

EVALUATION ANALYSIS OF ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING IN THE SEMESTER CREDIT SYSTEM OF SMAN 1 PAMEKASAN

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Abstract

To improve the quality of education, it is necessary to provide learning evaluations with a semester credit system to select students in the learning process. Therefore, this study aims to determine the application of the Semester Credit System (SKS) in Islamic Religious Education Learning and analyze the Implementation of PAI Learning Evaluation in the Semester Credit System at SMAN 1 Pamekasan. This research uses qualitative methods with a type of case study research. Data collection techniques use observation, interviews and documentation. While data analysis techniques go through the stages of data reduction, data presentation and conclusions. The results showed that face-to-face teaching, 1 hour of structured assignments, and 1 hour of independent activities, were delivered according to the principles of flexibility, excellence, continuous improvement, and equity. In contrast, the assessment of the credit system this semester uses the Model (IP) $<2.66 -> 3.66$.

Keywords: Analysis, Evaluation, PAI, SKS

INTRODUCTION

Evaluation is the last action taken to identify whether the objectives have been successfully achieved or not, and assessment is a component of the learning system.¹ Learning is desirable because it is an activity or process to assess something, or because it serves to assess a student's learning after it has been exposed for a certain time. Islamic Religious Education (PAI) has a crucial role in the development of religious and moral values of students in Indonesia.² To ensure the effectiveness of PAI teaching and learning, learning evaluation is a key instrument in assessing the achievement of learning objectives.³ One evaluation approach that is currently developing is the use of a semester credit system, which offers a more structured and measurable assessment framework.

Islamic Religious Education (PAI) learning is an initiative that is focused specifically on developing the diverse characteristics of students' subjects so that they can better understand, appreciate and practice Islamic teachings.⁴ Furthermore, PAI is not only a process of conveying knowledge and religious norms, but is also an effort to realize the physical and spiritual

¹ Ruth V. Aguilera, et all, "Organizational Goals, Outcomes, and the Assessment of Performance: Reconceptualizing Success in Management Studies," *Journal of Management Studies* Vol. 61, no. 1 (2023): 123.

² Vika Kartika Sari, dkk, "Humanistic Approach in Islamic Religious Education Curriculum Development," *Belaje: Jurnal Pendidikan Islam* Vol. 8, no. 2 (2023): 13.

³ Ina Magdalena, dkk, "Pentingnya Evaluasi Dalam Proses Pembelajaran Dan Akibat Memanipulasinya," *Masaliq: Jurnal Pendidikan Dan Sains* Vol. 3, no. 5 (2023): 811.

⁴ Muna Hatija, "Implementasi Teori-Teori Belajar Dalam Pembelajaran Pendidikan Agama Islam," *Al-Rabwah : Jurnal Ilmu Pendidikan* Vol. 17, no. 2 (2023): 130.

manifestations of students, where students are taught noble, ethical, personality and Islamic morals that are complete with the character of akhlaqul karimah.⁵

As a subject that is integrated into the curriculum in schools in Indonesia, PAI learning evaluation is an important aspect in ensuring the effectiveness of this educational process.⁶ The semester credit system, which is being introduced at the secondary education level in several regions, including at SMAN 1 Pamekasan, offers a structured and measurable evaluation method. SMAN 1 Pamekasan, a secondary school in East Java, also implemented a semester credit system as part of their efforts to improve the quality of learning and evaluation. However, the effectiveness of PAI learning evaluation in the context of the semester credit system at SMAN 1 Pamekasan is still a concern. Although efforts have been made to improve the evaluation system, there is still an urgent need to further analyze the dynamics of evaluation and understand its impact on student learning achievement.

Apart from that, the problem that occurs at SMAN 1 Pamekasan school is that during the learning process at school there are still students who still don't care about the lessons delivered by educators, so students will have difficulty facing exams at the end of the semester and won't even be able to answer the questions asked. given by the educator, so it must be repeated / remedied. The presence of this SKS system is to improve and provide stimulus to students regarding seriousness in the learning process. The Semester Credit System (SKS) is different from the package system.

The Semester Credit System (SKS) also allows students to complete their studies faster than the study hours specified for each educational unit.⁷ The Content-Based Semester Credit System is defined as a system for administering educational programs in which students independently determine the study load and course assignments for each semester in an academic unit. In the semester credit system, the study load for each subject is expressed in semester units. The study load of 1 credit includes 1 hour of face-to-face teaching, 1 hour of structured assignments, and one hour of unstructured independent activities.⁸ Departing from the innovation explained, the researcher will examine in depth the implementation of semester credits at SMAN 1 Pamekasan school.

Therefore, the development of a PAI curriculum based on a semester credit system at SMAN 1 Pamekasan is a progressive step in responding to the increasingly complex demands of the times. However, to ensure that its implementation has a significant impact, quality evaluation of its effectiveness is required. Through a qualitative approach, this research will explore teachers' and students' perceptions of PAI learning evaluations in the semester credit system, understanding the challenges, successes, and needs for improvement. By gaining in-depth insight into the dynamics of PAI evaluation at SMAN 1 Pamekasan, it is hoped that this research can provide a valuable contribution in increasing the effectiveness of PAI learning, as well as providing a basis for improving evaluation policies and practices in other schools with similar contexts.

⁵ Lutfia Salsabila dan Taufikin, "Improving Noble Characters through Learning Islamic Religious Education Materials According to the Perspective of Ibn Qayyim Al-Jauziyyah," *International Journal of Social Science and Human Research* Vol. 07, no. 01 (2024): 74.

⁶ Rezani Ahzim, dkk, "Kahoot-Based PAI Learning Evaluation," *Indonesian Journal for Islamic Studies* Vol. 16, no. 2 (2023): 55.

⁷ Irmawati, "Implementasi Sistem Kredit Semester (SKS) Di SMP Negeri 5 Yogyakarta," *Jurnal Kebijakan Pendidikan* Vol. 8, no. 2 (2019): 141.

⁸ *Model Pengembangan Sistem Kredit Semester Sekolah Menengah Atas, Direktorat Pengembangan SMA Direktorat Jenderal Pendidikan Menengah* (Kementrian Pendidikan dan Kebudayaan, 2015).

RESEARCH METHODS

This research uses descriptive qualitative research methods.⁹ With a case study type approach.¹⁰ This research was conducted by SMAN 1 Pamekasan as one of the schools that implements evaluation using a semester credit system. The subject of this research used a purposive technique as an effort carried out by researchers in determining informants. The informants in this research consisted of the Principal, Public Relations, 1 PAI teacher, and 4 students. Data received by researchers through direct interviews by asking several questions related to the research title about semester credits at SMAN 1 Pamekasan school. Data collection techniques use observation, interviews, documentation.¹¹ The data analysis uses the Miles and Huberman interactive model which contains collection data, education data, display, conclusion.¹² And draw conclusions where the conclusions found are useful for office holders. The validity of the data was tested using triangulation of sources and techniques.¹³

DISCUSSION

Semester Credit System (SKS) Learning in PAI Learning at SMAN 1 Pamekasan

SMAN 1 Pamekasan, located in Pamekasan district, has established itself as a superior school and is an example for other schools in the region. This excellence is not only visible from the students' academic and non-academic achievements, but also from the innovation in the education system they implement. One of the important innovations that has been implemented by SMAN 1 Pamekasan is the implementation of the Semester Credit System (SKS), which has been implemented since 2020.

The Semester Credit System is a learning method that provides students with more flexibility in choosing subjects and adjusting the study load according to each student's learning speed and abilities. This system is generally known in higher education, but its implementation at the high school level is an innovative step that shows SMAN 1 Pamekasan's commitment to improving the quality of education. Based on the results of an interview with Mrs. Heny Sari Rosa, S.Pd, Head of Public Relations at SMAN 1 Pamekasan, it is known that this school has implemented this system for the last two years, making SMAN 1 Pamekasan a pioneer in implementing SKS at the high school level in Pamekasan Regency. The decision to implement this system was based on direct direction from the governor, demonstrating the full support of the regional government for innovative educational initiatives.¹⁴

This is also similar to the opinion expressed by Mrs. Fahrish Shiyam, S.Pd.I, as an Islamic Religious Education teacher at SMAN 1 Pamekasan, that the implementation of the semester credit system has brought many benefits to the learning process at school. With this system, students have the ability to regulate their learning rhythm, which in turn can increase motivation and more optimal learning results.¹⁵

The implementation of SKS at SMAN 1 Pamekasan also supports the development of a curriculum that is more dynamic and adaptive to changing educational needs. This allows schools to

⁹ Zuhri Abdussamad, "Metode Penelitian Kualitatif," (*Makasar: CV. Syakir Media Press*) 1, no. 2 (2021): 23.

¹⁰ Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2019).

¹¹ Zaluchu, S. E, "Strategi Penelitian Kualitatif Dan Kuantitatif Di Dalam Penelitian Agama," *Jurnal Teologi Injili Dan Pembinaan Warga Jemaat*, Volume 4, No. 1 (2020): 76.

¹² Imam Gunawan, *Metode Penelitian Kualitatif* (Jakarta: Bumi Aksara, 2017).

¹³ Umar Sidiq dan Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019).

¹⁴ Wawancara Dengan, "Kabid Humas SMAN 1 Pamekasan Pada Tanggal 2 April 2024.

¹⁵ Wawancara dengan Guru PAI di SMAN 1 Pamekasan pada Tanggal 2 April 2024, "Wawancara Dengandi SMAN 1 Pamekasan Pada Tanggal 2 April 2024.

be more responsive in facing the challenges of modern education and better prepares students for higher education and the world of work. This is in accordance with the opinion of one of the students at SMAN 1 Pamekasan, based on the results of interviews conducted with five students at SMAN 1 Pamekasan, it can be seen that the implementation of the Semester Credit System (SKS) has been received positively by the students. Alya Nur Hidayah, a grade XI science student, stated that SKS provides freedom in choosing lessons that suit her interests and future career needs, which increases her learning motivation.¹⁶

Bayu Perdana, a grade XII social studies student, appreciates the flexibility in setting the study load which allows him to focus more on preparing for the university entrance exam. Citra Alpina, a grade X science student, was initially confused by the new system, but later enjoyed the flexibility it gave to focus on the subjects she liked.¹⁷ Dedi Sahputra, a grade XI social studies student, admits that although SKS provides freedom, the system also requires him to make decisions that can sometimes be challenging.¹⁸ However, the support from teachers really helped him in adapting. Then the students feel that this system is very advantageous mainly because he already has clarity on the direction of study he wants to pursue, so he can choose subjects that support his aspirations. Overall, despite some adaptation challenges, the benefits felt by students show that the SKS system is effective in increasing motivation and learning efficiency at SMAN 1 Pamekasan. It is important for schools to continue to provide support and guidance for students, especially those who are still adapting to the new learning system.

The successful implementation of SKS at SMAN 1 Pamekasan can be a reference for other schools in Pamekasan Regency and even in other regions. The implementation of this innovative system not only strengthens the reputation of SMAN 1 Pamekasan as a superior school, but also shows the importance of adaptation and innovation in our current education system to produce quality educational outputs that are relevant to future needs.

Therefore, the application of the Semester Credit System (SKS) in Islamic Religious Education (PAI) subjects at SMAN 1 Pamekasan has revealed a number of significant findings that show positive changes in learning approaches. Since the introduction of credits in 2020, students have enjoyed a higher degree of flexibility in organizing their learning process, selecting study loads according to pace and personal capacity, directly increasing their motivation and satisfaction in learning. Observations and interviews show that with fewer students per class, interaction between students and teachers increases, facilitating more in-depth and participatory discussions about Islamic teachings and values.

The PAI curriculum has been adapted to utilize the credit format more effectively, with smaller, more modular learning units that allow better tailoring to students' individual needs and integrating contemporary issues relevant to them. This not only makes the material more interesting for students, but also increases its relevance to their daily lives. From an academic perspective, exam results showed improved grades, with students' average grades up about 10% from the previous year, reflecting the effectiveness of this new learning approach in improving comprehension and retention of subject matter.

However, the transition to SKS is not without challenges. Both teachers and students have difficulty in early adaptation to this more independent and flexible system, especially with regard to the timing of learning and the completion of assignments. In addition, teachers face the added challenge of planning and assessing tasks that are more tailored to students' individual needs, requiring a greater investment of time and dedication. In order to optimise the benefits of the credit

¹⁶ Wawancara dengan Alya Nur Hidayah, "Siswa SMAN 1 Pamekasan Pada Tanggal 2 April 2024.

¹⁷ Wawancara dengan Citra Alpina, "Siswa SMAN 1 Pamekasan Pada Tanggal 2 April 2024.

¹⁸ Wawancara dengan Dedi Sahputra, "Siswa SMAN 1 Pamekasan Pada Tanggal 2 April 2024.

system, research suggests that continued support and more focused curriculum adjustments are key to overcoming these barriers and strengthening student learning outcomes going forward.

Based on interviews and documentation that have been conducted by researchers, it can be seen that the Semester Credit System (SKS) at SMAN 1 Pamekasan, the semester credit system is an innovation in the world of education that aims to improve the quality of education through various services to adjust to the diversity of talents, interests, and acceleration of student learning. This is in accordance with Law Number 20 of 2003 concerning the National Education System Article 12 paragraph (1) point (b) which specifies that: "Every student has the right to receive educational services in accordance with their talents, interests and abilities". While in point (f) "Students have the right to complete education according to their respective learning speeds.

Implementation of PAI Learning Evaluation in the Semester Credit System at SMAN 1 Pamekasan

The implementation of the learning evaluation of Islamic Education SMAN 1 Pamekasan includes three important aspects: attitude/affective, knowledge/cognitive, and skills/psychomotor. Attitude evaluation is carried out through various methods such as observation, self-assessment, peer assessment, and character assessment which are the focus during learning. For the assessment of knowledge, the teacher conducts a written test and an oral test. The evaluation of students' skills is carried out through portfolio collection, implementation of practice tests, and projects, with practice tests taking place during practicum sessions and portfolios consisting of student project result reports.

Based on the interview results that the implementation of this evaluation has been carried out since the 2013 curriculum until now, but still requires refinement of evaluation instruments to be in accordance with applicable assessment standards. In addition, as a teacher PAI must provide remedial opportunities to students who have not met the Minimum Completeness Criteria (KKM), with remedial scheduled one week after the daily test for those who need it.

The forms of assessment instruments used by PAI teachers at SMAN 1 Pamekasan include:

1. Attitude Assessment
 - a. Observational Assessment

Observational assessment is based on observations of students' attitudes and behavior on a daily basis, both related to the learning process and in general. Direct observation is made by the teacher. Here's an example of an attitude assessment instrument.

No	Student Name	Assessed Behavioral Aspects				Number of Scores	Attitude Score	Value Code
	...					275	8,75	K

Information:

- BS : Working Together
- JJ : Honest
- TJ : Responsibility
- DS : Discipline

Note:

- 1) Behavioral aspects are assessed by criteria:
 - 91-100 = Excellent
 - 81-90 = Good
 - 70-80 = Enough
 - 70< = Less
 - 2) Maximum score = number of attitudes assessed multiplied by number of criteria = $100 \times 4 = 400$
 - 3) Attitude score = number of scores divided by number of attitudes scored = $275 : 4 = 68.75$
 - 4) Value code / predicate:
 - 91-100 = Excellent
 - 81-90 = Good
 - 70-80 = Enough
 - 70< = Less
 - 5) The above format can be changed according to the aspect of behavior you want to assess
2. Knowledge Assessment
- Answer the following questions correctly and precisely!
- a. Why do humans need rules?
 - b. What happens if there are no rules in this life?
 - c. What would you think if there was a leader who made policies but did not execute them himself?
 - d. Why do humans need to compete and collaborate?
 - e. Why are we encouraged to counsel one another?

3. Skill Assessment

Examples of performance assessment instruments can be seen in the speaking skills exam assessment instruments as follows:

Discussion Assessment Instrument

No	Assessed Aspects	91-100	81-90	70-80	00-69
1	Mastery of discussion material				
2	Ability to answer questions				
3	Word processing skills				
4	Problem-solving skills				

Information:

- 91-100 = Excellent
- 81-90 = Goo
- 70-80 = Enough
- 70< = Less

From the table above, it can be seen that learning assessments have been carried out in accordance with the provisions stipulated in the independent curriculum. This is because of the 4 (four) types of

assessments that have been determined, SMAN1 Pamekasan has carried out all its assessments. The assessment includes: assessment of knowledge gained through oral tests, written tests, and assignments. Skill assessors are taken through practice tests, projects, and portfolios. As well as attitude assessment obtained through observation, self-assessment, assessment between students, and journals. Teachers use authentic assessments to measure student learning success as lessons progress. Then other assessments such as daily tests, PTS, PAS, practical exams, and US. Teachers also provide remedial programs for students whose scores are below KKM and short semester programs are eliminated.

The Principal has the obligation to supervise the learning process. This is very relevant based on the results of research conducted by Bakri, that school principals have responsibility for the learning process. The results showed that most teachers apply discipline in accordance with applicable school regulations; Second, in the implementation of supervision, the principal along with lecturers and staff have formed a warm, close and open environment, so that the implementation of supervision runs effectively and effectively. discipline, i.e. the principal's concern about the teacher not being able to accept the improvement and improvement plan that the principal will propose.¹⁹

Supervision is used to observe and determine the implementation of learning plans with their implementation effectively and on target. In this case, the principal's supervision is one of the important components in the implementation of teaching and learning activities to see the extent to which the principal knows the development of the school he leads. Based on the results of an interview with the principal of SMAN1 Pamekasan, he said that supervision activities at this school are carried out regularly. Supervision activities carried out regularly at SMAN 1 Pamekasan are an important component in the school's internal supervision system which aims to ensure the quality and effectiveness of the learning process. According to interviews conducted with school principals, this approach was taken to observe and verify that the implementation of lesson plans by teachers took place in accordance with established standards. This is also affirmed by subject teachers, who state that such supervision helps in providing constructive feedback, which in turn improves their teaching practice.²⁰

This periodic supervision usually involves several techniques such as classroom observation, where the principal or education supervisor is present in learning sessions to observe the interaction between teachers and students, the teaching methods used, and the use of teaching aids. In addition, supervision can also include evaluating lesson plans and learning materials used by teachers, as well as analyzing student assessment results, be it daily tests, assignments, or semester exams. The purpose of this supervision activity is not only to ensure that learning goes according to plan, but also to detect problems or deficiencies in the learning process that may require intervention or change of strategy. This creates a dynamic learning environment where teaching practices are continuously improved based on continuous evaluation. The headmaster, as the educational leader in the school, plays a vital role in leading this activity, which not only affirms his commitment to improving the quality of education but also supports the continuous professional development of teachers.²¹

Furthermore, periodic supervision also provides opportunities for teachers to interact and discuss openly with the principal about various aspects of learning and problems faced in the classroom. This helps build a collaborative and transparent working relationship between teachers and school administration. Teachers get the opportunity to discuss the challenges they face, get input and also

¹⁹ Bakri, "Efektivitas Pengawasan Kepala Sekolah Dalam Peningkatan Kedisiplinan Guru Di MTsN 1 Pelalawan," *Jete* Vol. 2, no. 2 (2021): 79.

²⁰ wawancara dengan Kepala Sekolah, "Di SMAN 1 Pamekasan Pada Tanggal 21 Maret 2024.

²¹ Salsa Nabila, dkk, "Peran Pengawasan Kepala Sekolah Dalam Supervisi Pendidikan: Studi Kasus Pada Kinerja Guru," *Jurnal Manajemen Pendidikan Penelitian Kualitatif* Vol. 7, no. 2 (2023): 47.

share best practices with peers and principals. This effective and well-planned supervision activity, which is based on the principles of transparency, accountability, and continuous improvement, enables SMAN 1 Pamekasan to not only maintain high educational standards but also continue to implement innovations in the learning process. This becomes important in the fast-changing context of modern education, where adaptation and renewal of approaches are key in preparing students with relevant skills and knowledge for their future.

CONCLUSION

The innovation of learning and assessment of Islamic Religious Education (PAI) with the Semester Credit System (SKS) in schools is an educational program implementation system that allows students to determine their own learning load and convey the subjects they have learned every semester. It can be concluded that there is determined by the educational unit. Individual course load in terms of credit points awarded in semester credit units (SKS). The 1-credit learning load consists of 1 hour of face-to-face instruction, 1 hour of structured assignments, and 1 hour of independent activities, delivered in accordance with the principles of flexibility, excellence, continuous improvement, and equity. While the assessment for the credit system this semester uses <2.66 - >3.66 Model (IP). It includes knowledge competencies, skills, and attitudes. The innovation and assessment model of the Semester Credit System (SKS) requires students to complete their studies faster and maintain excellence in their fields of interest, especially in Islamic religious education subjects. A person who has completed his studies is not only superior and capable, but also has good morals and morals.

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