the assessment, the teacher prepares a continuous assessment plan on the syllabus and lesson plans which includes aspects of assessment, techniques and types of tests. This is confirmed by the lesson plans and syllabus documents made by the teacher. Preparation of daily test questions or formative tests refers to the indicators formulated in the syllabus and lesson plans. Meanwhile, for the preparation of the Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS) questions, it refers to the grid made by the PAI teacher.

The results of interviews with Akidah Akhlak teachers with the initials S at MIN-1 Kotawaringin Timur indicate that the assessment planning carried out by a teacher is classified as good, because the planning has been integrated into the RPP at the end. At the assessment point at the end of the lesson plan, there are three educational domains to be measured, assessment techniques, types and forms of assessment equipped with question instruments.

The planning for the assessment of Akidah Akhlak learning outcomes made by the teacher with the initial S can be concluded to be good, because it meets the assessment planning standards set by the Director General of the Ministry of Religion of the Republic of Indonesia (Directorate General of Islamic Education , 2018). In addition, based on the results of the study, it is also known that the evaluation conducted by Akidah Akhlak teachers at MIN-1 Kotawaringin Timur aims to assess the achievement of learning objectives, measure learning aspects, measure student knowledge, as motivation for students, provide information for counseling and guidance. educational curriculum formulation.

B. Implementation of the Akhlak Learning Outcomes Assessment at MIN-1 Kotawaringin Timur

From the results of direct interviews with the Akidah Akhlak teacher initials S, it was obtained information that the implementation of the Akhlak learning outcomes assessment at MIN-1 Kotawaringin Timur during the covid-19 period was as follows:

1. Assessment on affective aspects which should not be done by observing student behavior directly because during the covid-19 pandemic the children of MIN-1 East Kotawaringin learn from home online. However, attitude assessment is still given to students indirectly through WA or the activeness of students in doing the assignments given by the teacher. For example, students do assignments on time, so the teacher can assess disciplinary competence. Students do the tasks given by the teacher well, therefore the teacher can assess the competence of responsibility.
2. Assessments on cognitive or knowledge aspects during the COVID-19 pandemic are carried out online using the WA application and google forms for daily tests or formal tests. The teacher sends the google form question link to the WA group of each class, and students just open the link and answer the daily test questions. After finishing answering the questions, students at the final stage just click send, then the student's answers will be sent to the teacher's google drive accompanied by scores. By using google forms, teachers no longer need to correct students' answers, because they are automatically corrected by Google Drive. As for the end-of-semester test, it is carried out offline, the question script is

printed out and reproduced according to the number of students. Students work on test questions at the end of the semester at school with a limited number and alternately.

3. Psychomotor/skill assessment during the covid pandemic is carried out using practical techniques through video calls. The teacher through video calls can see students practicing a movement, for example with a video call the teacher can see and assess students in memorizing tayyibah sentences and their meanings.

From the description above, the authors can conclude that the implementation of the assessment of learning outcomes for the Akidah Akhlak subject at MIN-1 Kotawaringin Timur has carried out an assessment that touches on three aspects required by the Ministry of Education and Culture which include the cognitive, affective and psychomotor domains (Permendikbud, 2016). The implementation has been going well, although in the implementation there are still obstacles such as children who do not have an Android cellphone. The child is asked to come to school, to do off-line test questions. To assess the attitude of students, the teacher has a little difficulty in the online assessment system. This strengthens Muslimah's research that there are many obstacles in online learning, automatically constrained by the implementation of the evaluation (Sudarmo & Muslimah, 2020). In contrast to face-to-face attitude assessment, teachers can directly observe the behavior of their students.

- C. Reporting on the Assessment of Akidah Akhlak Learning Outcomes at MIN-1 Kotawaringin Timur The

report on the assessment of learning outcomes for Akidah Akhlak subjects is submitted to parents through the homeroom teacher, the grades submitted are a combination of daily grades, mid-semester grades and end-of-semester grades. The formula for combining values is used, $NR = 50\% \text{ average daily value} + 20\% \text{ PTS value} + 30\% \text{ PAS value}$. What is done by teachers at this school means that they have processed data from scores into values (Purwanto, 2016). Combining daily grades, mid-semester grades and end-of-semester grades using the Digital Rapot Application (ARD). The teacher only inputs these values into the ARD, the system will process them into one value, namely the value of the lesson gem. Reporting the value of student learning outcomes includes three aspects, namely attitudes, knowledge and skills accompanied by a description of the achievement of each competency.

Based on the implementation of the Akidah Akhlak learning evaluation at MIN-1 Kotawaringin Timur, they actually carried out the stages of implementing the evaluation to achieve the learning objectives as stated by Sulistyorini (Sulistyorini, 2009). In tune with the meaning of evaluation itself, it is an activity of giving or determining value to students based on certain criteria (Nana Sudjana,

2010). One of them can be used as a measure of success, which is carried out by taking into account certain criteria (Zainal Abidin , 2009), As an effort to increase teacher learning activities at MIN-1 Kotawaringin Timur, placing process evaluations as information material about the quality of learning and as a controller of PAI teaching and learning activities. . Evaluation of learning outcomes is functioned as a provider of information related to student learning outcomes achieved. Thus, it can be understood that the existence of an evaluation of Akidah Akhlak learning is very important in the learning process and can affect the achievement of overall learning objectives at MIN-1 Kotawaringin Timur.

Several previous findings reveal that moral aqidah lessons are not only taught in the form of learning, but also in direct practice, both from giving charity to the needy, praying 5 times a day and practicing ablution properly and correctly (Setyaningrum, 2017; Zakaria, 2018). The practice exam process is carried out by means of other students paying attention to students who are doing ablution practice, then the students who are paying attention explain to the teacher whether the sequence of ablution procedures is appropriate. This practice is called a continuous practice exam.

Other finding also showed that the process of learning the moral creed with these practices, the child becomes a person who is honest, fair (Anis, et al., 2020; Kamaludin, et al., 2020), has character and understands the procedures for everything that has been taught in learning the moral creed (Syahfriani, Hasibuan, & Fanreza, 2020; Fatimah, 2019; Dewi, et al., 2020). Learning of the moral creed and also the learning objectives of the moral creed is very important for students to instill good morals, and understand each other. The learning of the moral creed and the learning objectives of the moral creed can foster and underlie the lives of students with religious values and also raise the spirit of students' sense of concern for fellow human beings.

Learning evaluation is an assessment process that is carried out systematically and continuously on students in order to determine learning outcomes which include three aspects, namely knowledge, skills and attitudes. Evaluation has the meaning of an activity to give values or considerations in accordance with predetermined criteria to obtain objective and accurate evaluation results with quantitative and qualitative results (Kuntum and Siti, 2019). Learning evaluation is basically a consideration or giving a value in accordance with what has been done through certain criteria. Therefore evaluation is very important to do in order to get better and very accurate results.

CONCLUSION

Preparation for the assessment of Akidah Akhlak learning outcomes at MIN 1 Kotawaringin Timur is before conducting evaluation activities, first paying attention to learning components concerning competency standards, basic competencies, indicators, learning subject matter, and also first by determining the evaluation objectives in order to determine the extent of the teacher's success. in delivering learning or material to students. The assessment plan is formulated in the syllabus and lesson plans at the end which contains aspects that will be scored, assessment techniques, question instruments and scoring guidelines. The result assessment carried out by Akidah Akhlak teachers at MIN 1 Kotawaringin Timur on aspects of attitudes, knowledge and skills during the COVID-19 pandemic was carried out online using the WA application and google form. Although the assessment of learning outcomes is online, objectivity in assessing students is still a priority. Students who do not have an Android HP device are asked to come to school to do test questions at school. Reports on the assessment of learning outcomes for Akidah Akhlak subjects are submitted to parents through the homeroom teacher, the value submitted is a combination of daily grades, mid-semester grades and end-of-semester grades into one value, namely the value of lesson gems. Reporting the value of student learning outcomes includes three aspects, namely attitudes, knowledge and skills accompanied by a description of the achievement of each competency.

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