

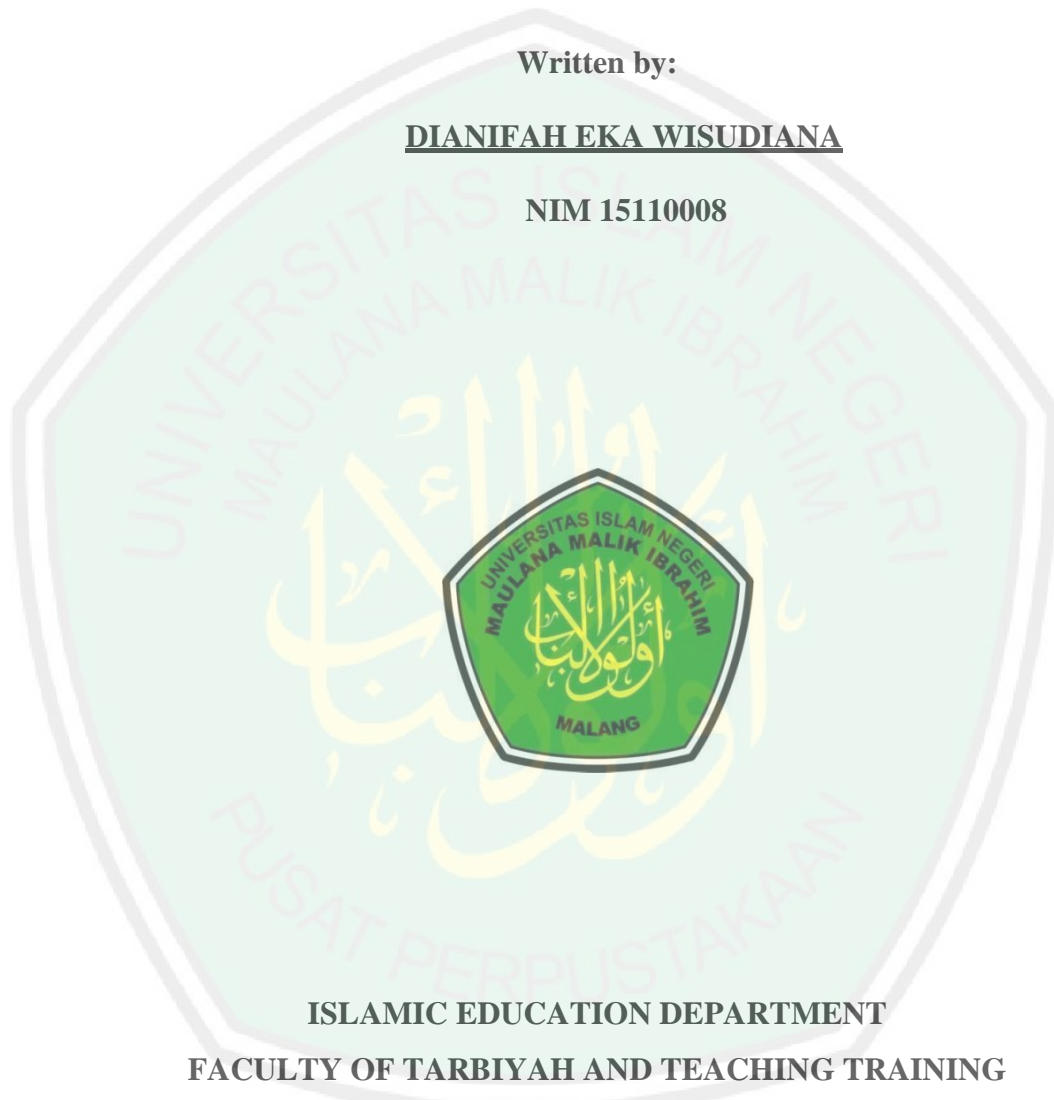
**IMPLEMENTATION OF LEARNING EVALUATION ON AKIDAH  
AKHLAK SUBJECT IN MAN 1 PASURUAN**

**THESIS**

Written by:

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**NIM 15110008**



**ISLAMIC EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
AUGUST, 2019**

**IMPLEMENTATION OF LEARNING EVALUATION ON AKIDAH  
AKHLAK SUBJECT IN MAN 1 PASURUAN**

**THESIS**

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State  
Islamic University Malang

In partial fulfillment of the Requirements for *the Degree of Sarjana Islamic  
Education Teacher (S.Pd)*

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
AUGUST, 2019**

**APPROVAL SHEET**

**IMPLEMENTATION OF LEARNING EVALUATION ON AKIDAH  
AKHLAK SUBJECT IN MAN 1 PASURUAN**


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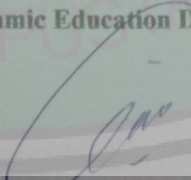
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**AKHLAK SUBJECT IN MAN 1 PASURUAN**

THESIS

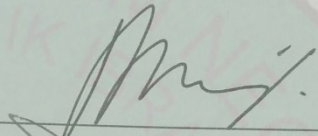
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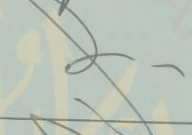
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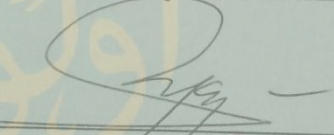
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## DEDICATION

This Thesis Is Dedicated to

Allah SWT, for give me a chance to live with the sweetness of education, because only the permission of Allah and the gift from Allah the writer can did this thesis and complete it.

My parents, Miftahul Fahmi, A. Ptnh, and Anis Khoirun Nisa' S. Ag, who always pray for me, who never let me hurt and always give me strength, thanks for everything you have done for me, I forever thank you.

My sister Nur 'Izzati, Kamilah Rizkiyah who always give me support by their own way.

My best friends and big family of PAI ICP English 2015, who give me chance to learn anything more and more, who give me beautiful memories through 8 semester, I know how strunggle life is because all of you. And big thanks give support for me.



**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

The meaning : (5) Karena Sesungguhnya sesudah kesulitan itu ada kemudahan,  
(6) Sesungguhnya sesudah kesulitan itu ada kemudahan.  
(Q.S Al-Insyirah: 5 – 6)



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Attachment : 4 (Four) Exemplars

To Whom It May Concern,  
Dean of Tarbiyah and Teacher Training Faculty  
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in  
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*Assalamu'alaikum Wr. Wb.*

This office memo declares that Thesis originally owned by:

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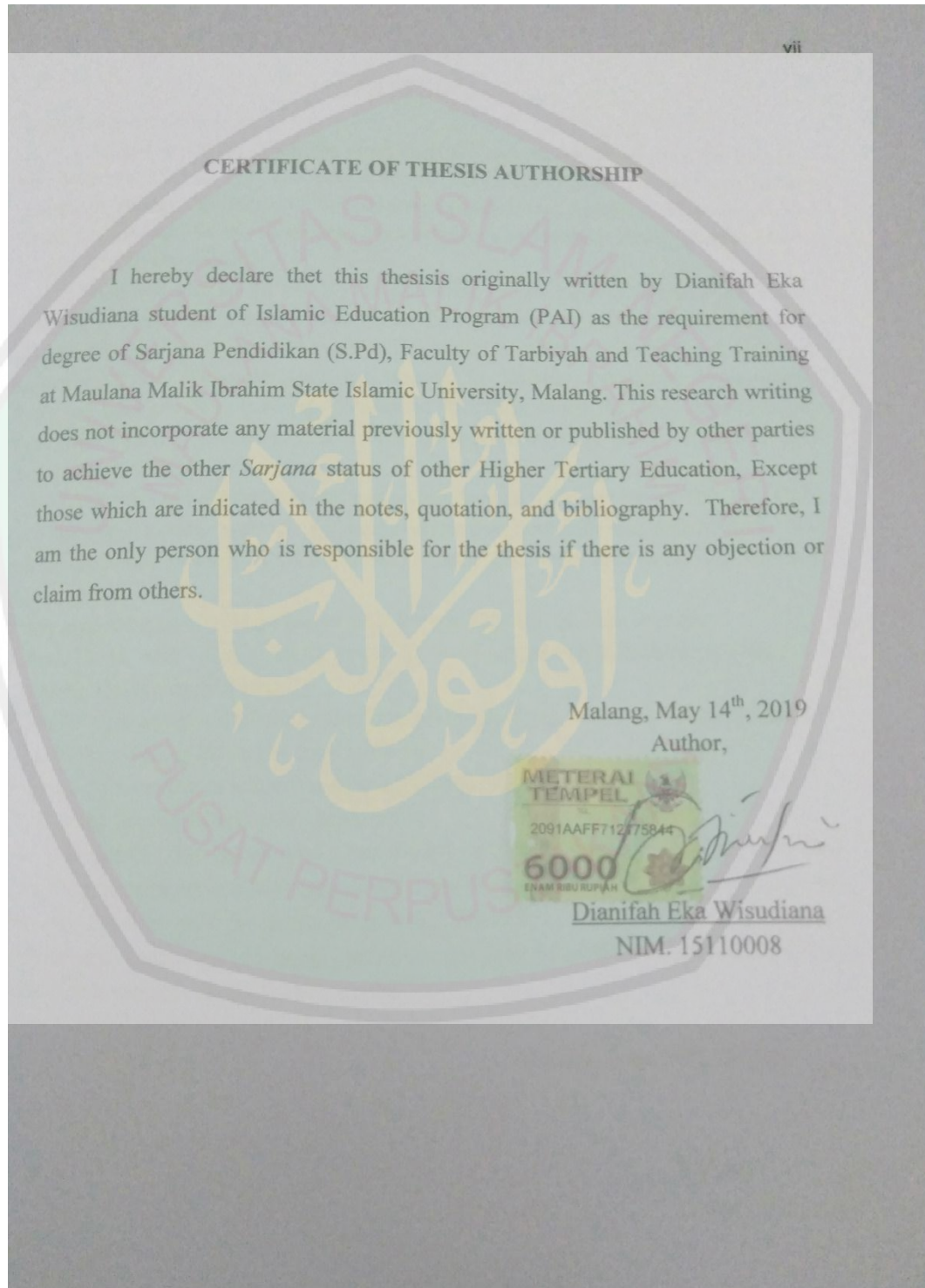
Is considered acceptable to be defended after being intensively read and regularly  
consulted in the area of research content, language and writing composition.

*Wassalamu'alaikum Wr. Wb.*

Advisor,

**Dr. H. Nur Ali, M. Pd**

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## PREFACE

Bismillahirrahmanirrahim

All praises to be Allah the most gracious and the most merciful, the lord in this universe. Thanks to Allah because all blessing and guidance, so writer can finish this thesis entitled “Implementation learning evaluation on Akidah Akhlak subject in MAN 1 Pasuruan” as the final instruction activities in Maulana Malik Ibrahim State Islamic University Malang.

Shalawat and salam always be presented to our prophet Muhammad SAW who has guidance us from the darkness to the lightness and this world and who can give the blessing for us in the hereafter. This thesis is written to submitted as a part of requirement for obtaining bachelor degree in Islamic Education Department, Tarbiyah and Teacher Training Faculty at Maulana Malik Ibrahim State Islamic University Malang would not have been completed without the contributions and support from many people.

Thus, I want express my deepest gratitude to my advisor Dr. H. Nur Ali, M.Pd who has given me this valuable guidance, inspiration and patience, which finally lead me to finish the process of this research. And I also want to express my sincerely thanks to:

1. My beloved parents, who always pray for me and who endless love me
2. Prof. Dr. H. Abdul Haris, M.Ag as the rector of Maulana Malik Ibrahim State Islamic University Malang.
3. Dr. H. Agus Maimun, M.Pd as the dean of Tarbiyah and Teacher Training Faculty
4. Dr. H. Nur Ali, M.Pd as my thesis advisor
5. All of my lecturers in islamic education department
6. All of my friends who always support me

Hopefully this thesis could benefit all readers, especially for me personally. Here the author as an ordinary people who never escape from sin and wrong, realize that this thesis is still far from perfection. Therefore, the author strongly expect criticism and suggestions from all parties for the sake of perfection this thesis Finally researcher hopes this thesis will be useful.

Malang, August 7<sup>th</sup>, 2019

Writer

## TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilize in transliteration guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, year 1987 and number 0543 b/U/1987.

Those are:

### A. Letter

|              |        |       |
|--------------|--------|-------|
| ا = a        | ز = z  | ق = q |
| ب = b        | س = s  | ك = k |
| ت = t        | ش = sy | ل = l |
| ث = ts       | ص = sh | م = m |
| ج = j        | ض = dl | ن = n |
| ح = <u>h</u> | ط = th | و = w |
| خ = kh       | ظ = zh | ه = h |
| د = d        | ع = ‘  | ء = , |
| ذ = dz       | غ = gh | ي = y |
| ر = r        | ف = f  |       |

### B. Long vocal

|                |     |
|----------------|-----|
| Vokal (a) long | = â |
| Vokal (i) long | = î |
| Vokal (u) long | = û |

### C. Diphthong Vocal

|     |      |
|-----|------|
| و أ | = aw |
| ي أ | = ay |
| و أ | = û  |
| ي أ | = î  |

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## ABSTRAK

Wisudiana, Dianifah Eka. 2019. *Implementation Learning Evaluation on Akidah Akhlak Subject in Madrasah Aliyah Negeri 1 Pasuruan*, Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Nur Ali, M.Pd

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### **Kata Kunci: Evaluasi Pembelajaran, Akidah Akhlak, MAN 1 Pasuruan**

Adanya Rencana Program Pengajaran membantu dalam mencapai suatu tujuan pembelajaran yang efektif, efisien, tepat waktu dan memberi peluang untuk lebih mudah dikontrol dan dimonitor dalam pelaksanaannya. Maka evaluasi diperlukan, apakah pembelajaran sudah tercapai apa belum sesuai dengan tujuan pembelajaran, gurulah yang bertanggung jawab atas pelaksanaan evaluasi. Oleh karena itu, maka yang menjadi pokok masalah dalam penelitian ini adalah Pelaksanaan Evaluasi Pembelajaran Akidah Akhlak.

Tujuan penelitian ini adalah untuk mendeskripsikan dan menggali tentang Pelaksanaan Guru Akidah Akhlak terhadap pelaksanaan evaluasi pembelajaran. Untuk mendeskripsikan faktor-faktor apa saja yang menjadi pendukung dan penghambat yang dihadapi oleh guru Akidah Akhlak pada pelaksanaan evaluasi pembelajaran di MAN 1 Pasuruan. Untuk menganalisis secara detail, tentang upaya Guru dalam mengatasi hambatan pada Pelaksanaan Evaluasi pada Mata Pelajaran Akidah Akhlak.

Jenis penelitian ini adalah jenis penelitian kualitatif, jenis data dan sumber data yaitu primer (Kepala Madrasah, Waka, Guru mata pelajaran Akidah Akhlak), maka teknik pengumpulan data yang digunakan dalam penelitian ini yaitu menggunakan metode observasi, wawancara, dokumentasi, dan triangulasi.

Adapun hasil penelitian diperoleh hasil sebagai berikut: *Pertama*, Proses pelaksanaan evaluasi pembelajaran akidah akhlak sudah baik, mencakup pembuatan kisi-kisi soal evaluasi pembelajaran, menyusun alat evaluasi pembelajaran, waktu pelaksanaan, tehnik evaluasi pembelajaran, pemberian nilai evaluasi, pelaporan nilai hasil evaluasi serta program remedial. *Kedua*, Faktor pendukung terbagi menjadi dua: faktor internal dan faktor eksternal. Sedangkan faktor penghambat yaitu keterbatasan

jam pelajaran Akidah Akhlak yang hanya satu jam dalam satu pekan sehingga guru dalam pelaksanaan evaluasi pembelajaran kurang maksimal, faktor guru bidang studi itu sendiri, karna guru akidah akhlak belum maksimal menggunakan alat media dengan baik dan penggunaan IT, metode guru yang belum bervariasi dalam menyampaikan materi pembelajaran. *Ketiga*, Upaya guru dalam mengatasi hambatan pada pelaksanaan evaluasi pembelajaran: Meningkatkan keseriusan pada jam formal meliputi kualitas guru, media guru, penambahan jam akidah akhlak diluar jam formal. Melengkapi media yang belum variatif berbasis IT, guru selalu memperbaiki metode pembelajaran yang bervariasi.

Berdasarkan temuan di atas penulis merekomendasikan pada MAN 1 Pasuruan melalui khususnya kepala sekolah untuk menambah jam pembelajaran Akidah Akhlak pada jam formal dan guru selalu mengembangkan Kompetensi Guru dalam hal metodologi pembelajaran di kelas, pembuatan program pembelajaran, Evaluasi serta selalu mengikuti dalam hal seminar-seminar, MGMP dan segala hal yang menyangkut dengan pengembangan Profesionalitas guru.



## ABSTRAK

Wisudiana, Dianifah Eka. 2019. Implementation Learning Evaluation on Morality Subject in Madrasah Aliyah Negeri 1 Pasuruan, Thesis, Department of Islamic Education, Faculty of education and teacher training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. H. Nur Ali, M.Pd

---

**Keywords: Learning Evaluation, Akidah akhlak, MAN 1 Pasuruan**

Teaching Program Plan helps in achieving the goals of effective, efficient learning, and good time management. It may bring the easiness in controlling and monitoring the implementation. Then, evaluating is needed. For knowing whether the learner has achieved the goal of learning or not, the teacher is responsible on implementation of evaluation. Therefore, the main problem in this research is the implementation of Akidah akhlak Learning Evaluation.

The research objectives are to describe and dismantle the implementation of the morality subject teachers and learning evaluations. For intense, this research is to describe the factors that become the support and the obstacles faced by morality subject teachers are the implementation of the evaluation of learning in MAN 1 Pasuruan. this research also analyze about the Teacher's efforts in overcoming the delay in the evaluation implementation on morality subject.

The type of this research is qualitative research. The type of data and data sources is primary data (Head of the school, vice head of student staff, and teacher of morality learning). The data collection techniques used in this study is observation methods, interviews, documentation, and triangulation.

The results of the research are: First, the process of the implementation of learning evaluation is really good. It is including the creation of learning evaluations, compiling learning evaluations, the time spent for learning, learning evaluation techniques, the quality of evaluation, evaluation report, and remedial programs. Secondly, there are two supporting factors. They are internal and external factors. Whereas, the obstacles faced by Akidah akhlak teachers are limited time for learning. The time for this subject is only one meeting for one week. So that, the teacher in the implementation of learning evaluation is less than optimal. The other factor is the teacher has not maximally used the



media tools and IT. Then, another factor is the teacher methods have not varied in conveying learning material. Thirdly, the teacher's efforts in solving the obstacles of implementation of learning evaluations are increasing the seriousness in learning program by giving more intention on teacher quality, teacher media, additional meeting of Akidah akhlak subject, complementing the media that are not yet varied based on IT, and teachers always improve learning methods that vary.

Based on the findings above, the author recommends on the of MAN 1 Pasuruan to increase the weekly meeting of Akidah akhlak subject. The head of the school also should develop Teacher Competence in classroom learning methodology, making learning programs, evaluation, following the seminars and MGMP and another competence which deals with teacher professional development.



### مستخلص البحث

ويسوديانا ديانيقة ايكا. 2019. (Implementation Learning Evaluation on) في مبحث دراسة عقيدة الأخلاق في مدرسة الثانوية الحكومية 1 فاسوروان، البحث العلمي، قسم التربية الإسلامية، كلية العلوم التربوية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج نور عالي الماجستير.

الكلمات المفتاحات: تقييم التعليم، عقيدة الأخلاق، مدرسة الثانوية الحكومية 1 فاسوروان. موجود التخطيط البرنامج التعليم يساعد في بلغ الهدف التعليم نافذ، فعال، في الوقت المحدد، ويعطي الفرصة ليسهل ان يسيطر وقيم في أداءه. والتقييم يحتاج، هل بلغ التعليم ان يناسب بالهدف التعليم أو لا، المدارس الذين يملكو مسؤولية على أداء التقييم. بسبب ذلك، فيصبح المسألة الرئيسية في هذا البحث هي أداء التقييم التعليم في عقيدة الأخلاق.

الهدف من هذا البحث هو للتبين والحفر عن أداء المدرس دراسة عقيدة الأخلاق لأداء التقييم التعليم. للتبين عن العناصر التي تصبح الدعم والمقاوم الذي يوجه المدرس دراسة عقيدة الأخلاق في أداء التقييم التعليم في مدرسة الثانوية الحكومية 1 فاسوروان. للتحليل تفصيلا، عن جهد المدرس في يرسى المقاوم في أداء التقييم في دراسة عقيدة الأخلاق.

هذا نوع البحث هو البحث النوعي، أجناس ومصادر البيانات هي الرئيسية (رئيس المدرسة، (waka)، المدرس في دراسة عقيدة الأخلاق)، فالطريقة لجمع البيانات في هذا البحث تستخدم الطريقة الملاحظة، المقابلة، الوثيقة، والتثليث.

فيدل حاصل البحث أن: الأول، العملية من أداء التقييم التعليم دراسة عقيدة الأخلاق حسنت، تتضمن إجمال الشرعية السؤالة من التقييم التعليم، يؤلف الألة من التقييم التعليم، وقت الأداء، الطريقة من التقييم التعليم، إعطاء القيمة من التقييم، تحقيق صحفي القيمة من حاصل التقييم والبرنامج الرجاء. الثاني، ينقسم العنصر الدعم إلى إثنين: العنصر الداخلي والعنصر الخارجي. والعنصر المقاوم هو قصر الوقت لدراسة عقيدة الأخلاق التي تملك ساعة من الدراسة في الأسبوع فقط حتى المدرس في أداء التقييم التعليم لم يتم، العنصر المدرس من تلك الدراسة، لأن المدرس في دراسة عقيدة الأخلاق لم يتم ان يستخدم الألة بواسطة حسنا وإستخدام (IT)، طريقة المدرس التي لم يكثر في تبليغ المحتوى من الدراسة. الثالث، جهد المدرس في تجاوز المقاوم في أداء التقييم التعليم: إرتفاع الجدي في الساعة الرسمية الذي يحتوي كفاء المدرس، بواسطة المدرس، زيادة الساعة من الدراسة عقيدة أخلاق في خارج الساعة الرسمية. يتم بواسطة التي لم تكثر تستند (IT)، يصلح المدرس الطريقة التعليمية كثرة دائما.

بناء على ذلك الإكتشاف، يقترح الكاتب لمدرسة الثانوية الحكومية 1 فاسوروان عبر على خاص رئيس المدرسة لزيادة الساعة عقيدة الأخلاق في الساعة الرسمية ويتطور المدرس كفاءتهم دائما في منهجية التعليم في الفصل، إجمال البرنامج التعليم، التقييم والإشتراك في الندوات دائما، (MGMP) وكل الحال الذي يرتبط بتنمية المحترف المدرس.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

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, self-control, personality, intelligence, noble character and skills needed by society, nation and state.<sup>1</sup>

In line with the aims and teaching of human development as a whole, it is explained that national education is directed at: development in the field of education based on the Pancasila state philosophy and directed at forming development-minded human beings and for forming Indonesian people who are physically and mentally healthy, so that they have knowledge and skills. can develop creativity and responsibility, can nurture high intelligence and be accompanied by noble character, love the nation and love fellow human beings with the provisions contained in the 1945 Constitution.<sup>2</sup>

In Law No. 20/2003 concerning the National Education System Chapter 1 Article 1 paragraph 21 explains that education evaluation is an activity of controlling, guaranteeing and determining the quality of education for various components of education in each pathway, level

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<sup>1</sup> Abdul Rahman Saleh, *Pendidik Agama dan Pembangunan Watak Bangsa*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 37.

<sup>2</sup> Muhammad Daryanto, *Evaluasi Pendidikan*, (Jakarta: PT Rineka Cipta, 2012 ), p.56.

and type of education as a form of accountability for education. In PP.19/2005 concerning National Education Standards Chapter 1 article 1 paragraph 17 it is stated that "assessment is the process of gathering and processing information to measure student learning outcomes. Article 57 paragraph (1) "Educational evaluation is stated as an activity aimed at national education quality control as a form of accountability of education providers to interested parties". Article 57 paragraph 2 "Evaluation is carried out on students, institutions and educational programs on formal and non-formal channels for all levels, units and types of education."<sup>3</sup>

In Law No. 20/2003 concerning the National Education system there are two relevant provisions regarding evaluation. Article 58 paragraph (1) says "student learning evaluation is carried out by educators" and article 61 paragraph (2) which says that a diploma is given to students in recognition of learning achievement and or completion of education levels after passing an examination held by an education unit accredited.

Islamic education managed by the Ministry of the Republic of Indonesia is undoubtedly: "Islamic Education curriculum features religious and moral lessons." 4 Education aims to prepare human beings who excel and can play a role in adjusting to social life. Based on this, the goals and targets of education are taken and sought to strengthen

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<sup>3</sup> *Ibid.*, p.16-17.

trust, attitude, science and a number of skills that have been received and are very useful for the community. In Religious Education achievements must be realized by attitudes and behavior, to achieve the goals and targets of Education, it is necessary to have a place or place of Education as a means to realize Education, namely an Educational institution, both formal and non-formal education.

In the teaching and learning process in an Education institution every Education must always hope for students to obtain better learning achievements than before, For example in the subject of Aqidah Akhlak it will be successful if it is carried out by a teacher who is skilled, reliable and capable in carrying out his duties in the field because "the teacher is the main role holder in the teaching and learning process".<sup>4</sup>

The implementation of learning activities is the process of ongoing teaching and learning in schools which is the core of educational activities, meaning, the process of interaction between teachers and students to achieve learning goals. The stages in the teaching process have a close relationship with the use of teaching strategies, that is to say that every use of teaching strategies must always be a complete series in the stages of teaching. Each learning process must go through three stages, namely: the Pre-Instructional Stage, which is the stage taken when starting the learning process, the Instructional Stage is the stage of giving lesson material, the evaluation phase, aims to determine the

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<sup>4</sup> Abdurrahmansyah & Fauz, *Pengembangan Kurikulum Pendidikan Agama Islam*, (Palembang: Grfika Telindo, 2003), p. 77



success of the Instructional stage.<sup>5</sup>

With the occurrence of effective teaching and learning processes, it will produce learning success in the form of achievements or learning outcomes, if the teaching and learning process is held formally at school. The condition of learning is the central point as a reference to determine the method of learning used. School is nothing but to direct changes in students in a planned manner both in aspects of knowledge, skills and attitudes, To determine the success of the learning process evaluation is needed, the implementation of evaluation in education has broad benefits, not just measuring the success of the learning process but can provide benefits in a variety of other activities for both teachers and students.<sup>6</sup>

From the discussion above can be explored further that by conducting an evaluation, the teacher has a way to hold a selection or assessment of their students. Then if the tool used in the assessment is sufficient to meet the requirements, then by looking at the results the teacher will know the weaknesses of the students. Ideally evaluation has an effective function in learning when it runs in accordance with what has been outlined in the purpose of education and evaluation not just assessing an activity spontaneously, but judging something in a planned, systematic and directed manner based on existing goals or clear

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<sup>5</sup> Muhibbinsyah, *Psikologi Belajar*, (Jakarta: PT Raja Grafindo Persada, 2011), p. 213.

<sup>6</sup> Ibrahim, *25 tahun SLTP Terbuka Dalam Prowiradilaga dan Sirega Mozaik.Teknologi Pendidikan*, (Jakarta: Kencana, 2008), p. 282.

objectives.

From the initial observations made, the authors get various problems related to the implementation of learning evaluations in MAN 1 Pasuruan, especially in the subjects of Akidah Akhlak not yet maximal, this can be seen at important points that are less attention, namely in making teaching program plans as guidelines in implementation learning and evaluation. The Teaching Program Plan is a tool that can help education managers in carrying out the teaching and learning process. The existence of a Teaching Program Plan can assist in achieving an effective, efficient, timely learning goal and provide an opportunity to be more easily controlled and monitored in its implementation. Then the evaluation is needed whether the learning has been achieved what is not in accordance with the learning objectives, the teacher is responsible for conducting the evaluation.

On the basis of this background, the authors are interested in conducting research on evaluation by making it a thesis entitled **"Implementation of Learning Evaluation on AKidah Akhlak Subjects in MAN 1 Pasuruan"**.

#### **B. Focus of the Research**

From the background of the problem, the authors put forward the subject matter as follows:

1. How is the learning evaluation on Akidah Akhlak in MAN 1 Pasuruan?

2. What factors are supporting and inhibiting the implementation of learning evaluation of Akidah Akhlak teachers in MAN 1 Pasuruan?
3. How are the teacher efforts to overcome obstacles in the implementation of learning evaluations on Akidah Akhlak subjects in MAN 1 Pasuruan?

### **C. Objective of the Research**

1. To describe and explore about the implementation of learning evaluation, especially in the subjects of Akidah Akhlak in MAN 1 Pasuruan.
2. To describe what factors are the supporters and inhibitors by the teacher in carrying out the learning evaluation on Akidah Akhlak in MAN 1 Pasuruan.
3. To analyze in detail, about the teachers efforts in overcoming obstacles in the implementation of learning evaluation on subjects Akidah Akhlak in MAN 1 Pasuruan.

### **D. Significances of the Research**

The results of this study can be obtained from groups that are grouped into two approaches, namely:

#### **1. Theoretically**

It is expected to be able to contribute to the development of the

repertoire of knowledge and thematic studies on the implementation of educational evaluations at the school / madrasah level and provide feedback for the implementation of education for Islamic education. This research is expected to also add scientific insight to those who are involved in the world of education so that it will create a relevant and quality learning evaluation.

## 2. Practically

- For MAN 1 Pasuruan, as one of the contributing ideas for improving the quality of madrasas and input to be able to improve the quality of the teaching system in general and especially in the subjects of Aqidah Akhlak
- For MAN 1 Pasuruan teachers, as an input to be able to improve the quality of teaching evaluation systems in general and especially in the Akidah Akhlak subjects
- The point for the writer so that it can be a reference material and consideration as an educator and add insight to the author as a first step to conduct further research.

## E. Previous Research

| NO | Research name,<br>title, form (Thesis /<br>Journal / Thesis),<br>DLL, Publisher,<br>year | Equation | Difference | Originality of<br>Research |
|----|--|----------|------------|----------------------------|
|    |  |          |            |                            |

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|--|--|---|--|
| <p>Ni'mah Qurroti A'yun, Implementation of evaluation of akidah akhlak learning in the 2013 curriculum (case study in class X MAN 2 Tulungagung) IAIN Tlungang, (skripsi) 2016</p> | <p>You're both researching about the implementation of the 2013 curriculum evaluation on moral aqidah subjects</p>                                 | <p>The research conducted only discusses the implementation of the 2013 curriculum evaluation before revision and discussed include positive evaluation, psychomotor affective.</p> | <p>The research results of the researchers were able to uncover concepts, curriculum and how to evaluate learning in these three domains in class X in MAN 2 Tulungagung</p> |
| <p>Septianingrum, implementation Learning evaluation on al-Qur'an Hadith subject in Mts Ath Thairiyah Puncungbedug Purwaneara Banjarnegara (skripsi) 2015/2016</p>                 | <p>You're both researching about learning evaluation but the research is at the level of the first level of education, or Madrasah Tsanawiyah.</p> | <p>This study only focused on the eyes of the evangelization of the learning subjects of the Qur'an hadith, related to tests and non-tests.</p>                                     | <p>You're equally researching about learning evaluation, it's just different on the subject and level of education.</p>  |



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|--|---|--|--|---|
|  | <p>Drojat, Darmayati<br/>Zuchdi, evaluation<br/>model of Akidah<br/>Akhlik learning in<br/>Mts. (Research<br/>Journal) volume 20,<br/>no. June 1, 2016.</p> | <p>You're both<br/>researching<br/>about learning<br/>evaluation but<br/>the research is<br/>at the level of<br/>the first level of<br/>education, or<br/>Madrasah<br/>Tsanawiyah.</p> | <p>This study uses<br/>quantitative<br/>research and<br/>produces<br/>learning<br/>evaluation<br/>models in<br/>Madrasah<br/>Tsanawiyah<br/>Negeri, produces<br/>evaluation<br/>instruments that<br/>have reliability<br/>and validity,<br/>knowing the<br/>feasibility of a<br/>logical model for<br/>evaluating moral<br/>akidah<br/>evaluation.</p> | <p>You're equally<br/>researching about<br/>learning evaluation,<br/>it's just different in<br/>the research method<br/>and level of<br/>education.</p> |
|  | <p>Cici wahyuni,<br/>learning evaluation<br/>of Akidah Akhak in</p>   | <p>You're equally<br/>researching<br/>about</p>  | <p>Only discuss the<br/>effectiveness of<br/>learning</p>  | <p>Both examine the<br/>evaluation of moral<br/>akidah learning, only</p>   |

|   |  |   |  |
|---|--|---|--|
| MA roudhotul huda<br>ya bakki adipala<br>welahan wetan,<br>(thesis), 2017 | evaluating<br>Akidah Akhlak<br>learning. | completeness in<br>Akidah akhlak<br>subjects. | differing in the<br>formulation of the<br>problem. |
|---|--|---|--|

#### F. Definition of key Terms

To maintain and avoid errors in understanding the title of this research, the authors feel the need to first confirm the meaning of each term contained in it, so that it will make it easier for readers to understand the purpose of the title. The full title of this research is "Implementation of learning evaluation on Akidah Akhlak subjects in MAN 1 Pasuruan". From the title, the author explains the meaning as follows:

- a. Implementation: implementation starts in an activity with the action, action, or mechanism of a system. Implementation is not just a mere activity, but an activity that is planned and carried out seriously based on certain norms to achieve the objectives of the activity.
- b. Evaluation : evaluation is the process of planning, implementing, and impact of evaluation processing from the beginning stuents learning value up to the end of the study, to find

out the extent of the level of understanding and success of each student.

- c. Evaluation of Akidah Akhlak Learning: is a form of assessment of the subjects of Akidah (beliefs) Morals (behavior) both through tests and non-tests.

### **G. Composition of Research Findings**

On the discussion of the thesis is divided into five chapters. With regard to facilitate discussion and understanding in the preparation of this thesis, then researchers will be systematic discussion suggests the following:

#### **CHAPTER I : INRODUCTION**

Contains a general overview that covers the background to the problem, the focus of the research, research objectives, the benefits of research, originality, of the research, the definition of the term and systematic discussion. This thesis examines about planning, the implementation of learning evaluation on the Akidah Akhlak subject in MAN 1 Pasuruan.

#### **CHAPTER II: LITERATURE REVIEW**

Discusses about Studies Related theories about Understanding Evaluation, Learning Evaluation Procedure, Understanding Aqidah

Akhlak, Understanding Evaluation in Aqidah Akhlak, Evaluation System for Teaching Islamic Education in Curriculum in Schools.

### **CHAPTER III : METHOD OF RESEARCH**

Describes the approach and the type of research used by the researcher during the research process. Sets forth the location that is used to get the data and sources of data, techniques conducted by researchers in collecting data. Procedure for research or the stages in conducting research, ranging from the preparation, processing then up to the validity of the data.

### **CHAPTER IV: EXPOSURE DATA AND RESULT OF RESEARCH**

Discussing About Research Results, about the implementation of evaluation Learning, supporting and inhibiting factors in the implementation of learning evaluation, teacher efforts in overcoming obstacles to the implementation of learning evaluation.

### **CHAPTER V : DISCUSSION**

This chapter presents the researchers thought about theories that researchers understand the result with data obtained in the field, that's way the obtained difference and gap between theory with

reality that is happening in the field.

## **Chapter VI : CONCLUSION**

Contains of conclusion, implications of findings, theoretical and practical implications, direction of the next researcher and recommendations.



## **CHAPTER II LITERATURE REVIEW**

### **1. Evaluation**

#### **a. Understanding of Evaluation**

The final set of educational processes is evaluation or assessment. Success or failure of education in achieving its objectives can be seen after an evaluation of the output produced. If the results are in accordance with what has been outlined in the purpose of education, then the education effort can be considered successful, but if it is the opposite, then the education is considered a failure. From this side it can be



understood that the urgency of evaluation in the education process.

Literally the word evaluation comes from English "Evaluation", in Arabic: Al-Taqdir (انتمدس) in Indonesian means: judgment, the root is Value, in Arabic: Al-Qiyamah (بيت انما) in Indonesian means value . Thus literally, educational evaluation (Educational Evaluation) = Al-Taqdir, Al-Tarbawi = (انتسوي انتمدس) can be interpreted as an assessment in the field of education or assessment of matters relating to educational activities.<sup>7</sup>

As for terms, as stated by Edwind Wandt and Gerald W. Brown (1997), which was quoted by Anas: "That evaluation shows to, or a process to determine the value of something".<sup>8</sup>

According to Gronlund in Djaali and Muljono's book that Evaluation comes from English known as "Evaluation" which is a systematic process for determining or making decisions, to what extent the program objectives have been achieved.<sup>9</sup>

In addition, according to Bloom that "Evaluation is the collection of statements systematically to establish ap. In addition, according to Bloom that" Evaluation is a systematic collection of statements to determine whether in reality there is a change in students and determine the extent of the level of change in students' personal. in reality there is a

<sup>7</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2012), p. 1.

<sup>8</sup> Ibid., p.7

<sup>9</sup> Oemar Hamalik, *Pengajaran Berdasarkan Pendekatan Sistem*, (Bandung: Bumi Aksara, 2009), p. 210.

change in students and determines the extent of change in students' personalities.

Learning evaluation emphasizes the evaluation of the characteristics of students, the completeness and condition of learning facilities and infrastructure, teacher characteristics and readiness, curriculum and learning materials, learning strategies that are appropriate to the lesson, and the state of the environment in which learning takes place. Systemically, learning evaluation is directed at the components of the learning system which include:<sup>10</sup>

1. Component input, the input component includes the student's initial behavior (entry behavior) students,
2. The component of instrumental input is the teacher's professional ability,
3. The components of the curriculum are study programs, methods and media,
4. Administrative components, namely tools, time and funds
5. The process component is the procedure for implementing learning
6. The output component is learning outcomes that mark the achievement of learning objectives

#### **b. Evaluation Goals**

According to Sudijono, the specific objectives of evaluation

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<sup>10</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2012), p. 15

activities in the education sector are:

1. To stimulate the activities of students in taking an educational program without evaluation, it is not possible to arouse enthusiasm or stimulation in students to improve and improve their respective achievements.
2. To find and find the factors that cause success and failure of students in participating in education programs, so that they can be found and found a way out or ways to improve it<sup>11</sup>

In order to apply the principles of justice, objectivity, and sincerity of educational evaluation aims:

1. To find out or collect information about the level of development and progress obtained by students in order to achieve the objectives set in the education curriculum
2. Knowing the achievement of learning outcomes to apply the decision whether the learning material needs to be repeated or can be continued.
3. Knowing the effectiveness of learning and teaching, whether what the teacher has done is really right or not good with regard to teacher attitudes and student attitudes.
4. Knowing institutions to determine the right decisions and realize healthy competition, in order to race in achievement
5. Knowing how far the curriculum can be fulfilled in the process

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<sup>11</sup> *Ibid.*, p. 17.

of teaching and learning activities

6. Knowing the financing needed in various needs both physically and psychologically.<sup>12</sup>

The purpose of educational evaluation can be grouped into three classifications, as follows:

1. Classification based on its function, aims to meet the needs of psychology, active or instructional and administrative.
2. Classification based on decisions, to take individual decisions, instructional decisions, active decisions (decision about teaching needs), and research decisions.
3. Formative and summative classification, aims to get feedback to improve the improvement of the teaching and learning process to measure the success of educational programs carried out at the end of the teaching and learning process.<sup>13</sup>

From the description above it can be concluded that educational evaluation aims to obtain information on the potential of students so that their placement can be adjusted to their talents and interests and aim to make a total assessment of the implementation of the curriculum in an educational institution. The process of implementing evaluations at the school level is usually in the form of:<sup>14</sup>

<sup>12</sup> Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2002), p. 204.

<sup>13</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2012), p. 18-23.

<sup>14</sup> Farida Yusuf Tayibnapi, *Evaluasi Program dan Instrumen Evaluasi untuk Program*

1. Daily Evaluation
2. Evaluation in the Middle Semester
3. Final Semester Evaluation

The implementation of the types of evaluations does not only concern cognitive aspects, but also involves psychomotor and affective aspects, so that a little more of this evaluation is comprehensive, although of course not all teachers have the same commit to implement these three type of evaluations.

The purpose of the evaluation is to see and know the processes that occur in the learning process. The learning process has three important things, namely; input, transformation and output. Inputs are students who have assessed their abilities and are ready to undergo the learning process. Transformation is all elements related to the learning process, namely: teachers, media, learning materials and teaching methods, supporting facilities and administrative systems. Where of output is result that result from the learning process.

#### **c. Evaluation Fuction**

The function of evaluation in education is to know the mastery of materials in order to guide the growth and development of individual students and to determine the fields that must be repaired



and changed. According to Daryanto, there are several evaluation functions, namely:

1. Assessment of Selective Functioning

The aim is to choose students who can be admitted to a particular school, to choose students who go up to the next grade or level who should get a scholarship and to choose students who have the right to leave school.

2. Assessment of diagnostic function

By holding an evaluation, the teacher can make a diagnosis to students about the good and weaknesses. By knowing the causes of weakness, it will be easier for a teacher to find a solution to the problem at hand.

3. Assessment functions as placement.

An approach that is more serving different abilities is teaching in groups, to be able to determine exactly in which group a student should be placed.

4. Assessment functions as a measure of success.

This function is to find out how far a program has been successfully implemented. The success of the program is determined by several factors, namely: teacher factors, teaching methods, curriculum, facilities and curriculum systems.<sup>15</sup>

Evaluation is generally carried out in two forms, namely written

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<sup>15</sup> Muhammad Daryanto, *Evaluasi*, p. 14-16.

evaluation and verbal evaluation, there are three major functions of evaluation. The three functions are the First Pronostic Function, the Pronostic Function, namely the initial test of the learning process to find out the objective conditions of the learner. The results obtained are used to determine where the learners position, for example, whether students include beginners in a material or students have deserved the continuation of the material in the learning process that will be carried out. The pronostic evaluation function is also useful for predicting advanced competencies that may be achieved by learning. That is, with the results of existing tests, what competencies can be planned can be planned at the next stage.

Both Diagnostic Functions, Diagnostic Functions are evaluations that analyze learners' abilities during the learning process. The focus is to help students be able to have competencies as expected. This evaluation takes place throughout the learning process. The main goal is to help achieve the learning goals themselves. Diagnostic evaluation, allows a teacher to maintain the method used or immediately replace it. This diagnostic function can be realized in the form of a formative test, which evaluates the learner in each sub-subject, or sub-unit a lesson. So, the test is not only done once at the end of learning, but there are controller or companion tests from the final test. The form and implementation are not like what happened so far, like mid semester, but can be more dynamic, which can be

designed by the teacher. The Three Functions of Certification, the Certification Function, namely this evaluation is useful for stating one's position or ranking in learning.

From the above understanding can be explored further that by conducting an evaluation, the teacher has a way to hold a selection or assessment of their students. Then if the tool used in the assessment is sufficient to meet the requirements, then by looking at the results the teacher will know the weaknesses of the students. Besides that, it is also known the reason for the weakness, so by holding an assessment, the teacher has actually made a diagnosis to students about weaknesses and so on. Thus it is known the reason for this weakness will be easier to find ways to overcome it.

#### d. Scope of Learning Evaluation

The scope of the evaluation relates to the scope of the evaluation object itself. If the object of evaluation is about learning, then all things related to learning become the scope of learning evaluation. In this case, the scope of learning evaluation will be reviewed from various perspectives, namely the domain of learning outcomes, learning systems, learning processes and outcomes, and competencies. This is so that the teacher really can distinguish between evaluation and assessment of learning outcomes so that there is no mistake or overlap in its use.

Scope of Learning Evaluation in the Learning Outcomes Domain Perspective According to Benjamin S. Blom, et al. (1956) learning outcomes can be grouped into three domains, namely cognitive, affective, and psychomotor. Each domain is organized into several levels of ability, ranging from simple things to complex things, from the easy to the difficult, and from the concrete to the abstract. The details of the domain are:<sup>16</sup>

1. Cognitive domain. This domain has six levels of ability, namely:
  - a. Knowledge, which is the level of ability that requires students to be able to recognize or know the existence of concepts, principles, facts or terms without having to

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<sup>16</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016), p. 21

understand or be able to use them.

- b. Comprehension, namely the level of ability that requires students to understand or understand the subject matter conveyed by the teacher and can use it without having to relate it to other things.
- c. Application, namely the level of ability that require students to use general ideas, procedures or methods, principles, and theories in new and concrete situations.
- d. Analysis, namely the level of ability that require students to describe a particular situation or situation into the elements or components of its formation.
- e. Synthesis, namely the level of ability that require students to produce something new by combining various factors. The results obtained can be in the form of writing, plans or mechanisms.
- f. Evaluation, namely the level of ability that requires students to be able to evaluate a situation, situation, statement or concept based on certain criteria.<sup>17</sup>

The important thing in evaluation is to create conditions in such a way that students are able to develop criteria or benchmarks to evaluate something.

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<sup>17</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016), p. 22.



2. Affective domain, namely the internalization of attitudes that point towards inner growth and occur when students become aware of the value received, then take a position so that it becomes part of itself in shaping values and determining behavior. Affective domain consists of several levels of ability, namely:

- a. Receiving, namely the level of ability that require students to be sensitive to the existence of certain phenomena or stimuli. This sensitivity begins with awareness of the ability to receive and pay attention. Operational verbs that can be used, including asking, choosing, describing, following, answering and holding fast.
- b. Responding, namely the level of ability that requires students to not only be sensitive to a phenomenon, but also react to one of the ways. The emphasis is on the willingness of students to answer voluntarily, read without being assigned.
- c. Assessment (valuing), namely the level of ability that requires students to assess an object, a phenomenon or certain behavior consistently.
- d. Organization, namely the level of ability that requires students to match different values, solve problems, form a value system.<sup>18</sup>

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<sup>18</sup> *Ibid.*, p. 22-23.

3. Psychomotor domain, that is the ability of students related to body movements or parts, ranging from simple movements to complex movements. Changes in movement patterns take at least 30 minutes. The operational verbs used must be in accordance with their respective skill groups, namely:
- a. Muscular or motor skills, including: showing motion, showing results, jumping, moving, displaying.
  - b. Manipulation of materials or objects, including: repairing, arranging, cleaning, sliding, moving, forming.
  - c. Neomuscular coordination includes: observing, applying, connecting, holding, combining, installing, cutting, pulling and using.<sup>19</sup>

The scope of evaluation of learning and assessment of learning outcomes above are minimal aspects that must be evaluated by the teacher in learning. These aspects are general and global. Therefore, it needs to be detailed again at the operational and specific level so that the aspects can really be measured and can be observed. To measure these aspects, the teacher must make the evaluation or assessment instruments varied, both test and non-test. In this study, the writer will use the scope in the perspective of the learning system.<sup>20</sup>

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<sup>19</sup> *Ibid.*, p. 23.

<sup>20</sup> *Ibid.*, . 24-25.

### e. The Principles of Evaluation

The Principle of Assessment is serve as a basis assessment in learning. Base on Ministiry of Education and Culture the principle of assessment covering, “*Shahih, objektif, adil, terpadu, terbuka, menyeluruh dan berkesinambungan, sistematis, beracuan kriteria, dan akuntabel.*”

- i. *Sahih*, it means that the assessment is based on data that reflect to the skills that are measured.
- ii. *Objektif*, means of assessment is based on clear criteria and procedures, unaffected assessor subjectivity.
- iii. *Adil*, assessment means unfavorable or detrimental to learners as well as the specific differences in need because of the religious background, tribe, culture, customs, economy, social status and gender.
- iv. *Terpadu*, meaning it is one of the components of an integral part of the learning activities.
- v. *Terbuka*, meaning the assessment procedure, the assessment criteria, and the basis of decision-making can be known by the parties concerned.
- vi. *Menyeluruh dan berkesinambungan*, thorough and meaningful assessment of competence covers all aspects of using a variety of assessment techniques as appropriate, to monitor and assess

the development of the ability of the learners.

- vii. *Sistematis*, assessment planned and gradually following steps.
- viii. *Beracuan kriteria*, means of assessment based on the size of the achievement of defined competencies.
- ix. *Akuntabel*, responsive assessment means, both in terms of mechanisms, procedures, techniques, and results.<sup>21</sup>

#### **f. Evaluation Tools**

Broadly speaking, the evaluation tool used can be classified into two groups, namely tests and non-tests. Tests and non-tests are also called evaluation techniques.

##### **1. Non Test Techniques**

According to Arikunto, as quoted by Suharsimi Arikunto, it was explained that those who belong to the technique are as follows:

##### **a. Multi-level Scale (Rating Scale)**

Scale that describing a gradual value in the form of a result of consideration. We can judge almost everything by scale.

With the intention that the recording can be objective, the assessment of the appearance or description of one's personality is presented in the form of a scale.

##### **b. Questionnaire (Questionnaire)**

Often referred to as a questionnaire it is basically a list of

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<sup>21</sup> *Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 23 Tahun 2016 tentang Standar Penilaian* (<http://kemendikbud.go.id>, accessed on 1 July 2019 at 02.30 pm)

questions that must be filled in by the person to be measured (respondent). With this questionnaire people can be known about the situation, experience, knowledge, attitudes or opinions and others about several types of questionnaires, can be viewed from several aspects, namely:

1. Direct questionnaire
2. Indirect questionnaire

In terms of how to answer, it is distinguished by:

1. Closed questionnaire
  2. The questionnaire is open
- c. Match list

What is meant by a list of matches is a series of questions or usually short, where the respondent who is evaluated is only required to put a matching sign (blank) in the place provided.

- d. Interview

Interviews are one method or method used to get answers from respondents by unilaterally questioning. said unilaterally because in this interview the respondent was not given the opportunity at all to ask questions only submitted by the subject of evaluation. Interviews can be carried out in two ways, namely:



1. Free interview
  2. Guided interview
- e. Observation (Observation)

Observation is a technique that is carried out by conducting careful observations and systematic records, there are three kinds of observations, namely:

1. Observation of participants
  2. Systematic observation
  3. Experimental observation
- f. Biography

Curriculum vitey is a description of a person's condition during his lifetime. By studying curriculum vitey, the subject of evaluation will be able to draw a conclusion about the personality, habits, and attitudes of the object being assessed.<sup>22</sup>

## 2. Test Techniques

There are various formulations about the test. In his book entitled *Evaluation of Education*, Amir Daien Indra Kusuma said that: "Test is a tool or procedure that is systematic and objective to obtain data or information that is desired about

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<sup>22</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 2*, (Jakarta: Bumi Aksara, 2012), p.40

someone, in a way that can be said to be fast and precise".<sup>23</sup> student or group of students.<sup>24</sup> From the two meanings above, the test is a measure in the form of questions, commands, and instructions directed at testee to get a response in accordance with the instructions. In general, the test is distinguished based on the object of measurement can be divided into two, namely personality tests and learning outcomes tests. What is meant by a personality test that is widely used is the measurement of attitudes, interests, talents, and intelligence tests. Whereas according to Anas the test of learning outcomes based on their functions can be divided into four types, namely:

a. Placement Test

This test is to measure the basic abilities possessed by students, these abilities can be used to formulate the ability of students in the future so that students can be guided, directed or placed in a department that is in accordance with their basic abilities.

b. Coaching Test

Coaching tests are held during the teaching and learning process carried out in a private manner, the contents of which include all the teaching units that have been taught.

c. Sumative Test

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<sup>23</sup> Muhammad Daryanto, *Evaluasi*, h. 35.

<sup>24</sup> Muhammad Daryanto, *Evaluasi*, h. 35.

Summative tests are called end-of-semester tests or final semester examinations (UAS).

d. Diagnostic Test

This test can be used to determine the cause of failure of students in learning, used for the purposes of selection, diagnostics for the sake of job selection and field of study, diagnostics for the sake of guidance and counseling in learning.<sup>25</sup>

g. Learning Evaluation Procedure

In the literature many evaluation procedures are in accordance with their respective views. However, even though there are different steps, it is not something that is the principle because the core procedure is the same. The procedures for developing learning evaluations include:<sup>26</sup>

1. Evaluation Planning

In carrying out an activity certainly must be in accordance with what was planned. This is so that the results obtained are more maximal. However, many people also carry out an activity without clear planning so the results are less than optimal. Therefore, an evaluator must be able to make a good evaluation plan. The first step that needs to be done in evaluation activities is to make a plan.

This planning is important because it will affect the next steps,

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<sup>25</sup> Farida, *Evaluasi Program dan Instrumen Evaluasi* (Jakarta: Rineka Cipta, 2013), p. 14-21.

<sup>26</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016), p.88

even affecting the effectiveness of the overall evaluation procedure.

The implication is that evaluation planning must be clearly and specifically formulated, decomposed and comprehensive so that planning is meaningful in determining the next steps. Through the behavioral goals or indicators to be achieved, it can prepare the collection of data and information needed and can use the right time.<sup>27</sup> Based on the description above, then in planning the assessment of learning outcomes, there are several factors that must be considered, such as formulating the objectives of the assessment, identifying competencies and learning outcomes, compiling a grid or blueprint, developing draft instruments, testing and analyzing instruments, revising and assembling new instrument.<sup>28</sup>

a. Determining the Purpose of Assessment

The purpose of this assessment must be carried out clearly and decisively and determined from the beginning, because it becomes the basis for determining direction, material scope, type / model, and character of the assessment tool. The purpose of the assessment is not too general so that it does not guide the teacher in compiling the question. In assessing learning outcomes, there are four possible assessment objectives, namely:

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<sup>27</sup> Ibid., p. 89

<sup>28</sup> Ibid., p. 90

1. To improve the performance or learning process (formative),
2. To determine the success of students (summative),
3. To identify learning difficulties of students in the diagnostic learning process), or to place the position of students according to their abilities (placement).
4. The formulation of the assessment objectives must pay attention to the domain of learning outcomes, such as the cognitive, affective and psychomotor domains.<sup>29</sup>

b. Identifying Competence and Learning Outcomes

Teacher competency is mastery of knowledge, skills, values and attitudes reflected in the habit of thinking and acting in carrying out the profession as a teacher.

In a competency-based curriculum, all types of competencies and learning outcomes have been formulated by the curriculum development team, such as competency standards, competencies in learning outcomes and indicators. The teacher only needs to identify which competencies will be assessed. Regarding learning outcomes, Benjamin S. Bloom, et al. In Zainal Arifin's book grouping three domains, namely cognitive, affective, and psychomotor.<sup>30</sup>

c. Arrange Grid

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<sup>29</sup> *Ibid.*, p. 92.

<sup>30</sup> *Ibid.*, p. 92.



The compilation of the grid is intended so that the assessment material is truly representative and relevant to the subject matter that has been given by the teacher to the students. If the assessment material is not relevant to the subject matter that has been given, it will result in poor results. Likewise, if the assessment material is too much compared to the subject matter, it will have the same effect. To see whether the assessment material is relevant to the subject matter or whether the assessment material is too much or less, the teacher must arrange a grid (lay-out or blue-print or table of specifications).

Grid is a format for mapping questions that describe the distribution of items for various topics or topics based on a certain level of ability. The lattice function is a guideline for writing questions or assembling questions into test kits. A good grid will get the same set of questions even if the writer is different. In the context of the assessment of learning outcomes, the question grid is arranged based on the syllabus of each subject.

So, the teacher must do the syllabus analysis first before compiling the question grid. The steps for compiling the question grid are:

1. Analysis of the syllabus,
2. Arrange the grid,

3. Make a question,
  4. Arrange the answer sheet,
  5. Make an answer key,
- d. Develop scoring guidelines.<sup>31</sup>

In practice, often teachers in schools make questions directly from the source book. This is clearly very wrong, because the source book is not necessarily in accordance with the syllabus. This grid becomes important in planning the assessment of learning outcomes, because in it there are a number of indicators as a reference in developing instruments (questions). A good question grid must meet certain requirements, including:

- a) Representative
- b) The components must be detailed, clear and easy to understand,
- c) The problem can be made according to the indicators and the form of the question set.

The format of the grid can be divided into two components, namely the identity component and the matrix component. The identity component written at the top of the matrix is made in the appropriate column form. The identity component includes the type / level of school, department / study program, field of study / subject, school year and semester, reference curriculum.

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<sup>31</sup> *Ibid.*, p. 93.

Time allocation, total number of questions, and form questions. The collection of matrices consists of basic competencies, material, number of questions, levels of ability, indicators and sequence number questions.<sup>32</sup>

e. Develop Draft Instruments

Developing a draft assessment instrument is one important step in the assessment procedure. Assessment instruments can be arranged in the form of tests or non-tests. In the form of a test, the teacher must make a question. Writing questions is the translation of indicators into questions whose characteristics are in accordance with the grid guidelines. Each question must be clear and focused, and use effective language, both the form of the question and the form of the answer. The quality of the items will determine the quality of the test as a whole.

After all the questions have been written, the question should be read again, if necessary, discussed again with the question review team, both from linguists, study experts, curriculum experts and evaluation experts. In the non-test form, the teacher can make a questionnaire, observation guidelines, interview guidelines, study documentation, attitude scale, assessment of talents, interests, and so on.<sup>33</sup>

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<sup>32</sup> *Ibid.*, p. 101.

<sup>33</sup> *Ibid.*, p. 101.

#### f. Trial and Problem Analysis

If all the questions have been properly arranged, it needs to be tested first in the field. The goal is to find out which questions need to be changed, corrected, even discarded altogether, as well as which questions are good to use next. A good question is a question that has several times experienced several test questions and revisions, which are based on empirical and rational analysis. Empirical analysis is intended to find out the weaknesses of each question used. Empirical information generally concerns all things that can affect the validity of the question, such as aspects of the readability of the question, the level of difficulty of the question, the form of the answer, the differentiating problem, the influence of culture, and so on, whereas rational analysis is intended to correct the weaknesses of each question.

The same thing is also done for evaluation instruments in the form of non-test. In carrying out test problems, there are several things that must be considered. Among others:

1. The room where he is testing should be kept as bright as possible, and calm.
2. It is necessary to arrange the order of the implementation of the test, both with regard to the students themselves, teachers, supervisors, and the technical implementation of the test.

3. The test supervisors must control the execution of the test strictly, but do not disturb the atmosphere of the test.
  4. The time used must be in accordance with the number of questions given so that students can work well.
  5. Students must be truly obedient to working on all instructions and instructions from the examiner.
  6. The results of the trial should be processed, analyzed, and administered properly so that it can be known which questions are weak for further improvement.<sup>34</sup>
- g. Revision and Assemble Questions

After the questions were tested and analyzed, then revised according to the proportion of the difficulty level of the problem and the distinguishing power. Thus, there are questions that can be corrected in terms of language, there are also questions that must be totally revised, both concerning the subject matter and alternative answers, there are even questions that must be discarded or set aside. Based on the results of the revision of this question, then the assembly of the questions is carried out into an integrated instrument. For this reason, all things that can affect the validity of the test scores, such as the serial number of questions, grouping the form of questions, structuring questions, etc. must be

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<sup>34</sup>*Ibid.*, p. 102.



considered.<sup>35</sup>

## 2. Implementation of Evaluation

The implementation of the evaluation means how to carry out an evaluation, either through tests (written, oral or deed) or through non-tests. In the implementation of the evaluation, the teacher must pay attention to the conditions in which the test is held. The place must be bright and feasible to be used for conducting evaluations. The test atmosphere must be conducive so that students are comfortable answering test questions. In carrying out an oral test the teacher may not be rude in giving questions and may not give words that indicate the answer to the question itself. Implementation of learning evaluation is the activity of educators in teaching and evaluating students at certain times. Learning evaluation is a process for determining services, values or benefits of learning activities through assessment activities.

The implementation of education is a series of teacher activities which include the teacher's method, the teacher's attitude in teaching, the application of teaching methods in delivering material and arousing students' interest in learning. So it can be taken the understanding that the implementation of akidah akhlak teacher evaluation is a process of applying ideas, concepts and policies in a learning activity so that students master a set of akidah akhlak competencies which are at the level of the

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<sup>35</sup> *Ibid.*, p. 103.

madrasas, as a result of interaction with the environment so that the achievement of learning and evaluation goals is achieved effective and efficient as possible.<sup>36</sup>

a. Utilization of Evaluation Results

The final stage of the evaluation procedure is no further or utilization of the results of the evaluation. One of the uses of the evaluation results is a report, a report intended to provide feedback to all parties involved in learning, both directly and indirectly. The parties in question, among others: students, teachers, principals, parents, supervisors and users of graduates. Thus, the evaluation results can be used to help students understand better, explain the growth and advancement of students to parents and help teachers in preparing learning plans.

Based on the explanation, several types of uses of evaluation results can be stated as follows:

a. For the purposes of the accountability report;

The assumption is that many parties have an interest in the results of the evaluation. For example parents need to know the progress or development of their child's learning outcomes, so they can determine the next steps. Therefore, the teacher must make a report to various parties as a form of public accountability.

b. For selection purposes;

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<sup>36</sup> Ibid., p. 114

Assumption is that at the beginning and end of the year there are students who want to go to school and there are those who finish school to the next level. The results of this evaluation can be used to select, both when students want to go to school or certain types of education, while attending an education program, when they want to complete their education level, or when entering the workforce. When students take part in an education program, sometimes the school and school committee make superior classes. For this reason, selection is needed through evaluation actions.<sup>37</sup>

c. For promotional purposes;

Assumption is that at the end of the school year, there are students who go up to class or graduate. For students who graduate from certain levels of education will be given a certificate, as a physical proof of graduation. Likewise if students get good learning achievements, they will go up to the next class. This activity is a form of promotion. Thus, the promotion is given after evaluation activities are carried out.

d. For the purposes of diagnosis;

The assumption is that the results of the evaluation show that there are students who are less able to master the competencies according to the criteria set. On the basis of these assumptions, the teacher needs to make a diagnosis of those students who are

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<sup>37</sup> Ibid., p. 115

considered less capable. This means that the teacher must look for causal factors for students who are less able to master these competencies, so that they can be given guidance or remedial.

- e. To predict the future of students.

The evaluation results need to be analyzed by each subject teacher. The aim is to find out the attitudes, talents, interests and other personality aspects of students, and in what ways students are considered most prominent in accordance with the superior indicators and can be used as a basis for developing students in choosing education levels in the future.<sup>38</sup>

In essence an evaluation is an activity to measure behavior changes that have occurred. In general, learning outcomes will provide influence in two forms:

- 1) Participants will have a perspective on their strengths and weaknesses on the desired behavior;
- 2) They find that the desired behavior has increased either in stages or in two stages, so that now there will be a gap between the appearance of the current behavior and the desired behavior.

At this stage the teacher's activity is to assess the learning process that has been carried out. Evaluation is a tool to measure the achievement of goals. With evaluation, the quantity and quality of

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<sup>38</sup> *Ibid.*, p. 116.

achievement of learning objectives can be measured. Converse, because evaluation as a measure of achievement of goals, the benchmark of planning and development is the learning goal. In relation to learning, Moekijat (as quoted by Mulyasa) suggests evaluation techniques for learning knowledge, skills and attitudes as follows:

- 1) Evaluation of knowledge learning, can be done with written, oral, and questionnaires;
- 2) Evaluation of learning skills, can be done with practical exams, skills analysis and task analysis and evaluation by the students themselves;
- 3) Attitude learning evaluation, can be done with a list of attitudes of self-filling, attitude checklist that is tailored to the objectives of the program.

#### **h. Supporting and Inhibiting Factors in Learning**

In carrying out learning activities, of course there are many supporting and inhibiting factors that influence the success or failure of teaching and learning activities. Supporting factors in learning activities include:<sup>39</sup>

1. Hardware components, which include study rooms, practical equipment, laboratories, and libraries.

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<sup>39</sup>Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.18



2. Software components (software) which include curriculum, teaching programs, school management, and learning systems.
3. Brainware, which involves the existence of professional teachers, principals, students and people who are involved in the education process itself.

In addition to supporting components, of course there are also inhibiting components. These obstacles can come from the teacher himself, from students, family environment or due to facilities. The inhibiting factors in learning include:<sup>40</sup>

1. Teacher

The teacher as an educator, of course has disadvantages. These deficiencies can be the cause of the creativity of the teacher. Among them are:

- a. Teacher Leadership Type

The type of teacher leadership in the authoritarian and less democratic teaching and learning process will lead to passive attitudes of students. The attitude of students is a source of classroom management problems. Students just sit neatly listening and try to understand the rules of the lesson given by the teacher without being given the opportunity to take the initiative and develop creativity and reasoning power.

<sup>40</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.19

b. The style of the teacher is monotonous

The monotonous teacher style will lead to boredom for students, both in the form of speech when explaining lessons or actions. Teacher's speech can influence student motivation.

c. Teacher's Personality

A successful teacher is required to be warm, fair, objective, and flexible so that an emotional atmosphere that is enjoyable in the learning process is built. This means that the teacher creates an intimate atmosphere with students by always showing enthusiasm for the task and the creativity of all students indiscriminately.<sup>41</sup>

d. Teacher's Knowledge

The limited knowledge of teachers, especially management issues and management approaches, both theoretical and practical experience, will certainly hinder the realization of classroom management as well as possible. Therefore, teacher knowledge about classroom management is very necessary.

e. Limited opportunities for teachers to understand the behavior of students and their backgrounds

The limited opportunity for teachers to understand the

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<sup>41</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.19

behavior of students and their backgrounds can be caused by a lack of effort by the teacher to intentionally understand students and their backgrounds. Because management of learning centers must be tailored to the interests, attention and talents of students, students who understand lessons quickly, on average and slowly require special management according to their abilities. All of the above gives instructions to the teacher that in the teaching and learning process an initial understanding of the differences between students is needed.

## 2. Students

Students in the class can be considered as an individual in a small community, namely class and school. They must know their rights as part of a community unit besides they also have to know their obligations and the obligation to respect the rights of others and their classmates. Therefore, it requires a high awareness of students about their rights and obligations in participating in teaching and learning activities.<sup>42</sup>

## 3. Family

The behavior of students in the classroom is a reflection of the condition of their family. The authoritarian attitude of

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<sup>42</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.19

parents will be reflected in the behavior of students who are aggressive and apathetic. Classical problems faced by teachers are indeed many that come from the family environment. Poor habits of the family environment such as disorderly, disobedient to discipline, excessive freedom or too confined is the background that causes students to violate in class.

#### 4. Facilities

Existing facilities are important factors so that the teacher maximizes the program, incomplete facilities will be a significant obstacle for a teacher in activities. These obstacles are:

- a. The number of students in the class is very large
- b. The size or size of a classroom is not proportional to the number of students.
- c. Limitations of subject support tools<sup>43</sup>

## 2. Aqidah Akhlak Learning in Madrasah Aliyah

### a. Definition of Aqidah Akhlaq Learning

In essence, learning is a conscious effort of the teacher / teacher to help students or students, so that they can learn according to their needs and interests. In other words learning is a planned

<sup>43</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.20

effort in manipulating learning resources so that learning processes occur in students. In the learning process students are learning subjects and teachers are learning subjects.<sup>44</sup> Based on the above understanding, learning characteristics can be identified, as follows:

- a. In the learning process the teacher must consider students as individuals who have dynamic elements that can develop if supporting conditions are provided.
- b. Learning focuses more on student activities, because those who learn are students, not teachers.
- c. Learning is a conscious and deliberate effort.
- d. Learning is not an insidental activity without preparation.
- e. Learning is the provision of assistance that allows students to learn

Aqidah according to the terms are matters which must be justified by the heart and accepted with a sense of satisfaction and strong in the soul which cannot be shaken by *subhat* storm (doubt). Akidah which means a belief that is owned by someone and resides in the heart, not in the brain and in the human mind. With this connection, someone is able to do whatever is believed to be a "truth". Therefore, the faith that resides in the

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<sup>44</sup> Cecep Kustandi, Bambang Sutjipto, *Media Pembelajaran Manual dan Digital*, (Bogor: Ghalia Indonesia, 2011), p. 3



heart plays an important role in shaping one's character.<sup>45</sup>

Akidah is the basics of belief in religion that binds a person to the principal problems of that religion. Islam binds the faith of the people with *tauhid*, namely the belief that Allah is One. *Tawheed* is Islamic Akidah which supports the entire Islamic building of a person. He is not only limited to trust, but a belief that affects the style of life.

Whereas the morality is etymologically derived from "*khuluq*" it means "temperament or character". In accordance with these meanings, Akhlak is part of Islamic teachings that govern human behavior. Therefore morality can be good or bad depending on the values, although sociologically in Indonesia the word moral has good connotations. So people who are moral mean people who have good morality.<sup>46</sup> The definition of Akhlak in terms there are several definitions that have been put forward by experts including:

1. According to Asmaran, morality is educated human traits.<sup>47</sup>
2. According to Maskawaih, morality is the state of the soul of a person who encourages to deeds without first consideration.
3. According to Dra. Zuhairini, morality is a form of projection of human beings, namely as the peak of perfection of one's faith and

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<sup>45</sup> Darwis Abu Ubaidah, *Panduan Akidah Ahlu Sunnah Wal Jamaah*, (Jakarta: Pustaka Al-Kautsar, 2008), p.1

<sup>46</sup> Abu Ahmadi, *Dasar-Dasar Pendidikan Agama Islam*, (Jakarta: Baskara, 1989) p. 198

<sup>47</sup> Asmaran, *Pengantar Ilmu Akhlaq*, (Jakarta: Rajawali Press, 1992) p.1

Islam.

Based on the description above the Aqidah-Akhlak learning is a conscious and planned effort in preparing students to know, understand to live and believe in Allah SWT and realize it in noble moral conduct and daily life based on the Qur'an and Al-Hadith through guidance activities teaching, training, and use of experience. Aqidah Akhlak learning itself serves to provide basic skills and skills to students to increase knowledge, understanding, appreciation and practice of Islamic morality and the values of faith and devotion.

#### **b. Evaluation of Akidah Akhlak Learning**

Evaluation is an assessment that focuses more on personality changes broadly and on general goals of educational programs.<sup>48</sup>

In this context the evaluation is giving consideration or value in the field of Aqidah akhlak. The function of the evaluation is to find out whether learning objectives are achieved or not, in this case the specific instructional objectives and to determine the effectiveness of PBM conducted by the teacher. Evaluation can be done in the short and long term.

Short-term evaluation is carried out after the teaching and learning process takes place, this evaluation is called formative

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<sup>48</sup> Drs.H. Hamdani Ihsan, & Drs.H. A.Fuad Ihsan, *Filsafat Pendidikan Islam*, (Bandung : CV.Pustaka Setia, 1998) p.232

evaluation. While long-term evaluation is carried out after the teaching and learning process is carried out for several times and at certain periods, for example in the middle of the semester or the end of the semester, this evaluation is called summative evaluation. Generally evaluation uses two techniques; first, non-test techniques, namely; evaluation that does not use test questions and aims to determine the attitudes and personality traits of students related to learning or education tips. Second, test techniques, namely; an information gathering tool, but when compared to other tools, this test is more official because it is full with restrictions.

The aspects that must be considered in the evaluation of learning are the moral akidah study fields, namely:<sup>49</sup>

- a. Cognitive aspects, including changes in terms of mastery of knowledge and development / abilities needed for use that knowledge.
- b. Affective aspects, including changes in mental attitude, feelings and awareness.
- c. Psychomotor aspects, including changes in forms of motor action.

These three aspects must be balanced because all three are a package that must be achieved from learning the field of moral

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<sup>49</sup> Ibid.,p 232

Akidah study. To find out the competencies of students as a result of learning morality, it is necessary to evaluate the signs as follows:

- a. The assessment includes assessment of learning progress and assessment of student learning outcomes consisting of their knowledge, attitudes and behavior.
- b. Assessment of learning progress is gathering information about the learning progress of students. This assessment aims to determine the level of basic abilities achieved by students after participating in learning activities in a certain period of time, unit unit or level.
- c. Assessment of learning outcomes Aqidah-Akhlak is an effort to gather information to determine the level of mastery of students on a competency including: knowledge, attitudes and values.
- d. Assessment of results learning is done entirely by the madrasa concerned. The results of the assessment are used as the main consideration in entering the next level of education.

**c. Curriculum Material Akidah Akhlak**

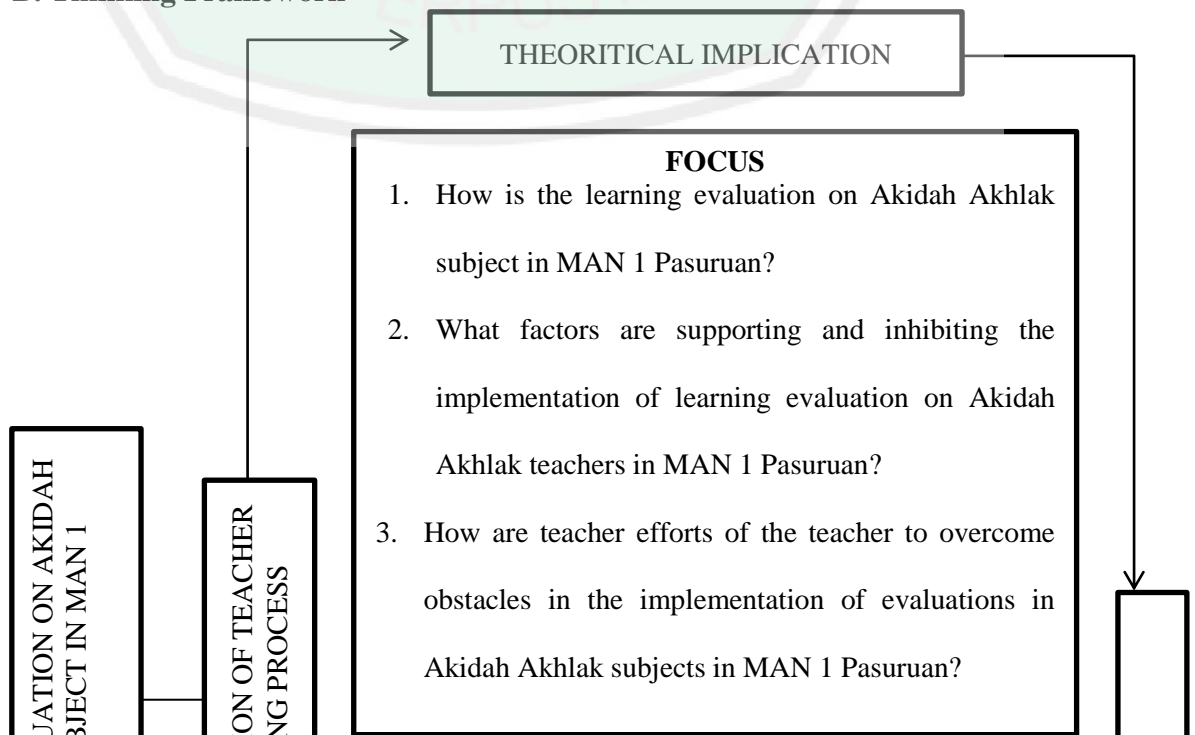
Broadly speaking, the curriculum material of Aqidah Akhlak in MAN 1 Pasuruan includes: harmony, harmony, balance which has the following basic material:

- a. The relationship between man and Allah SWT (Hablum minallah),

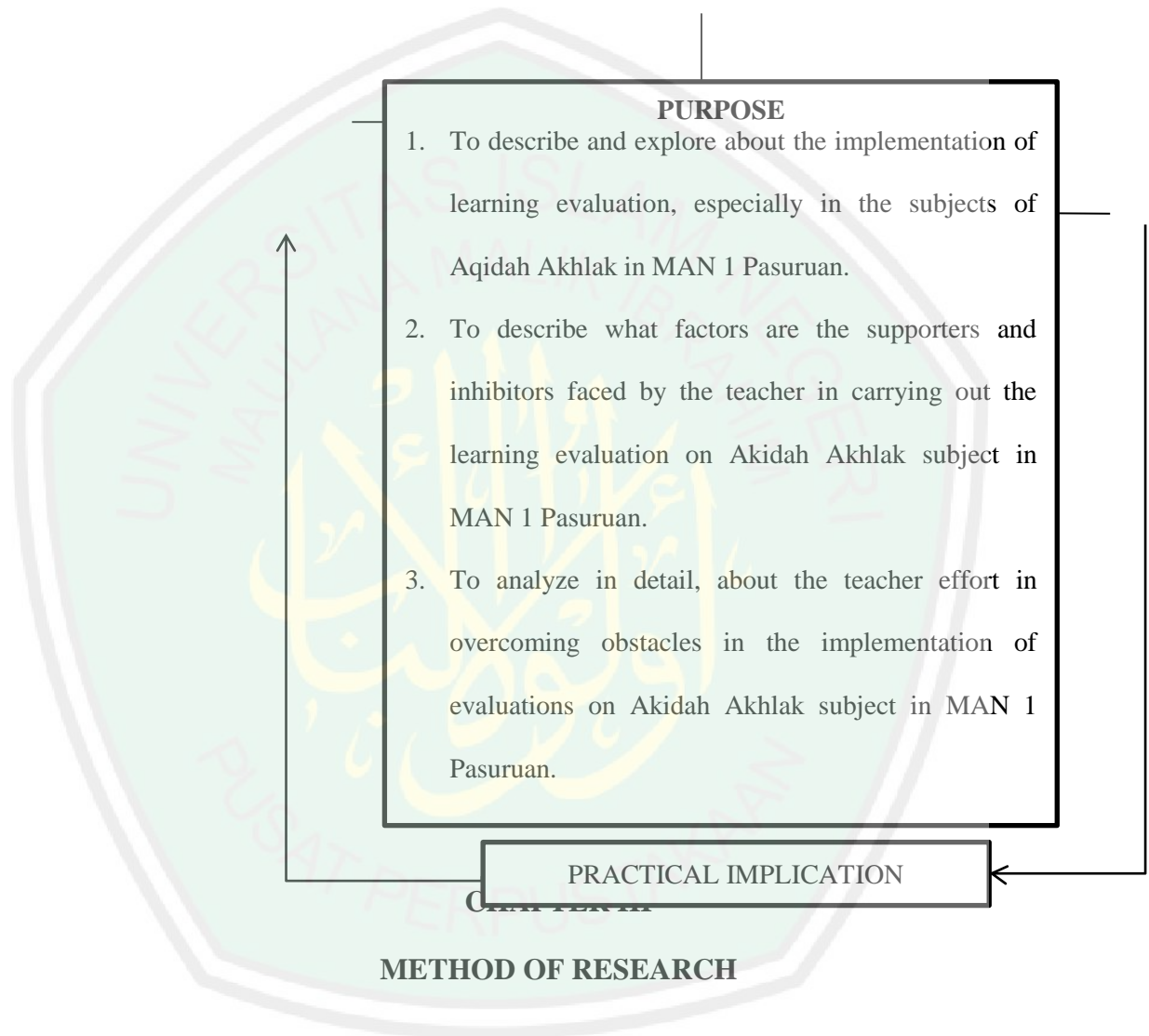
covering the Akidah aspects includes: Faith in Allah, His Angels, His Prophets, His Books, Faith in the End Times and Faith in Qodho and Qodar.

- b. The relationship between humans and humans, includes aspects of morality which includes the obligation to familiarize good morals towards oneself and others, and avoid bad character.
- c. Human relations with the natural environment which are nature preservation, animals, plants as human life needs.

### B. Thinking Framework







### A. Types of framework

The approach and type of research used by researchers to conduct, this research is a qualitative approach with a descriptive type. By definition,

qualitative research is a scientific research that aims to understand a phenomenon in a social context naturally by prioritizing process of deep communication interaction between researchers with the phenomenon under study.<sup>50</sup>

Qualitative research method is a research method based on the pattern of post positivism philosophy, used to examine the condition of natural objects, (as opposed to experiment) where researcher is a key instrument, data collection techniques are carried out by *triangulation* (combined), data analysis is inductive / qualitative and the results of qualitative research emphasize meaning of generalization.<sup>51</sup>

The type of research used by researchers is descriptive research. So descriptive research is used provide symptoms, facts, or events systematically and accurately about the characteristics of a particular population or area.<sup>52</sup>

## B. Attendance of the Research

In accordance with the type of qualitative research, the presence of researchers is indispensable, this is caused by

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<sup>50</sup> Haris Hardiansah, *Metodologi penelitian kualitatif untuk ilmu-ilmu sosial*, (Jakarta:Selemba Hunaika, 2010), p.18

<sup>51</sup> Sugiyono, *Model Penelitian Kuantitatif, kualitatif dan R&D*, (Bandung:Al-Fabeta, 2011), p.9.

<sup>52</sup> Nurul Zuria, *Metodelogi Penelitian sosial dan pendidikan*, (Jakarta : Bumi Aksara, 2009), p.47.

researchers as informant to answer examine in depth the problems raised by researchers, this is due to the presence of researchers as the main instrument, which is carried out in natural settings using approaches interviews, observation and documentation. With this approach, the presence of researcher is an observer of the participant whose presence is known as a researcher by the subject or informant.

Researchers conducted data collection for 3 months at MAN 1 Pasuruan. Researchers conducted the observation process in class there were several meetings, namely in class X IIS 1, X IIA1, class XI IIA1, class XII IIS 2m, XII IIA2.

The informants in this study were the school principal, waka and moral teacher. In MAN 1 Pasuruan there were 3 moral creed teachers namely Mr. Farhan, Mrs. Khumairoh and Mrs. Khotim.

In this research is using interview, observation, and documentation data collection techniques. The data obtained is about the application of the evaluation of moral learning, RPP data, syllabus data, curriculum data and school profiles.

### C. Data and Data Sources

The research location is a place chosen from a researcher to conduct a study. The method that needs to be taken by a researcher in forming the research location that will be used as a place of research according to Lexy J. Moleong is by considering the substantive theory, go and consult the field to see if there is conformity with reality in the field. Geographical and practical limitations such as time, cost, and energy need to be taken into consideration in determining the location of the study.<sup>53</sup>

School Name : Madrasah Aliyah Negeri 1, Pasuruan  
Alamat : JL. Balai Desa Glanggang 3A Beji  
Email/Website : [www.man1pasuruan.sch.id](http://www.man1pasuruan.sch.id)  
No.Telp : 0343-742690

Researchers are interested in conducting research at MAN 1 Pasuruan because MAN 1 Pasuruan is one of the state madrasah schools in Pasuruan districts that has implemented the 2013 curriculum since 2016 until now. And the researchers focused on implementation of learning akidah akhlak studies at MAN 1 Pasuruan.

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<sup>53</sup> Lexy J.Moleong,*Metodelogi penelitian kualitatif*,(Bandung:Remaja Rosdakarya,2001),p.25

#### **D. Data Collection**

According to Arikunto Suhaimin, the data source is subject from which the data was obtained. Data sources in descriptive qualitative research are words, and actions, the rest are additional data such as documents and others.

The data source consists of:<sup>54</sup>

##### **a. Primary data**

Primary data is data that is directly collected by researchers from the main source (informants). In this researcher, the main source of the researcher is the principal, curriculum officer and teacher of Akidah Akhlak subject in MAN 1 Pasuruan.

##### **b. Secondary data**

Secondary data is documents and literature related to the problems to be examined. In this study secondary data used is literature that discusses how to implementation of learning evaluation in schools, especially in Madrasah.

#### **E. Collecting Data**

Data collection techniques are a way to obtain correct and accurate data can be accounted, so in this

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<sup>54</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta:PT Bumi Aksara, 2006), p.3



study the author uses the following data collection techniques.

a. Observation

Observation is a method of observation, both directly and indirectly on the object of research. There is another definition of observation, namely the method of collecting data by observing systematically the symptoms that appear on the object of research.<sup>55</sup>

Researchers used direct observation and participation observation. This observation was carried out to collect data relating to the implementation of Learning Evaluation on the Akidah Akhlak subjects at MAN 1 Pasuruan.

This method is used to collect data by becoming a direct and systematic participant of the object under study. The method is carried out by going directly to the object of research, namely at MAN 1 Pasuruan

b. Interview

An interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer (interviewer) who asks questions and

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<sup>55</sup> Hadar Nawawi. 1993. *Metode Penelitian Bidang Sosial*. Yogyakarta: Gajah Mada Press, p. 100.

interviews (interviewee) who provide answers to that question.<sup>56</sup> The interviewees were principals, deputy principals in the Headmaster, Waka, and Akidah akhlak Teacher. The interviewee chosen by the researcher was based on several reasons. Here's the explanation. Akidah Akhlak Teachers are subjected to objects by research in order to obtain data on how to carry out a learning evaluation process in Madrasah.

#### c. Documentation

Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, minute of meetings, legers, agendas, and curriculum guidelines used.<sup>57</sup> The documentation method is used to obtain written data about the history of the establishment of MAN 1 Pasuruan. In addition, documentation techniques also used to find out the Vision, Mission, Objectives, institutional structure, state of facilities and infrastructure, data of Teachers and Employees, Student Data, Extracurricular Programs, and achievements. The data was obtained from the documentation of MAN 1 Pasuruan. This documentation technique is carried out to obtain important documents in events and objects that have a relationship with the subject matter in this study. The documents investigated in this

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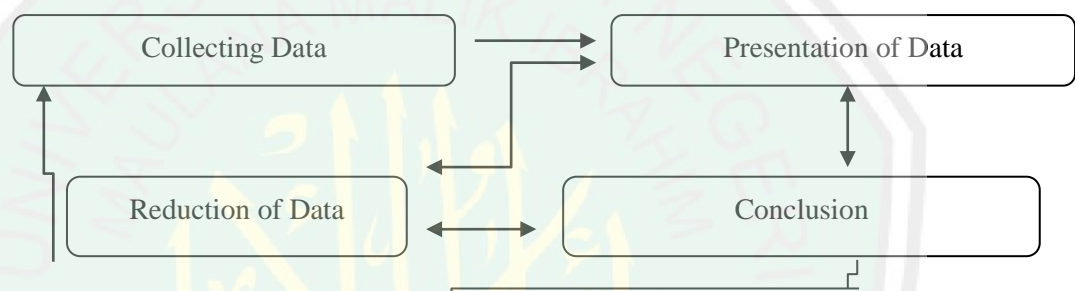
<sup>56</sup> Lexy J. Maleong. *Metodologi Penelitian Kualitatif* , (Bandung: PT. Remaja Rosdakarya,2009), p.186

<sup>57</sup> Suharsimi Arikunto. *Proses Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta.1998), p. 236.

study include the history of school establishment, school organizational structure, data's teachers, employees, and students, and required data RPP, syllabus, Prota, Promissory in Akidah akhlak teachers.

## F. Data Analysis

In this study researchers used the Miles Huberman model analysis method. Analysis steps are shown in the figure below.<sup>58</sup>



Gambar. 3.1 Components of Interactive Data Analysis model.

### 1) Data Collection

The first activity is the data collection process. Most qualitative data is data in the form of words, phenomena, photos, attitudes, and daily behavior obtained by researchers from observations using several techniques such as observation, interviews, documentation and using tools such as cameras and video tapes.<sup>59</sup> So that collection of data from the field with a large amount and need to be recorded carefully and in detail.

### 2) Data Reduction

Viewed in terms of language, the word reduction means reduction, reduction in reduction or cut, is associated with data, what is meant by

<sup>58</sup> Muhammad Yaumi, dkk. *Action Research: Teori, Modal, & Aplikasi*. (Jakarta: Kencana.2014), p. 138

<sup>59</sup> Muhammad Idrus, *Metodologi Penelitian Sosial*. (Yogyakarta: Erlangga.2009).hlm.150.

reduction is a reduction, shrinkage, decrease in data or piece of data without reducing the essence of meaning contained therein.<sup>60</sup>

Data reduction is interpreted as an election process, focusing attention on patterns of simplification, abstraction and transformation of rough data that arise from written notes from the field. Data reduction takes place continuously in line with the implementation of the research. Data reduction activities are very important because they can start sorting out and choosing which data and whose data should be sharpened.<sup>61</sup> So the data reduction technique is an activity to summarize or select important things according to the data needed by the researcher.

### 3) Presentation of Data

The next step after data reduction is data presentation. Presentation of data is a set of structured information that gives possibility of conclusions and action taking. The researcher has not ended before the final report of the researcher is compiled. By dismissing the data it will be easier to understand something, so that it can plan the next work to grow something that has been understood.

### 4) Conclusions

The next data analysis activity is drawing conclusions. The initial conclusions raised are still temporary and will change if there is no strong evidence found at the data collection stage. The conclusions raised are credible conclusions if the conclusions raised at the initial stage are supported

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<sup>60</sup> Ibid., p.151.

<sup>61</sup> Sugiono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung:Alfabeta.2009.), p. 252.

by valid and consistent evidence.

## **G. Research Procedure**

This research procedure refers to the general research stage, consisting of the pre-field stage, the field work phase, and the data analysis stage.

### **a. Pre-Field Stage**

- 1) Looking for information about school objects of research
- 2) Conduct preliminary observations as well as explore or conduct an introduction to the place used for research
- 3) Submission of research proposal title to the guardian lecturer
- 4) Consultation of proposals to supervisors
- 5) Take care of research licensing letters to the faculty to be submitted leaders who are subject to research
- 6) Preparing research designs in the form of research proposals and research instruments
- 7) Choosing and utilizing informants
- 8) Prepare research equipment

### **b. Field Work Phase**

In the field work phase, the activities carried out by the researcher are directly involved in the field to conduct observations and collect data relating to as many research



topics as possible.

## CHAPTER IV

### EXPOSURE DATA AND RESEARCH RESULTS

The following description is an attempt to describe the location of the research and describe the results of the research that has been carried out. From some of these things, later will find out how "Implementation of learning evaluation on Akidah Akhlak Subject in MAN 1 Pasuruan" can be done well.

#### A. Exposure Data

##### 1. Description the Object of research

##### a. Identity of the Madrasah

|                       |                                |
|-----------------------|--------------------------------|
| Madrasah's Name       | : MA NEGERI 1 PASURUAN         |
| Status                | : Negeri                       |
| N S M                 | : 131135140001                 |
| Since                 | : 1993                         |
| Accreditation Status  | : A ( Tahun 2016 )             |
| Complete address      | : Jl. Balai Desa Glanggang 3 A |
| - Village             | : Glanggang                    |
| - Sub                 | : B e j i                      |
| - Regency             | : Pasuruan                     |
| - The Province of     | : Jawa Timur                   |
| 1. Nomor Telpon / Fax | : (0343) 742690                |
| 2. Kode Pos           | : 67154                        |

##### c. Profile and History of the School

MAN 1 Pasuruan is one of the Aliyah Madrasah educational institutions in Pasuruan Regency, East Java Province. The establishment of

MAN 1 Pasuruan began with ideas and hopes of a number of people who hoped that in Bangil there would be a State Madrasah Aliyah with a noble goal of fulfilling the needs and desires of the need for madrasahs at the level of aliyah which became a continuation of the existing state and religion. Islam is strong, lives and practices the knowledge of religion, knows the obligation to the development of the generation of madrasahs at the middle to upper levels.

Historically in 1982, the management of the Al-Hikmah Bangil foundation (before the institution was negated) had the idea of establishing an Aliyah Madrasah in Bangil District with a state status, with the consideration that in Pasuruan District there was no State Madrasah Aliyah, while there were several MTs Negeri which requires the presence of an upper secondary level madrasah education institution for the continuation of the study of MTs graduates in State Islamic Senior High Schools in the Kab. Pasuruan.

In connection with this matter, the management of the foundation as the pioneer of the founding of the Aliyah Madrasah was very eager to realize the Aliyah Madrasah for the following reasons:

1. Fulfilling the expectations of the Bangil community who are 95% Muslim, towards the need for an Islamic educational institution with a state status in a tiered manner.
2. Not yet owned by a level of Madrasah Aliyah institution with the status of a State.
3. There needs to be integrated madrasah institutions from the level of MI, MTs and MA.

4. With the existence of the State Aliyah Madrasah, it is hoped that it will help students from Tsanawiyah to continue their advanced studies so that Islamic-based madrasahs from the MI, MTs and MA levels will be realized.

Then on 27 Rajab 1402 H, precisely on May 28, 1982 the idea of the establishment of the Aliyah Madrasah was realized under the Al-Hikmah Foundation which at that time was named the Aliyah Madrasah Preparation (MAPN). After standing for approximately 1 (one) year, a turbulent or problem arises in the existence of the Aliyah Madrasah, namely with the dissatisfaction of someone from outside parties who do not want and are not willing if MAN Preparation is in Bangil. They reasoned and accused that the State Preparation Madrasah Aliyah (MAPN) turned off existing Madrasah Aliyah (MA) and still private status.

In the year 1983/84 to adjust the situation and conditions at that time, MAN was returned to the foundation that manages and is responsible for the existence of the Madrasah by changing the name of the Madrasah Aliyah Al-Hikmah. Around the academic year 1984/1985 for the persistence and sincerity of the management of the Madrasah Aliyah Al-Hikmah, they sought to prepare for the future continuity of the Madrasah Aliyah Al-Hikmah Bangil to become a State Madrasah Aliyah, although eventually only the Filial status of the Pasuruan Madrasah Aliyah.

In 1993/1994 academic year MAN Pasuruan filial in Bangil with the Ministry of Religion decree. Number: 244 dated October 25, 1993 MAN Pasuruan Filial in Bangil was officially declared as MAN Bangil located in

Glanggang Village, Beji District, Pasuruan Regency.

Now the existence of MAN 1 Pasuruan is not the only State Islamic Senior High School in the Pasuruan Regency area, because in 2010 MAN Kraton was established (now MAN 2 Pasuruan). Therefore the demands of the needs of the State are not only their existence but also the demands of quality and competitiveness with high schools in the Bangil and surrounding areas and the Madrasah Aliyah with private status.

In 2016 according to the Decree of the Minister of Religion of the Republic of Indonesia Number 673 of 2016 concerning Changing Names of Public Madrasah Aliyah, Madrasah Tsanawiyah Negeri and Madrasah Ibtidiyah Negeri in East Java Province MAN Bangil experienced changes to MAN 1 Pasuruan.

On its long journey Madrasah Aliyah Negeri 1 Pasuruan starts from:

1. MAS Al-Hikmah (28 Mei 1982)
2. MAN Pasuruan Filial di Bangil (1982-1993)
3. MAN Bangil (1993 - 2016 )
4. MAN 1 Pasuruan ( 2016 Until now )

While the names recorded as founders of MAN 1 Pasuruan are as follows:

1. Drs. Dakiyas
2. Drs. Iksan
3. Drs. H. M. Su'udy Shiddieq. M.Pd.I
4. Drs. H. Fatah Karnadi
5. Khusaeni

6. Moh.Salim
7. Abdurrakhman Nabhan

And the names of MAN 1 Pasuruan principals who have served, starting from the status of Filial Madrasas to the present include:

1. Drs. Dakiyas
2. Drs. H.Ikhsan
3. Drs. H.M. Su'udy Shiddieq, M Pd.I
4. H. Rusdianto, S.Pd, M.Pd
5. Drs H. Moh. Alfian Makmur, M.M
6. H. Syaiful Anwar, S.Ag, M.Pd
7. Agus Suwito, S.Ag

#### **Vision**

"The realization of an educational institution that is Islamic, of high quality, competitive, moral, and culturally cultured"

#### **Mission**

1. Conduct conducive teaching and learning activities in an orderly, disciplined, safe, clean and beautiful environment with adequate infrastructure support
2. Creating a citizen personality of the madrasa, having faith, piety, obedience to worship, strong Islamic faith, obedient in performing worship, and doing good deeds
3. Improve human resources with quality training for madrasah staff teachers.



4. Improve excellence in the field of academic achievement and non-academic achievements for all citizens of the madrasa.
5. Add provisions in basic skills in the form of IT and Multimedia along with mastery of the language for students to enter the world of work with global insight.
6. Realizing physical and spiritual well-being, establishing an attitude of togetherness among the citizens of the madrasa and establishing harmonious and democratic relations between citizens and the madrasa environment.
7. Realizing mutual trust, morality and good character in life in the madrasa and outside the madrasa.
8. Creating a clean and beautiful healthy environment in accordance with the concept of madrasah adiwiyata (maintaining sustainability, preventing damage, and environmental pollution)

#### **d. Organization Structure MAN 1 Pasuruan**

This is the organizational structure of MAN 1 Pasuruan which researchers successfully documented, namely:

|                |                                |
|----------------|--------------------------------|
| Headmaster     | : H. Agus Suwito, S. Ag, M. Pd |
| Waka Kesiswan  | : Heri Santoso, S. Pd, M. Pd.I |
| Waka Kurikulum | : Dwi Yulianti, S. Pd          |
| Waka Sarpras   | : Ivan Fauzi, S. Si            |
| Waka Humas     | : Nasruddin, S. Pd, M. Si      |

#### **Number of Teachers and Civil Servant / Non PNS Staff**

In carrying out the duties and functions of the teachers and employees of Bangil Madrasah Aliyah Negeri 1 Pasuruan Regency amounted to 74 people

with details as follows: PNS teacher is 42 persons, Non PNS teacher is 13 persons, PNS staff is 6 persons, non PNS staff is 5 persons, security is 4 persons, and office boy is 4 persons.

### **Student data**

MIA students in X class is 208 students, IIS in X class is 145 students, IBB in X class is 30 students, IIA in X class is 32 students, MIA in XI class is 181 students, IIS in XI class is 141 students, IBB in XI class is 43 students, IIA in XI class is 34 students, MIA in XII class is 187 students, IIS in XII class is 111 students, IBB is 37 students, IIA in XII class is 38 students.

## **B. Research result**

### **1. Implementation Learning Evaluation on Akidah Akhlak subject in MAN 1 Pasuruan**

The procedure in question is the main steps that must be taken in the evaluation activities, namely: 1. Make a plan, which includes the purpose of the assessment, identifying competencies and learning outcomes, arranging a grid or blueprint, developing draft instruments, testing and instrument analysis, revisions and assemble new instruments. 2. The implementation of the evaluation means how to carry out an evaluation in accordance with the evaluation plan. In the implementation of the evaluation it is very dependent on the type of evaluation used. 3. Use of Evaluation Results (Follow-Up Evaluation), utilization of the final stage of the evaluation procedure is the use or utilization of evaluation results. One use of evaluation is a report intended to

provide feedback to all parties involved in learning, both directly and indirectly.

### 1. Evaluation Planning

Basically planning is an activity thinking of an action or activity that is focused on achieving goals and objectives effectively and efficiently. A good teacher is a teacher who always prepares learning well, namely by planning before the learning process takes place. Planning assessment of learning outcomes, there are several factors that must be considered, such as:

#### a. Determining the Purpose of Assessment

The purpose of this assessment must be carried out clearly and decisively and determined from the beginning, because it becomes the basis for determining direction, material scope, type / model, and character of the assessment tool.

The purpose of the assessment is not too general so that it does not guide the teacher in compiling the question.

Menurut pak Farhan bahwa “menentukan tujuan penilaian pada proses evaluasi pembelajaran akidah yaitu untuk mengetahui sampai dimana siswa dapat menangkap pelajaran materi yang sudah diberikan, Untuk memberikan semangat kepada siswa agar faham dan bisa mengamalkan pelajaran akhlak di dalam kehidupan sehari-hari, Untuk mengetahui kemajuan siswa setelah belajar beberapa tahun, Untuk mengetahui apakah cara mengajar (metode) aku sudah pas menurut siswa atau harus mengganti dengan cara yang lain”.<sup>62</sup>

Menurut bu Khotim bahwa “inti dari tujuan evaluasi itu kan kita bisa tau mbak, sampai dimana siswa tersebut faham dengan materi yang kita jelaskan, bukan hanya memahami, tapi menerapkan juga perlu”<sup>63</sup>

Menurut bu Khumairoh “mengajar akidah akhlak itu gampang-gampang susah, karena kita bukan hanya menjadi contoh, melainkan juga bisa

<sup>62</sup> Interview result with pak Farhan, Akidah akhlak teacher at Tanggal 16 February 2019

<sup>63</sup> Interview result with bu Khotim, Akidah akhlak teacher at 17 February 2019

menjadikan siswa untuk bisa meniru akhlak Rosulullah menjadi suri tauladan di masyarakat”<sup>64</sup>

Based on the results of interviews with Pak Farhan, Bu Khotim, and Bu Khumairoh, we can conclude that the teacher should be able and skilled in carrying out evaluations, because by evaluating the teacher can know the achievements achieved by students in the learning process. In conducting an evaluation, a teacher certainly has a goal to be achieved, both in the form of a specific goal, namely to see the level of achievement of the learning process.

In this case the evaluation aims to determine the mastery of students in receiving learning material. This test aims to find out the difficulties or diagnostic of students in learning. By studying the achievement of learning objectives, the teacher can find out whether the learning process carried out is quite effective in providing good and satisfying results or vice versa.

#### b. Identifying Competence and Learning Outcomes

Competence is knowledge, skills, attitudes and values reflected in the habit of thinking and acting. Based on observations and interviews with Pak Farhan, it can be seen that the informants identified competencies in the cognitive, affective, and psychomotor aspects that would be assessed in the evaluation process of akidah akhlak learning.<sup>65</sup>

Menurut bu Khotim “Kompetensi akidah akhlak sama seperti pada umumnya, yakni kognitif, afektif dan psikomotor, jadi penilaian bukan hanya pada pemahaman siswa, melainkan juga tindakan dan praktik keseharian siswa”<sup>66</sup> Menurut bu khumairoh, “untuk kognitif kan berkaitan dengan pengetahuan siswa, afektif berkaitan dengan praktik siswa, sedangkan psikomotor erkaitan dengan keterampilan siswa dalam mengerjakan tugas

<sup>64</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 21 February 2019

<sup>65</sup> Observation result at 21 Februari 2019

<sup>66</sup> Interview result with bu Khotim, Akidah akhlak teacher at 27 February 2019

Akidah akhlak”<sup>67</sup>

While teacher competence is mastery of knowledge, skills, values and attitudes that are applied in the habit of thinking and acting in carrying out the profession as a teacher in carrying out the learning process in school. In a competency-based curriculum, all types of competencies and learning outcomes have been formulated by the curriculum development team, such as competency standards, basic competencies, learning outcomes and indicators. The teacher only needs to identify which competencies will be assessed.

Based on the results of the interview the author concludes that a teachers should be able and skilled in identifying competencies and learning outcomes, because by identifying good competencies a teacher can know the achievements achieved by students in the learning process.

c. Arranging the Problem Grid

Grid is a description of the scope and content of what is being tested, and provides details about the questions needed in evaluating. The compilation of the grid is intended so that the assessment material is truly representative and relevant to the subject matter that has been given by the teacher to the students.

Menurut Pak Farhan bahwa “saya membuat perencanaan dalam evaluasi pembelajaran, yaitu membuat kisi-kisi tapi belum lengkap karena masih ada bagian dari kisi-kisi yang belum cukup dengan format yang bagus yaitu belum ada kompetensi dasarnya”.<sup>68</sup>

While other teachers say that, Menurut bu Khumairoh”saya lebih sering langsung membuat soal daripada membuat kisi-kisi dulu, karena setiap format kisi-kisi berbeda, tetapi soal tetap terkait dengan materi yang sudah saya ajarkan”<sup>69</sup>

<sup>67</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 27 February 2019

<sup>68</sup> Interview result with pak Farhan, Akidah akhlak teacher at 6 march 2019

<sup>69</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 6 march2019



Menurut bu Khotim “saya membuat kisi-kisi soal sebelum membuat soal, karena dari kisi-kisi kita akan tau patokan soal yang akan kita gunakan, tetapi terkadang format kisi-kisinya berbeda-beda”<sup>70</sup>

Based on the results of the interview and the data received, the writer can conclude that a teacher should be able and skilled in compiling the grid in the correct format so that the competence of a teacher in preparing the learning process and making questions can achieved well so as to produce an assessment of learning outcomes effective and achievement of learning with the results of assessments that are in accordance with the planned and can produce students who are successful in accepting lessons and answering questions well so as to produce perfect values.

Thus, each statement or item item needs to be made in such a way that it is clear what answers are demanded. The quality of each item will determine the quality of the test as a whole. A good grid will get a relatively similar set of questions event though the writer is different. In the context of the assessment of learning outcomes, the question grid is arranged based on the syllabus of each subject. So, the teacher must do the syllabus analysis first before compiling the question grid. In practice, often teachers in schools make questions directly from the source book. This is clearly very wrong, because the source book is not necessarily in accordance with the syllabus. This grid becomes important in planning the assessment of learning outcomes, because in it there are a number of indicators as a reference in developing instruments (questions).

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<sup>70</sup> Interview result with bu Khotim, Akidah akhlak teacher at 6 march 2019

The grid is also a basic framework that is used for the preparation of questions in the evaluation of learning, with a grid of questions so that a teacher can easily arrange evaluation questions. The grid contains the scope and content of the material to be tested. The purpose of preparing a grid is to determine the scope and as a guide in writing questions.

**TABEL 4.3;**

**Format Kisi-Kisi Penulisan Soal**

Jenis sekolah :                      Jumlah soal :  
 Mata pelajaran :                    Bentuk soal/tes :  
 Kurikulum :                          Penyusun : 1.  
 Alokasi waktu :                      2.

| No | Standar Kompetensi | Kompetensi Dasar | Kls/smt | Materi Pokok | Indikator soal | Nomor Soal |
|----|--------------------|------------------|---------|--------------|----------------|------------|
| 1  |                    |                  |         |              |                |            |
| 2  |                    |                  |         |              |                |            |
| 3  |                    |                  |         |              |                |            |

Information :

The contents in columns 2, 3, 4, and 5 are must be in accordance with the statements contained in the syllabus / curriculum. The author of the grid is not permitted to compose itself, except in column 6. In the implementation of the learning evaluation the making of the question grid is very important, because as mentioned before it is used as a guideline in the evaluation of learning.

Related to this, the Aqidah Ahklak teacher in MAN 1 Pasuruan, pak Farhan “mengungkapkan bahwa sebelum melakukan evaluasi saya membuat kisi-kisi soal dengan melihat pada materi yang sudah disampaikan kepada siswa”<sup>71</sup>

Sedangkan menurut bu Khotim “saya juga membuat kisi-kisi soal sebelum melakukan evaluasi dengancara menyesuaikan antara bentuk soal untuk tiap pokok bahasan dan tingkat kemampuan”<sup>72</sup> Pendapat yang serupa juga diungkapkan oleh bu Khumairo “bahwa sebelum mengajar guru yang lain juga

<sup>71</sup> Interview result with pak Farhan, Akidah akhlak teacher at 11 march 2019

<sup>72</sup> Interview result with bu Khotim, Akidah akhlak teacher at 21 march 2019

membuat kisi-kisi soal sebelum melakukan evaluasi pembelajaran”<sup>73</sup>

From the explanation above it can be concluded that the Akidah Ahklak teacher in MAN 1 Pasuruan always makes a grid of questions before carrying out the evaluation, it can be understood that they are aware of the importance of making a question grid.

#### d. Developing Instrument Drafts

Menurut pak Farhan dapat diperoleh gambaran bahwa “saya membuat perencanaan dalam kegiatan evaluasi pembelajaran yaitu mengembangkan draf instrumen dengan bentuk tes yaitu membuat soal-soal dan pertanyaan-pertanyaan yang sesuai dengan materi yang sudah dipelajari dan dijabarkan sesuai dengan indikator yang dibuat”<sup>74</sup> Menurut bu Khumairoh, “dalam perencanaan evaluasi biasanya membuat soal berupa tes tulis yang berkaitan dengan materi di kompetensi dasar dan melihat indikator”<sup>75</sup>

Based on the results of interviews and observations, the writer can conclude that a teacher should be able and skilled in developing the draft instrument assessment. An educator must be able to make assessment instruments that must be arranged in the form of tests and non-tests. In the form of a test, it means that the teacher must make questions. Writing questions is the elaboration of indicators into questions whose characteristics are in accordance with the lattice guidelines made and planned. Each question must be clear and focused on the material discussed, and use language that is effective and easily understood by students so as not to cause students' misunderstanding, both the form of the question and the form of the answer.

<sup>73</sup> Interview result with bu Khumairoh Akidah akhlak teacher at 21 march 2019

<sup>74</sup> Interview result with pak Farhan, Akidah akhlak teacher at 22 march 2019

<sup>75</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 22 march 2019

The quality of the items will determine the quality of the test as a whole. After all the questions are well written, then the question should be read carefully again, if necessary, discussed again with the question review team, both from linguists, study experts, curriculum experts and evaluation experts.<sup>76</sup>

e. Trial and Problem Analysis

Test problems are in principle an attempt to get empirical information about the extent to which a question can measure what will be measured. Empiric information in general involves all things that can affect the validity of questions such as aspects of the "readability" of the question, the level of difficulty of the question, the pattern of answers, the level of differentiation of questions, the influence of culture and so on.

Menurut pak Farhan bahwa “Saya membuat perencanaan dalam kegiatan evaluasi pembelajaran yaitu dengan mengadakan uji coba dan analisis soal akidah akhlak yaitu soal-soal yang sudah diujikan kepada siswa yang susah dijawab, maka soal itu diperbaiki lagi dengan memperbaiki bahasanya yang susah dimengerti oleh siswa dan soal yang terlalu panjang dibuat pendek agar siswa mahaminya”<sup>77</sup>

The good questions are questions that have several times experienced several test questions and repeated revisions, which are based on empirical and rational analysis. This is intended to correct the weaknesses of each question. The empirical analysis is to find out the weaknesses of each question used. Empirical information generally concerns everything that can affect the validity of a question, such as aspects of readability the question, the level of difficulty of the question, the form of the answer, the differentiating problem, the influence of culture, etc., while the rational analysis is to correct the

<sup>76</sup> Observation result at 25 march 2019

<sup>77</sup> Interview result with pak Farhan, Akidah akhlak teacher at 25 march 2019

weaknesses of each question that has been made and planned. The same thing is also done for evaluation instruments in the form of non-tests.

Menurut bu Khotim, “saya biasanya melakukan uji coba soal biasanya berupa tes, kemudian melakukan analisis soal yang sudah diterapkan kepada siswa, jika masih banyak yang nilainya rendah maka biasanya diperbaiki lagi soal tersebut agar bisa tercapainya nilai siswa yang lebih baik”<sup>78</sup>



Gambar 4.1 bu Khotim melakukan uji coba soal pada siswa

Based on the results of interviews and observations, the writer can conclude that the informant has done a good test of the problem and analysis of the problem using empirical and rational analysis basis, but the Madrasah itself has no planned schedule to conduct trials and analysis of existing questions, new trials and analysis of questions were carried out by the subject teachers but not yet done by the madrasa.<sup>79</sup>

f. Revision and Assemble Questions

This step is an important thing to note, because often the shortcomings contained in a question are not seen by the writer of the question. The review and revision of this question is ideally carried out by other people who are competent and consist of experts in the fields of study, measurement and

<sup>78</sup> Interview result with bu Khotim, Akidah akhlak teacher at 27 march 2019

<sup>79</sup> Hasil observasi di MAN 1 Pasuruan 2-3 April 2019



language. After the questions were tested and analyzed, the questions were revised according to the level of difficulty, aspects of the readability of the questions, forms of answers and weaknesses of the questions and distinguishing abilities and effects of culinary and so on. Thus, there are questions that can be corrected in terms of language, content and there are also questions that must be totally revised even to be discarded or set aside, both concerning the subject matter and alternative answers.

In order for the test scores to be obtained to be reliable, items are needed. Therefore, in the presentation of the items need to be assembled into an integrated measuring instrument. Things that can affect the validity of the test scores are the sequence number of questions, grouping the forms of questions, if in one test there are more than one form of questions and so on.

The next step is if things are found as described above, then an evaluation of the device again is done. In this step the important thing to do is to hold consultations with colleagues about the problems or symptoms found in the questions which will later be used as test instruments for either the midterm or semester.

Menurut pak Farhan dapat diperoleh gambaran bahwa “Saya membuat perencanaan dalam kegiatan evaluasi pembelajaran yaitu merevisi dan merakit soal aqidah akhlak dengan cara yaitu soal-soal yang sudah diujikan kepada siswa yang susah dijawab maka soal itu diperbaiki lagi dengan cara memperbaiki bahasa yang susah dimengerti oleh siswa dan soal yang panjang jadi pendek agar siswa mudah memahaminya dan dapat menjawab soal-soal dengan baik dan benar agar siswa dapat nilai yang bagus”<sup>80</sup> Menurut bu Khumairoh, saya melakukan tes kepada siswa, jika masih banyak yang remidi atau nilai dibawah KKM, maka saya akan merevisi soal yang telah saya berikan kepada siswa, dan mengurangi tingkat kesulitannya agar siswa bisa lebih mudah mendapatkan nilai yang maksimal”<sup>81</sup>

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<sup>80</sup> Interview result with pak Farhan, Akidah akhlak teacher at 6 April 2019

<sup>81</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 6 April 2019



Gambar 4.2 Siswa melakukan uji coba soal Akidah Akhlak

Based on the results of interviews and observations in the field, the writer can conclude that the informants have revised and assembled the questions well by revising the questions that are difficult to answer by students so that they become easy questions will be answered by students even from the madrasa itself. special teams that are competent in terms of language, fields of study that discuss or review and examine the questions made by teachers in the field of study before being given to students to be answered so as to produce quality questions, so in the madrasa revised and assembled questions not only done by teachers in the field of study but also by madrasas. After the problem has been compiled, then it must be reviewed (reviewing and revising) the questions that have been made. By examining the question, it means that it has analyzed the problem qualitatively. Reviewing questions includes the following things, material, construction and language.<sup>82</sup>

## 2. Implementation of Learning Evaluation

Implementation is an embodiment of a planning or learning process. In this study the researchers meant the implementation of the

<sup>82</sup> Observation result 6 April 2019

action / actualization of the programmed plan, both related to various spiritual activities, coaching and habituation for students. Empirically the implementation of these activities can be seen from the implementation of the evaluation of Akidah akhlak teachers in the teaching and learning process in MAN 1 Pasuruan both from daily, weekly, monthly and annual programs.

To facilitate the description of the discussion on the implementation of Akidah akhlak learning evaluation in MAN 1 Pasuruan will be divided into 5 parts: (1) akidah akhlak curriculum (2) akidah akhlak learning method (3) preparation of teaching preparation (4) implementation of teaching and learning activities (5) Evaluation and Assessment.

Menurut pak Farhan bahwa “saya membuat program harian, mingguan, bulanan dan tahunan, sedangkan metode yang sering dipakai saat ngajar yaitu ceramah dan pre-teaching”<sup>83</sup>



Gambar 4.3 Lecture method of Akidah akhlak teacher in class

Berdasarkan wawancara dengan siswa kelas X IIS 2 yang bernama Syahrul Firmansyah,”pak Farhan itu kalau ngajar paling banyak menggunakan metode ceramah, metode diskusi dan peran tapi itu disesuaikan dengan materi yang akan dibahas”.<sup>84</sup> menurut Khorida, siswi kelas XII IIA1 “Kalau saya diajar pak Farhan, dan kelas X dulu diajar bu Khumairoh, kalau bu Khumairoh cara mengajarnya lebih dominan dengan

<sup>83</sup> Interview result with pak Farhan, Akidah akhlak teacher at 8 April 2019

<sup>84</sup> Interview result with Syahrul Firmansyah student X IIS2 class at 8 April 2019

ceramah dan kalau pak Farhan itu praktek diskusi dan presentasi dikelas”<sup>85</sup>



Gambar 4.4 Presentasi pre-teaching dikelas



Gambar 4.5 Bu Khumairoh used Lecture method

Based on the interview with the akidah akhlak teacher that the Learning Implementation Plan (RPP) is essentially a short-term plan to plan what will be done in learning. The lesson plan was developed to coordinate learning components namely: basic competencies, standard material, learning outcomes and assessment indicators.<sup>86</sup>

### 3. Use of Evaluation Results (Follow-Up Evaluation)

Based on interviews with the Akidah akhlak teacher that the use of the results of the evaluation carried out by informants is useful for:

- a. For the purposes of the accountability report;

Menurut pak Farhan bahwa “Hasil dari evaluasi belajar siswa tentu saja dilaporkan kepada orang tua siswa dalam bentuk rapor karna isi rapor itu memberitahukan kepada wali murid tentang hasil belajar anaknya belajar

<sup>85</sup> Interview result with Khorida student XII IIA1 class at 8 April 2019

<sup>86</sup> Interview result with bu Khotim, Akidah akhlak teacher at 8 April 2019



dalam satu tahun”<sup>87</sup> Menurut bu Khotim, “Hasil dari evaluasi akidah akhlak biasanya ditulis dalam raport baik raport hasil UTS maupun Ujian Akhir Sekolah (UAS)”<sup>88</sup> (raport terlampir pada lampiran)

Based on the results of interviews and data received, the authors conclude that the use of evaluation results is for the purpose of accountability reports to parents because parents need to know the progress or development of their children's learning outcomes, so that they can determine the next steps.

b. For selection purposes;

Menurut pak Farhan bahwa “Hasil dari evaluasi belajar siswa tentu saja berguna untuk melanjutkan ke sekolah berikutnya (jenjang belajar selanjutnya)”<sup>89</sup> Menurut bu Khumairoh, “hasil dari evaluasi belajar siswa pasti berguna untuk siswa naik ke kelas selanjutnya”<sup>90</sup>

Based on the results of interviews and data received, the authors conclude that the use of the evaluation results is for the purposes of selection every beginning and end of the year because there are students who want to go to school and there are those who finish school to the next level. When students take part in an education program, sometimes the school and school committee make superior classes. For this reason, selection is needed through evaluation actions.

c. For promotional purposes;

Menurut pak Farhan bahwa “Hasil dari evaluasi belajar siswa diguna untuk bukti bahwa siswa tersebut belajar di kelas tersebut atau di sekolah tertentu maka akan diberikan rapor, ijazah atau sertifikat, sebagai bukti fisik kenaikan kelas atau kelulusan”.<sup>91</sup> Menurut bu Khotim, “Raport itu penting guna untuk memberikan bukti secara tertulis dari lembaga madrasah, terutama tanggung jawab seorang guru untuk melaporkan hasil evaluasi siswa disekolah kepada orang tua siswa”<sup>92</sup>

Based on the results of interviews and data received, the authors

<sup>87</sup> Interview result with pak Farhan, Akidah akhlak teacher at 9 April 2019

<sup>88</sup> Interview result with bu Khotim, Akidah akhlak teacher at 9 April 2019

<sup>89</sup> Interview result with pak Farhan, Akidah akhlak teacher at 10 April 2019

<sup>90</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 10 April 2019

<sup>91</sup> Interview result with pak Farhan, Akidah akhlak teacher at 10 April 2019

<sup>92</sup> Interview result with bu Khotim, Akidah akhlak teacher at 10 April 2019



conclude that the use of evaluation results, namely for the purposes of promotion at the end of the school year, there are students who go up to class or graduate. For students who graduate from certainly levels of education will be given a report card, or certificate, as a physical proof of graduation.

d. For the purposes of diagnosis;

Menurut pak Farhan bahwa “Hasil dari evaluasi belajar siswa digunakan untuk menunjukkan bahwa ada siswa yang kurang mampu menguasai kompetensi sesuai dengan kriteria yang telah ditentukan dan untuk mengetahui kelemahan siswa tersebut dalam belajar sehingga dapat diberikan bimbingan atau remedial”<sup>93</sup> Menurut bu Khotim “siswa yang nilainya kurang dari KKM (75) biasanya saya melakukan remedial, yang berupa mengerjakan soal lagi, atau mereview materi”<sup>94</sup>

Based on the results of the interview and the data received, the author can conclude that the use of the evaluation results, namely for the purposes of diagnosis, namely the results of evaluation shows that there are students who are less able to master competencies in accordance with the criteria that have been set. On the basis of these assumptions, the teacher needs to make a diagnosis of those students who are considered less capable. This means that the teacher must look for causal factors for students who are less able to master these competencies, so that they can be given guidance or remedial.

e. To predict the future of students diagnosis;

Menurut bu Khumairoh, “hasil evaluasi pembelajaran biasanya berguna untuk mengetahui dimana bakat dan kemampuan siswa”<sup>95</sup> Menurut pak Farhan bahwa “Hasil dari evaluasi belajar siswa untuk mengetahui sikap, bakat, minat dan aspek-aspek kepribadian lainnya dari siswa dan untuk mengetahui potensi siswa paling menonjol sesuai dengan indikator keunggulannya dan dapat dijadikan dasar untuk pengembangan siswadalam memilih jenjang pendidikan pada masa yang akan datang”<sup>96</sup>

## 2. Supporting and inhibiting factor in implementation of learning evaluation of

<sup>93</sup> Interview result with pak Farhan, Akidah akhlak teacher at 11 April 2019

<sup>94</sup> Interview result with bu Khotim, Akidah akhlak teacher at 11 April 2019

<sup>95</sup> Interview result with bu Khumairoh, Akidah akhlak teacher at 11 April 2019

<sup>96</sup> Interview result with pak Farhan, Akidah akhlak teacher at 11 April 2019

### Akidah akhlak teacher in MAN 1 Pasuruan

In the process of evaluating the learning of Islamic education there are things that support and hinder the process. The supporting factors and inhibitors of the process of implementing the evaluation of learning akidah akhlak subject in MAN 1 Pasuruan are:

#### a) Supporting Factors for Evaluating Learning Aqidah Akhlak

Menurut pak Agus sebagai kepala sekolah bahwa “Faktor internal yaitu kemampuan intelegensi dan motivasi dari diri siswa itu sendiri merupakan menjadi pendukung pembelajaran aqidah akhlak berjalan dengan baik sedangkan faktor eksternal diantaranya peningkatan profesionalisme guru aqidah akhlak melalui pelatihan, MGMP dan KKG, administrasi pelaksanaan pembelajaran akidah yang lengkap”<sup>97</sup> Adapun menurut pak Nasrudin bahwa “Faktor pendukung evaluasi pembelajaran Akidah akhlak yaitu sarana pembelajaran yang cukup memadai yang disiapkan oleh Madrasah Aliah Negeri 1 Pasuruan contohnya lengkapnya buku referensi perpustakaan siswa dalam belajar”<sup>98</sup>



Gambar 4.6 pelatihan workshop penilaian kerja guru

Menurut bu Khotim “yang menjadi faktor pendukung pelaksanaan evaluasi pembelajarannya adalah minat siswa itu sendiri serta adanya buku paket, serta rencana pelaksanaan pembelajaran yang baik, serta sarana prasarana pendukung pembelajaran didalam kelas”<sup>99</sup>



<sup>97</sup> Interview result with pak Agus, as headmaster in MAN 1 Pasuruan at 5 April 2019

<sup>98</sup> Interview result with pak Nasrudin, as WAKA di MAN 1 Pasuruan 6 April 2019

<sup>99</sup> Interview result with bu Khotim, Akidah akhlak teacher at akhlak 7 April 2019

Gambar 4.7 Sarana-prasarana pendukung pembelajaran didalam kelas terdapat LCD

Based on the results of the interview above, the supporting factors are divided into two internal and external factors:

- a. Internal factors stem from the high commitment of the madrasah head in improving the quality of education in religious madrasah. Willingness or interest of the students themselves,
- b. External factors come from increasing the professionalism of moral aqeedah teachers through training, MGMP and KKG, administration of the implementation of complete Akidah akhlak learning.

**b) Inhibiting Factors of Akidah akhlak learning evaluation**

In addition to supporting factors, learning evaluation is inseparable from the obstacles that hinder the implementation of the evaluation itself.

Menurut pak Agus yaitu “masalah yang timbul dalam pelaksanaan evaluasi pembelajaran adalah waktu yang hanya 2 jam dalam satu minggu sehingga materi yang diberikan kurang lengkap, Faktor internal dari guru bidang studi itu sendiri, karna guru aqidah akhlak belum serius dalam menggunakan alat media dengan baik dan penggunaan IT, cara guru dalam mengajar yang belum variatif dalam cara dalam menyampaikan materi pembelajaran”<sup>100</sup> Menurut pak Farhan “masalah yang sering timbul dalam pelaksanaan evaluasi pembelajaran adalah kurangnya jam belajar dengan siswa, kurangnya buku paket yang tidak semua siswa memilikinya, ketika buku paket habis maka siswa harus berusaha sendiri mencari refrensi lain”<sup>101</sup>

Berdasarkan wawancara dengan siswa kelas XI IIA1 yang bernama Ainun Nadhifa bahwa “Penghambat dalam proses pembelajaran aqidah akhlak adalah kurangnya jam belajar sehingga kadang pak Farhan mengambil waktu istirahat kami, kadang diambil jam guru yang yang lain dalam nyampaikan materi sehingga guru harus nunggu untuk beberapa menit dan faktor penghambat yang lain yaitu belum tersedianya buku paket yang memadai”<sup>102</sup>

Menurut pak Farhan “masalah yang sering timbul dalam pelaksanaan evaluasi pembelajaran adalah siswa yang tidak aktif sekolah atau siswa yang sering izin sehingga materi yang telah disampaikan banyak yang tidak

<sup>100</sup> Interview result with pak Agus, as headmaster in MAN 1 Pasuruan 4 April 2019

<sup>101</sup> Interview result with pak Farhan, Akidah akhlak teacher at 4 April 2019

<sup>102</sup> Interview result with students XI IIA1 class 5 April 2019

diikuti”<sup>103</sup>

Sedangkan menurut bu Khotim “yang menjadi penghambat dalam pelaksanaan evaluasi hasil belajar yakni adanya perbedaan tingkat kemampuan siswa dalam menerima pelajaran ditambah lagi keterbatasan waktu yang hanya satu jam pelajaran dalam satu minggu sehingga menyebabkan guru kurang maksimal dalam menyampaikan materi ajar”<sup>104</sup>

It can be concluded that the inhibiting factor for the learning evaluation of Islamic education in MAN 1 Pasuruan is the limited time in delivering learning materials and insufficient learning tools. From the results of observations and interviews of researchers in overcoming problems that are obstacles to the evaluation process is the addition of face-to-face hours so that the achievement of the learning process is maximized.<sup>105</sup> The method of the teacher who teaches in monotone is by using the lecture method, although sometimes there are also methods of discussion, recitation (giving learning assignments), question and answer method.

Faktor siswa kurang motivasi dalam belajar sehingga sebagian siswa tidak mendapatkan nilai yang bagus, kurangnya disiplinnya siswa dalam belajar, siswa mulai ngantuk waktu belajar yaitu pada waktu jam siang sesudah shalat dan makan yaitu pada jam 12.50 sampai jam 14.30 yang berakibat pada nilai siswa yang kurang bagus.<sup>106</sup>

Another factor is the lack of maximum teachers in utilizing IT facilities such as the internet, sometimes teachers want to provide broader tasks in deepening the material but because of the limitations of students in searching for material, learning media that are still insufficient the maximum and the minimum inventory of textbooks from the madrasa so that some students who have textbooks by photographing the faket book copy but there are also those who do not photograph the copy, the limitations of this textbook affect the evaluation results which are not

<sup>103</sup> Interview result with pak Farhan, Akidah akhlak teacher at 7 April 2019

<sup>104</sup> Interview result with bu Khotim, Akidah akhlak teacher at 7 April 2019

<sup>105</sup> Observation result at 8 April 2019

<sup>106</sup> Interview result with students X, XI, XII class at 8 april 2019



maximal and become obstacles in the learning process. Factors of facilities and infrastructure are also inhibiting factors in the learning process of morality, there are still some classes that are less comfortable, namely in the natural class that uses leaf roofs.

So according to the authors the inhibiting factors experienced by Akidah akhlak teachers in learning evaluation are: Teacher factors, student factors and learning infrastructure factors, these three factors according to the author can be overcome by always motivating students to always learn and teachers must look for variations in teaching methods which attracts students' attention so that students are not bored, sleepy during the learning process and the madrasa can add student LKS. The teacher must also continue to develop themselves with the development of the world of the internet so that a teacher is not clueless about existing technological developments and a teacher must also continue to read and explore knowledge, especially those related to the subjects he is teaching. The dynamic of teacher knowledge will influence the development of knowledge that will be obtained by students. This is usually overcome by the existence of free internet, sufficient learning media. The teacher must also require students to have textbooks so that the learning process takes place effectively and maximally.

### **3. Teacher effort to overcome obstacles in the Implementation of learning evaluation on Akidah akhlak subject in MAN 1 Pasuruan**

In an effort to improve the ability to carry out student evaluations, Madrasah Aliyah Negeri 1 Pasuruan teachers made an effort to overcome obstacles in the learning evaluation process.



According to interview with pak Farhan bahwa “upaya yang dilakukan oleh informan dalam rangka mengatasi hambatan pada Pelaksanaan Evaluasi Pembelajaran yaitu saya adakan les di luar jam formal yaitu setelah pulang dari sekolah tepatnya pada jam 14.00 sampai jam 15.30 agar tidak ketinggalan materi, saya membaca buku-buku aqidah yang lain yang berhubungan dengan materi yang sedang dibahas, saya mempelajari soal-soal yang sudah diberikan pada tahun-tahun sebelumnya, karena soal-soal yang telah diujikan pada tahun sebelumnya biasanya keluar lagi pada saat ujian tahun depan walaupun kadang ada juga soal yang mengalami beberapa perubahan”.<sup>107</sup>



Gambar 4.8 Guru Akidah akhlak melakukan bimbel dikelas

According to the Akidah teacher, rereading the material that was delivered before the lesson began was very important to improve evaluation, this is the reason I reread the subject matter that had been delivered. Evaluation in this way is a way of recalling the material that has been delivered and provided inspiration to develop in formulating student evaluation skills. After five or six chapters of material studied, I conducted an evaluation by assigning students to summarize the material that had been taught and the task of summarizing it was a mid semester assignment. The ability of teachers to carry out evaluations greatly influences the determination of student success in learning activities.<sup>108</sup>

Menurut bu Khotim “bahwa peningkatan dan pembangunan sarana prasarana yang dilakukan oleh pihak sekolah setiap tahun merupakan cara untuk mengatasi hambatan dalam belajar mengajar, pihak sekolah selalu berusaha menambah sarana prasarana belajar siswa agar terciptanya suasana pembelajaran yang nyaman”.<sup>109</sup>

Various efforts made by the teacher of MAN 1 Pasuruan so that the

<sup>107</sup> Interview result with pak Farhan, Akidah akhlak teacher at 9 April 2019

<sup>108</sup> Observation result at 9 april 2019

<sup>109</sup> Interview result with bu Khotim, Akidah akhlak teacher at 10 April 2019

evaluation carried out really really reflects the level of success of the learning that has been done. For this reason, one of the methods applied in MAN 1 Pasuruan is to develop a question bank. This question bank becomes the teacher's source in giving examinations or evaluations to students.<sup>110</sup> The existence of a question bank makes it easier for the headmaster to oversee the success of learning a subject because the questions on the question bank are a reflection of existing learning. If the evaluation carried out by the teacher uses sources from the question bank and the students succeed in answering correctly, then this shows the success of the students in mastering the subject matter delivered. Besides the teacher as the determinant of the success of the evaluation, the principal is part of the important factors that can influence the success of curriculum implementation, even determine the success or failure of students.<sup>111</sup>

Menurut kepala sekolah pak Agus, “bahwa upaya yang dilakukan dalam mengatasi hambatan dalam proses evaluasi pembelajaran bagi guru Madrasah Aliyah Negeri 1 Pasuruan, kepala sekolah yaitu: Melengkapi media yang belum variatif berbasis IT, Melengkapi buku paket, Meningkatkan keseriusan pada jam formal meliputi kualitas guru, media guru, Penambahan jam akidah akhlak diluar jam formal dengan mengadakan kegiatan Jum’at Sejati (sholat Dhuha dan Istighosah).”<sup>112</sup>



Gambar 4.9 kegiatan Jum’at Sejati

<sup>110</sup> Observation result 10 april 2019

<sup>111</sup> Observation result 10 april 2019

<sup>112</sup> Interview result with pak Agus as headmaster in MAN 1 Pasuruan at 11 April 2019



Gambar 4.10 kegiatan KJS istighosah bersama di lapangan upacara

The supervision of learning evaluation will be able to help the teacher to know the success of the evaluation of learning that has been done. If it is deemed necessary to succeed or there is a lack, then the teacher can repeat or use other methods so that the learning material delivered can be achieved optimally. The principal holds a meeting after the end of the semester exam to discuss the problem of the results of the evaluation and evaluation activities themselves even from the school there is a special meeting of the homeroom teacher and study teacher to discuss the results of the evaluation carried out by the teacher. Through this meeting forum, inputs and solutions are provided or methods for dealing with problems related to the results of evaluations carried out.<sup>113</sup> After seeing the implementation of the final process of learning, starting from planning as a first step, process, and evaluation as a final step more oriented to learning competencies, and implementing learning in assessing student success can be seen from cognitive, affective, and psychomotor aspects that build active students. Teachers are individuals who really determine the character of the nation's children both in daily life and in the afterlife.

<sup>113</sup> Observation result 11 april 2019

Evaluation is an integral part of education or teaching so that planning or preparation, implementation and utilization cannot be separated from the whole education or teaching program. Learning evaluation emphasizes the evaluation of the characteristics of students, the completeness and condition of learning facilities and infrastructure, teacher characteristics and readiness, curriculum and learning materials, learning strategies that are appropriate to the lesson, and the state of the environment in which learning takes place.





## CHAPTER V

### DISCUSSION

In this chapter will be described sequentially about what is found in research in the field through documentation, interviews, observation and dialogue with the background of research in the form of theory and literature review that has been written in the previous chapter, while the discussion of research findings that will be discussed are as follows:

#### A. Implementation learning evaluation in MAN 1 Pasuruan

The evaluation procedure in each literature is different, which guides this study among others as follow: <sup>114</sup>

##### 1. Planning evaluation

In planning the assessment of learning outcomes there are several factors that must be considered, such as formulating research objectives, identifying competencies and learning outcomes, compiling grids, developing draft instruments, testing and analyzing instruments, revising and assembling new instruments.<sup>115</sup> Basically planning is an activity thinking of an action or activity to be effective and efficient, researchers have carried out a study of morality learning evaluation in MAN 1 Pasuruan in accordance with this procedure.

##### a. Determine the purpose of the assessment

Based on the results of interviews with informants, we can conclude that the teacher should be able and skilled in carrying out evaluations, because by

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<sup>114</sup>Farida, *Evaluasi Program dan Instrumen Evaluasi* (Jakarta: Rineka Cipta, 2013), p. 14-21.

<sup>115</sup>Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016), p. 21



evaluating the teacher can know the achievements achieved by students in the learning process. In conducting an evaluation, a teacher certainly has a goal to be achieved, both in the form of a specific goal, namely to see the level of achievement of the learning process.

In this case the evaluation aims to determine the mastery of students in receiving learning material. This test aims to find out the difficulties or diagnostic of students in learning. By studying the achievement of learning objectives, the teacher can find out whether the learning process carried out is quite effective in providing good and satisfying results or vice versa.<sup>116</sup>

b. Identifying Competence and Learning Outcomes

According to Zainal Arifin classifying 3 types of learning outcomes competencies, namely affective, cognitive and psychomotor.<sup>117</sup> While teacher competence is mastery of knowledge, skills, values and attitudes that are applied in the habit of thinking and acting in carrying out the profession as a teacher in carrying out the learning process in school. In a competency-based curriculum, all types of competencies and learning outcomes have been formulated by the curriculum development team, such as competency standards, basic competencies, learning outcomes and indicators. The teacher only needs to identify which competencies will be assessed.

Based on the results of the interview the author concludes that a

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<sup>116</sup> Interview result with Akidah akhlak teacher at 4 April 2019

<sup>117</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016), p. 92

teacher should be able and skilled in identifying competencies and learning outcomes, because by identifying good competencies a teacher can know the achievements achieved by students in the learning process.<sup>118</sup>

c. Arrange the grid

Grid is a description of the scope and content of what is being tested, and provides details about the questions needed in evaluating. The compilation of the grid is intended so that the assessment material is truly representative and relevant to the subject matter that has been given by the teacher to the students.

Based on the results of the interview and the data received, the writer can conclude that a teacher should be able and skilled in compiling the grid in the correct format so that the competence of a teacher in preparing the learning process and making questions can be achieved well so as to produce an assessment of learning outcomes effective and achievement of learning with the results of assessments that are in accordance with the planned and can produce students who are successful in accepting lessons and answering questions well so as to produce perfect values.<sup>119</sup>

Thus, each statement or item item needs to be made in such a way that it is clear what answers are demanded. The quality of each item will

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<sup>118</sup> Interview result with Akidah akhlak teacher at 4 April 2019

<sup>119</sup> Interview result with Akidah akhlak teacher at 4 april 2019

determine the quality of the test as a whole. A good grid will get a relatively similar set of questions even if the writer is different. In the context of the assessment of learning outcomes, the question grid is arranged based on the syllabus of each subject.

So, the teacher must do the syllabus analysis first before compiling the question grid. In practice, often teachers in schools make questions directly from the source book. This is clearly very wrong, because the source book is not necessarily in accordance with the syllabus. This grid becomes important in planning the assessment of learning outcomes, because in it there are a number of indicators as a reference in developing instruments (questions).

From the explanation of the results in chapter IV, it can be concluded that the Aqidah Ahklak teacher in MAN 1 Pasuruan always makes a grid of questions before carrying out the evaluation, it can be understood that they are aware of the importance of making a question grid.

d. Developing instrument

Based on the results of interviews and observations, the writer can conclude that a teacher should be able and skilled in developing a draft assessment instrument. An educator must be able to make assessment instruments that must be arranged in the form of tests and non-tests. In the form of a test, it means that the teacher must make questions.<sup>120</sup>

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<sup>120</sup> Observation and interview result at 5 april 2019

Writing questions is the elaboration of indicators into questions whose characteristics are in accordance with the lattice guidelines made and planned. Each question must be clear and focused on the material discussed, and use language that is effective and easily understood by students so as not to cause students' misunderstanding, both the form of the question and the form of the answer.

The quality of the items will determine the quality of the test as a whole. After all the questions are well written, then the question should be read carefully again, if necessary, discussed again with the question review team, both from linguists, study experts, curriculum experts and evaluation experts.

e. Trial and Problem Analysis

Based on the results of interviews and observations, the writer can conclude that the informant has done a good test of the problem and analysis of the problem by using the basis of an empirical and rational analysis but the madrasa aliah itself has no planned schedule to conduct trials and analysis of existing questions, new trials and analysis of questions were carried out by the subject teachers but not yet done by the madrasa.<sup>121</sup>

If all the questions have been properly arranged, it needs to be tested first in the field. The goal is to find out which questions need to be

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<sup>121</sup> Interview result with akiah akhlak teacher in MAN 1 Pasuruan at 6 April 2019

changed, corrected, even discarded altogether, as well as which questions are good to use next. A good question is a question that has several times experienced several test questions and revisions, which are based on empirical and rational analysis. Empirical analysis is intended to find out the weaknesses of each question used. Empirical information generally concerns all things that can affect the validity of the question, such as aspects of the readability of the question, the level of difficulty of the question, the form of the answer, the differentiating problem, the influence of culture, and so on, whereas rational analysis is intended to correct the weaknesses of each question.<sup>122</sup>

f. Revision and Assemble Questions

After the questions were tested and analyzed, then revised according to the proportion of the difficulty level of the problem and the distinguishing power. Thus, there are questions that can be corrected in terms of language, there are also questions that must be totally revised, both concerning the subject matter and alternative answers, there are even questions that must be discarded or set aside. Based on the results of the revision of this question, then the assembly of the questions is carried out into an integrated instrument. For this reason, all things that can affect the validity of the test scores, such as the serial number of questions, grouping the form of questions, structuring questions, etc.

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<sup>122</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016) p. 101



must be considered.<sup>123</sup>

Based on the results of interviews and observations in the field, the writer can conclude that the informants have revised and assembled the questions well by revising the questions that are difficult to answer by students so that they become easy questions answered by students even from the madrasa itself. special teams that are competent in terms of language, fields of study that discuss or review and examine the questions made by teachers in the field of study before being given to students to be answered so as to produce quality questions, so in the madrasa revised and assembled questions not only done by teachers in the field of study but also by madrasas.<sup>124</sup>

After the problem has been compiled, then it must be reviewed (reviewing and revising) the questions that have been made. By examining the question, it means that it has analyzed the problem qualitatively. Reviewing questions includes the following things, material, construction and language.

## 2. Implementation Evaluation

The learning implementation plan is made by the moral akidah teacher containing an outline what will be done by the teacher and students during the learning process, both for one meeting or covering several meetings.

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<sup>123</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016) p. 102

<sup>124</sup> Observation and interview result at 6 April 2019

MAN 1 Pasuruan as an education subsystem under the auspices of the Ministry of Religion has implemented the 2013 curriculum. In relation to the 2013 Curriculum, morality teachers welcomed and every lesson was carried out by the lesson plan prepared jointly by the Islamic Education Teacher Working Group (KKG). The teacher as a RPP developer must evaluate the effectiveness of its implementation. Assessment is carried out during the implementation process of the learning implementation plan and afterwards, so that the best activity for Akidah Akhlak teachers is to conduct curriculum evaluation continuously and thoroughly.<sup>125</sup>

The format of the Learning Implementation Plan of morality contains at least basic competencies, indicators, learning objectives, teaching materials, learning methods, learning steps, teaching resources and assessment of learning.

Development of lesson plans requires thinking, decision-making and teacher consideration, and requires intellectual effort, theoretical knowledge, experience supported by several activities such as predicting, considering, arranging and evaluating. Therefore the moral aqidah teacher must have a mature lesson plan before implementing learning, both written and unwritten preparation.

### 3. Use of Evaluation Results (Follow-Up Evaluation)

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<sup>125</sup> Observation result at 6 April 2019

Based on interviews with the moral aqidah teacher that the use of the results of the evaluation carried out by informants is useful for:

a. For the purposes of the accountability report;

Parents need to know the progress or development of their children's learning outcome, therefore the teacher must make reports to various parties as a form of public accountability.<sup>126</sup>

Based on the results of interviews and data received, the authors conclude that the use of evaluation results is for the purpose of accountability reports to parents because parents need to know the progress or development of their children's learning outcomes, so that they can determine the next steps.<sup>127</sup>

b. For selection purposes;

The results of this evaluation can be used to select when students want to continue to a higher school level or enter the workforce.<sup>128</sup> Based on the results of interviews and data received, the authors conclude that the use of the evaluation results is for the purposes of selection every beginning and end of the year because there are students who want to go to school and there are those who finish school to the next level. When students take part in an education program, sometimes the school and school committee make superior classes. For this reason, selection is needed

<sup>126</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016) p. 114

<sup>127</sup> Interview result with akidah akhlak teacher 8 april 2019

<sup>128</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016) p. 116

through evaluation actions.<sup>129</sup>

c. For promotional purposes;

Based on the results of interviews and data received, the authors conclude that the use of evaluation results, namely for the purposes of promotion at the end of the school year, there are students who go up to class or graduate. For students who graduate from certain levels of education will be given a report card, diploma or certificate, as a physical proof of graduation<sup>130</sup>

d. For the purposes of diagnosis;

The teacher must find the cause of the students who are less able to master the competition, so that they can be given guidance or remedial.<sup>131</sup> Based on the results of the interview and the data received, the author can conclude that the use of the evaluation results, namely for the purposes of diagnosis, namely the results of evaluation shows that there are students who are less able to master competencies in accordance with the criteria that have been set. On the basis of these assumptions, the teacher needs to make a diagnosis of those students who are considered less capable. This means that the teacher must look for causal factors for students who are less able to master these

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<sup>129</sup> Interview result with akidah akhlak teacher at 8 April 2019

<sup>130</sup> Interview result with akidah akhlak teacher at 8 April 2019

<sup>131</sup> Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*. (Bandung: PT Remaja Rosdakarya, 2016) p. 116

competencies, so that they can be given guidance or remedial.<sup>132</sup>

- e. To predict the future of students.

Evaluation results need to be analyzed by each subject teacher, the aim is to find out the attitudes, talents, interests and other personality aspects of students, and in terms of what students are considered prominent in accordance with the indicators of excellence and can be used as a basis for developing students in choosing education level in the future.<sup>133</sup>

Based on the results of interviews and data received, the authors conclude that the use of evaluation results is to predict the future of students, the results of the evaluation need to be analyzed by each subject teacher. The aim is to find out the attitudes, talents, interests and other personality aspects of students, and in what ways students are considered the most prominent in accordance with the superior indicators and can be used as a basis for developing students in choosing education levels in the future.<sup>134</sup>

## **B. Supporting and Inhibiting Factors of Implementation Learning Evaluation of Aqidah Akhlak subject in MAN 1 Pasuruan**

In the process of evaluating the learning of Islamic education there are things that support and hinder the process. The supporting and inhibiting factors for the process of evaluating the learning of Akidah akhlak subject in MAN 1 Pasuruan are:

<sup>132</sup> Interview result with akidah akhlak teacher at 9 april 2019

<sup>133</sup> Zainal arifin 116

<sup>134</sup> Interview result with akidah akhlak teacher at 9 april 2019



Supporting Factors are divided into two internal and external factors:

- a. Internal factors stem from the high commitment of the madrasah head in improving the quality of education in religious madrasahs. Willingness or interest of the students themselves
- b. External factors come from increasing the professionalism of moral aqeedah teachers through training, MGMP and KKG, administration of the implementation of complete Akidah akhlak learning.<sup>135</sup>

This is supported by the theory of supporting factors, namely In carrying out learning activities, of course there are many supporting and inhibiting factors that influence the success or failure of teaching and learning activities. Supporting factors in learning activities include:<sup>136</sup>

- a. Hardware components, which include study rooms, practical equipment, laboratories, and libraries.
- b. Software components (software) which include curriculum, teaching programs, school management, and learning systems.
- c. Brainware, which involves the existence of professional teachers, principals, students and people who are involved in the education process itself.

Inhabiting factor of learning evaluation on akidah akhlak subject in  
MAN 1 Pasuruan

The inhibiting factor for the learning evaluation of Islamic

<sup>135</sup> Interview and observation result at 9 april 2019

<sup>136</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran.

Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.18

education in MAN 1 Pasuruan is the limited time in delivering learning materials and insufficient learning tools. From the results of observations and interviews of researchers in overcoming problems that are obstacles to the evaluation process is the addition of face-to-face hours so that the achievement of the learning process is maximized.<sup>137</sup> The method of the teacher who teaches in menotone is by using the lecture method, although sometimes there are also methods of discussion, recitation (giving learning assignments), question and answer method.

Another factor is the lack of maximum teachers in utilizing IT facilities such as the internet, sometimes teachers want to provide broader tasks in deepening the material but because of the limitations of students in searching for material, learning media that are still insufficient the maximum and the minimum inventory of textbooks from the madrasa so that some students who have textbooks by photographing the fakot book copy but there are also those who do not photograph the copy, the limitations of this textbook affect the evaluation results which are not maximal and become obstacles in the learning process.

Factors of facilities and infrastructure are also inhibiting

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<sup>137</sup>Observation result at 9 April 2019

factors in the learning process of morality, there are still some classes that are less comfortable, namely in the natural class that uses leaf roofs. So according to the authors the inhibiting factors experienced by Akidah akhlak teachers in learning evaluation are: Teacher factors, student factors and learning infrastructure factors, these three factors according to the author can be overcome by always motivating students to always learn and teachers must look for variations in teaching methods which attracts students' attention so that students are not bored, sleepy during the learning process and the madrasa can add student student textbooks.<sup>138</sup>

The teacher must also continue to develop themselves with the development of the world of the internet so that a teacher is not clueless about existing technological developments and a teacher must also continue to read and explore knowledge, especially those related to the subjects he is teaching. The dynamic of teacher knowledge will influence the development of knowledge that will be obtained by students. This is usually overcome by the existence of free internet, sufficient learning media. The teacher must also require students to have textbooks so that the learning process takes place effectively and maximally. In addition to supporting

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<sup>138</sup> Observation result at 9 april 2019

components, of course there are also inhibiting components. These obstacles can come from the teacher himself, from students, family environment or due to facilities. The inhibiting factors in learning include:<sup>139</sup> Facilities, Existing facilities are important factors so that the teacher maximizes the program, incomplete facilities will be a significant obstacle for a teacher in activities. These obstacles are:

- a. The number of students in the class is very large
- b. The size or size of a classroom is not proportional to the number of students.
- c. Limitations of subject support tools<sup>140</sup>

### **C. Teacher effort to overcome obstacles in the implementation of learning evaluation on Akidah akhlak subjectin MAN 1 Pasuruan**

According to the Akidah teacher, rereading the material that was delivered before the lesson began was very important to improve evaluation, this is the reason I reread the subject matter that had been delivered. Evaluation in this way is a way of recalling the material that has been delivered and provided inspiration to develop in formulating student evaluation skills. After five or six chapters of material studied, I conducted

<sup>139</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.19

<sup>140</sup> Sumber: Payudiai. 2011. Faktor Pendukung dan Penghambat Dalam Pembelajaran. Diposting November 2011. <http://piyudiai17.blogspot.com/2011/11/bab-6-faktor-pendukung-dan-penghambat.html>. Diakses tanggal 13 Juli 2019 pukul 14.20

an evaluation by assigning students to summarize the material that had been taught and the task of summarizing it was a mid semester assignment. The ability of teacher to carry out evaluations greatly influences the determination of student success in learning activities.<sup>141</sup>

Various efforts made by the teacher of MAN 1 Pasuruan so that the evaluation carried out really really reflects the level of success of the learning that has been done. For this reason, one of the methods applied in MAN 1 Pasuruan is to develop a question bank. This question bank becomes the teacher's source in giving examinations or evaluations to students.<sup>142</sup>

The existence of a question bank makes it easier for the headmaster to oversee the success of learning a subject because the questions on the question bank are a reflection of existing learning. If the evaluation carried out by the teacher uses sources from the question bank and the students succeed in answering correctly, then this shows the success of the students in mastering the subject matter delivered. Besides the teacher as the determinant of the success of the evaluation, the principal is part of the important factors that can influence the success of curriculum implementation, even determine the success or failure of students.<sup>143</sup>

The supervision of learning evaluation will be able to help the teacher to know the success of the evaluation of learning that has been

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<sup>141</sup> Observation result at 10 april 2019

<sup>142</sup> Observation result 10 april 2019

<sup>143</sup> Observation result 10 april 2019



done. If it is deemed necessary to succeed or there is a lack, then the teacher can repeat or use other methods so that the learning material delivered can be achieved optimally.

The principal holds a meeting after the end of the semester exam to discuss the problem of the results of the evaluation and evaluation activities themselves even from the school there is a special meeting of the homeroom teacher and study teacher to discuss the results of the evaluation carried out by the teacher. Through this meeting forum, inputs and solutions are provided or methods for dealing with problems related to the results of evaluations carried out.<sup>144</sup>

After seeing the implementation of the final process of learning, starting from planning as a first step, process, and evaluation as a final step more oriented to learning competencies, and implementing learning in assessing student success can be seen from cognitive, affective, and psychomotor aspects that build active students. Teachers are individuals who really determine the character of the nation's children both in daily life and in the afterlife.

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<sup>144</sup> Observation result 10 april 2019

## CHAPTER VI

### CONCLUSION

#### A. Conclusion

Based on the description and results of the analysis in this study, it can be summarized as follows:

1. The implementation of the Akidah Akhlak learning evaluation in MAN 1 Pasuruan is good enough. This can be seen from the fulfillment of procedures or steps in implementing the evaluation of learning itself. The process of implementing the evaluation of Akidah Akhlak learning in MAN 1 Pasuruan includes:
  - (a) Creation of learning evaluation questions,
  - (b) Develop learning evaluation tools,
  - (c) Time of evaluation,
  - (d) Learning evaluation techniques,
  - (e) Granting evaluation value,
  - (f) Reporting the value of evaluation results and remedial programs.
2. Supporting and inhibiting factors in the implementation of the Akidah Akhlak learning evaluation in MAN 1 Pasuruan, namely:
  - a. Supporting factors for the implementation of the Akidah Akhlak learning evaluation are divided into two factors, namely internal factors and external factors. Internal factors include the commitment of

high school principals in improving the quality of education in religious schools, motivation and abilities of students in the learning process of Akidah Akhlak. External Factors are the improvement of professionalism of moral aqeedah teachers through training, MGMP and KKG, administration of the implementation of complete akidah learning.

- b. The inhibiting factor the evaluation of learning Akidah Akhlak is the limited hours of Akidah Akhlak lessons which are only two hour in one week so that the teacher is not maximal in delivering the material or in the implementation of the evaluation of the Akidah Akhlak learning itself. The teacher factor in the field of study itself, because moral aqidah teachers have not maximally used media tools well and the use of IT, teacher methods that have not varied in delivering learning material.
3. Whereas the efforts of teachers and principals in overcoming obstacles to the implementation of learning evaluations are:
    - a. The teacher's efforts in overcoming obstacles the implementation of learning evaluations are: Increasing the seriousness of formal hours including teacher quality, teacher media, additional hours of morality outside formal hours, holding tutoring outside formal hours so as not to miss the subject matter. Complementing media that are not yet varied based on IT, teachers always improve learning methods that vary.

- b. Whereas the efforts in overcoming obstacles in the implementation of learning evaluations are: Complementing the media that are not yet varied based on IT, Completing the little fakat book, Increasing seriousness at formal hours, adding hours of moral akidah outside the formal hours of implementing KJS or Jum'at activities Truthfulness, namely istighosah, and prayer duha.

#### **D. Suggestion**

Based on the description of the conclusions above, the authors suggest the following:

1. For Madrasah

Madrasahs and especially the Madrasah Head of MAN 1 Pasuruan regularly hold workshops that discuss the understanding of IT use, so that teachers' understanding of IT use will increase. It is expected that there will be a periodic review of the curriculum and according to needs. Hopefully, MAN 1 Pasuruan does not fully adopt subject hours originating from the Ministry of Religion but has its own hour criteria.

2. For PAI Teachers

- a. To make planning and preparation of evaluations using a good format so that the achievement of maximum evaluation is achieved. Increase into the application and concept and technical evaluation of learning both on aspects of planning, implementation and reporting. This is based on the

results of research that show that in each aspect both planning, implementation and reporting are still found weaknesses and have not been implemented optimally.

- b. To always improve teacher competence, especially in the implementation of evaluations, be more creative and innovative in using teaching methods and using teaching aids in delivering material to students, so that in carrying out their duties and responsibilities they can succeed which is reflected in student achievement.
  - c. Teachers should always improve their knowledge and skills in mastering learning technology, either through further study or participating in various training that can increase insight and knowledge.
3. For Student Parties
- Students should be able to have a strong will in learning, so that the limited time they have can be overcome properly.



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Nomor : 341 /Un.03.1/TL.00.1/02/2019 12 Februari 2019  
 Sifat : Penting  
 Lampiran : -  
 Hal : **Izin Penelitian**

Kepada  
 Yth. Kepala MAN 1 Pasuruan  
 di  
 Pasuruan

*Assalamu'alaikum Wr. Wb.*


Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

|                           |  |
|---------------------------|--|
| Nama                      | : Dianifah Eka Wisudiana   |
| NIM                       | : 15110008   |
| Jurusan                   | : Pendidikan Agama Islam (PAI)   |
| Semester - Tahun Akademik | : Genap - 2018/2019  |
| Judul Skripsi             | : <b>Implementation Learning Evaluation on Akidah Akhlak Subject In MAN 1 Pasuruan</b> |
| Lama Penelitian           | : <b>Februari 2019 sampai dengan April 2019</b><br>(3 bulan)                           |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
 Dekan,  
 H. Agus Maimun, M.Pd  
 NIP. 19650817 199803 1 003

Tembusan :  
 1. Yth. Ketua Jurusan PAI  
 2. Arsip





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN**  
**MADRASAH ALIYAH NEGERI 1 PASURUAN**  
 JL. Balai Desa Glanggang 3A Beji, Kab. Pasuruan, Jawa Timur  
 Telp. (0343) 742690 PO. BOX 17 Bangil 67154

**SURAT KETERANGAN**

Nomor : B-977/Ma.13.09.01/PP.00.6/5/2019

Memperhatikan Surat masuk dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Maulana Malik Ibrahim Malang, Fakultas Ilmu Tarbiyah dan Keguruan. Nomor: 341/Un.03.1/TL.00.1/02/2019 Tanggal 12 Februari 2019. Perihal Permohonan izin Penelitian, maka kami yang bertanda tangan dibawah ini :

Nama : **AGUS SUWITO, S.Ag, M.Pd.I**  
 N I P : 19630801 199002 1 001  
 Pangkat/Gol : Pembina Utama Muda ( IV/c )  
 Jabatan : Kepala Madrasah Aliyah Negeri 1 Pasuruan

Menerangkan dengan sebenarnya, bahwa Mahasiswa tersebut dibawah ini :

Nama : **DIANIFAH EKA WISUDIANA**  
 NIM : 15110008  
 Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
 Program Studi : Pendidikan Agama Islam (PAI)

Yang bersangkutan telah selesai melaksanakan Penelitian dengan Judul **"IMPLEMENTATION LEARNING EVALUATION ON AKIDAH AKHLAK SUBJECT IN MAN 1 PASURUAN"** terhitung pada tanggal 20 Februari s.d 11 April 2019, dengan baik dan lancar dalam rangka untuk penyusunan Skripsi.

Demikian Surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pasuruan, 18 Mei 2019



## PEDOMAN WAWANCARA

Lokasi Penelitian : MAN 1 PASURUAN

Judul Tesis : PELAKSANAAN EVALUASI PADA  
MATA PELAJARAN AKIDAH AKHLAK

Nama Informan : Agus Suwito S. Ag, M. Pd. I

Jabatan : Kepala Sekolah Madrasah Aliah Negeri 1 Pasuruan

1. Bagaimana pelaksanaan pembelajaran akidah akhlak di MAN 1 Pasuruan?
2. Apakah guru membuat perencanaan pembelajaran (RPP)?
3. Apakah Guru merumuskan tujuan penilaian pada pelajaran akidah akhlak?
4. Apakah Guru menyusun kisi-kisi atau blueprint pada pelajaran akidah akhlak?
5. Apakah Guru mengembangkan draft instrument pada pelajaran akidah akhlak?
6. Apakah Guru menguji coba dan analisis instrument pada pelajaran akidah akhlak?
7. Apakah Guru merevisi dan merakit instrument baru pada

pelajaran akidah akhlak?

8. Bagaimana guru dalam implementasi pembelajaran di kelas?
9. Bagaimana guru dalam melaksanakan kegiatan evaluasi dan mengolah data hasil belajar siswa?
10. Bagaimana sistem evaluasi di MAN 1 Pasuruan?
11. Bagaimana kondisi keagamaan siswa di MAN 1 Pasuruan secara umum?
12. Kendala apa saja yang dijumpai dalam meningkatkan kualitas keagamaan siswa melalui pembelajaran Akidah Akhlak?
13. Upaya apa saja yang telah ditempuh untuk meningkatkan kualitas pembelajaran Akidah Akhlak?
14. Faktor-Faktor apa saja yang menjadi pendukung dan penghambat pelaksanaan evaluasi pembelajaran akidah akhlak di MAN 1 Pasuruan?
15. Bagaimana upaya guru dalam mengatasi hambatan pada pelaksanaan evaluasi pembelajaran pada mata pelajaran akidah akhlak di MAN 1 Pasuruan?

## PEDOMAN WAWANCARA

Lokasi Penelitian : MAN 1 PASURUAN

Judul Tesis : PELAKSANAAN EVALUASI PADA MATA  
PELAJARAN AKIDAH AKHLAK

Nama Informan : Farkhan M. Pd. I, Khotimatuz Zahro S. Pd.I,  
Khumairoh, S. Pd. I

Jabatan : Guru Mapel Akidah Akhlak

### A. Perencanaan Pembelajaran

1. Sebelum kegiatan belajar mengajar, apakah anda membuat perencanaan terlebih dahulu?
2. Aspek apa saja yang anda cantumkan dalam catatan rencana pembelajaran yang anda buat?
3. Apakah Guru merumuskan tujuan penilaian pada pelajaran akidah akhlak?
4. Apakah Guru menyusun kisi-kisi atau blueprint pada pelajaran akidah akhlak?
5. Apakah Guru mengembangkan draft instrument pada pelajaran akidah akhlak?
6. Apakah Guru menguji coba dan analisis instrument pada pelajaran akidah akhlak?

7. Apakah Guru merevisi dan merakit instrument baru pada pelajaran akidah akhlak?
8. Apakah guru membuat RPP?
9. Apakah buat sendiri atau copy paste?

#### B. Pelaksanaan Pembelajaran

1. Bagaimana pelaksanaan pembelajaran akidah akhlak secara umum? Apakah telah sesuai dengan program yang anda rencanakan?
2. Metode apa saja yang guru gunakan pada saat proses pembelajaran?
3. Bagaimana motivasi siswa dalam mengikuti proses pembelajaran?

#### C. Pengolahan hasil evaluasi

1. Bagaimana pelaksanaan evaluasi pembelajaran akidah akhlak?
2. Kapan anda melakukan kegiatan penilaian?
3. Apakah guru setelah selesai mengajar mengadakan evaluasi?
4. Aspek kompetensi apa saja yang anda nilai?
5. Bagaimana hasil evaluasi pembelajaran akidah akhlak?  
Apakah telah memenuhi standar KKM?



6. Bagaimana anda mengolah data hasil penilaian yang telah diperoleh?
7. Apakah ada tindak lanjut dari hasil evaluasi harian, mingguan, semesteran? apa bentuknya?
8. Menurut guru, apa manfaat dari evaluasi pembelajaran?

D. Faktor-Faktor apa saja yang menjadi pendukung dan penghambat pelaksanaan evaluasi pembelajaran akidah akhlak di MAN 1 Pasuruan?

E. Bagaimana upaya guru dalam mengatasi hambatan pada pelaksanaan evaluasi pembelajaran pada mata pelajaran akidah akhlak di MAN 1 Pasuruan?

**PEDOMAN WAWANCARA YANG DITUJUKAN KEPADA  
SISWA**

1. Bagaimana pelaksanaan pembelajaran akidah akhlak di kelas?
2. Bagaimana penguasaan guru akidah akhlak terhadap materi ajar?
3. Metode apa saja yang digunakan dalam pembelajaran akidah akhlak?
4. Bagaimana guru akidah akhlak dalam menyampaikan materi? Jelas atau tidak? Tuntas atau tidak?
5. Bagaimana evaluasi pembelajaran akidah akhlak?
6. Kapan guru akidah akhlak melaksanakan kegiatan evaluasi?
7. Jenis evaluasi apa saja yang biasa digunakan?
8. Kendala apa saja yang dirasakan ketika belajar akidah akhlak?
9. Apakah kamu senang dengan pelajaran akidah akhlak?
10. Apakah seluruh siswa memiliki buku akidah akhlak?
11. Bagaimana cara guru akidah melaksanakan remedial?

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan : MAN 1 Pasuruan

Kelas/Semester : XI/Ganjil

Mata Pelajaran : Akidah Ahklak

### Standar Kompetensi

Memahami aliran aliran ilmu kalam dan tokoh tokohnya

### Kompetensi Dasar

Menjelaskan aliran – aliran ilmu kalam dan tokoh- tokoh dan pandangannya

### Indikator

1. Menyebutkan macam - macam aliran dalam ilmu kalam
2. Menjelaskan pengertian macam- macam aliran dalam ilmu kalam
3. Menyebutkan tokoh tokoh dalam ilmu kalam

### Alokasi Waktu

2 jam pelajaran ( 2 x 45 menit )

### A. Tujuan Pembelajaran

- Menjelaskan macam - macam aliran dalam ilmu kalam
- Menjelaskan pengertian macam- macam aliran dalam ilmu

kalam

- Mengidentifikasi tokoh - tokoh dalam ilmu kalam

## **B. Materi Ajar**

Menjelaskan aliran - aliran ilmu kalam, tokoh - tokoh dan pandangan- pandangannya.

## **C. Metode**

- Ceramah
- Tanya Jawab
- Diskusi Kelompok
- Inkuiri
- Pengamatan

## **D. Langkah langkah Pembelajaran**

### 1. Kegiatan Awal

- Memberikan Salam pembuka
- Memotivasi siswa untuk menjelaskan aliran aliran ilmu kalam, tokoh tokoh dan pandangan- pandangannya.

### 2. Kegiatan inti

- Tanya jawab awal tentang menjelaskan aliran aliran ilmu kalam, tokoh tokoh dan pandangan - pandangannya

- Guru memberi ilustrasi tentang menjelaskan aliran - aliran ilmu kalam, tokoh tokoh dan pandangan - pandangannya
- Guru menyebutkan menjelaskan aliran - aliran ilmu kalam , tokoh - tokoh dan pandangan - pandangannya
- Mendiskusikan dengan kelompok tentang menjelaskan aliran - aliran ilmu kalam, tokoh - tokoh dan pandangan - pandangannya.

### 3. Kegiatan penutup

- Mengajak siswa untuk membuat kesimpulan tentang menerapkan ilmu kalam dalam mempertahankan akidah
- Memberikan kesempatan kepada siswa mengerjakan soal - soal latihan menerapkan ilmu kalam dalam mempertahankan aqidah
- Memberikan salam penutup.

### **E. Sumber Pembelajaran**

- Internet dan intranet
- Buku paket akidah akhlak yang relevan
- LKS Akidah akhlak



- LCD
- DLL

#### F. Penilaian

1. Teknik penilaian Tugas kelompok Ulangan harian
2. Bentuk instrument lembar pengamatan subjektif
3. Bentuk instrument Multiple choicee dan essay
4. Contoh instrument ;

Soal: Faktor internal yang menyebabkan munculnya aliran teologi dalam Islam ialah.....

- a. perluasan wilayah Islam
- b. persoalan politik
- c. pemahaman ayat mustsyabihat
- d. perdebatan dengan agama lain

Skor ; 2,5

Soal dan kunci jawaban terlampir

Mengetahui,

Bangil, Juli 2019

Kepala MAN 1 Pasuruan

Guru mata pelajaran,

Agus Suwito, S. Ag, M. Pd

Farkhan, M. Pd. I

## STANDAR KOMPETENSI

### Akidah Akhlak Kelas X MAN 1

#### Pasuruan Semester 1

| No | Standar Kompetensi  | Kompetensi Dasar  |
|----|---|---|
| 1  | Memahami Prinsip-prinsip dan Metode Peningkatan Kualitas Akidah | <p>1.1 Menjelaskan Prinsip-prinsip Akidah.</p> <p>1.2 Menjelaskan Metode-metode Peningkatan Kualitas Akidah.</p> <p>1.3 Menerapkan Prinsip-prinsip Akidah dalam kehidupan.</p> <p>1.4 Menerapkan Metode-metode Peningkatan Kualitas Akidah dalam kehidupan.</p> |
| 2  | Memahami Tauhid   | <p>2.1 Menjelaskan pengertian tauhid dan istilah-istilah lainnya.</p> <p>2.2 Menjelaskan macam-macam tauhid dan lain-lain.</p> <p>2.3 Menunjukkan perilaku orang yang bertauhid.</p> <p>2.4 Menerapkan perilaku bertauhid dalam kehidupan sehari-hari.</p>      |

|   |  |   |
|---|--|---|
|   |  |   |
| 3 | Memahami Syirik dalam Islam                                    | <ul style="list-style-type: none"> <li>a. Menjelaskan pengertian syirik.</li> <li>b. Mengidentifikasi macam-macam syirik.</li> <li>c. Menunjukkan perilaku orang yang berbuat syirik.</li> <li>d. Menjelaskan akibat perbuatan syirik.</li> <li>e. Membiasakan diri menghindari hal-hal yang mengarah kepada perbuatan syirik dalam kehidupan sehari-hari.</li> </ul> |
| 4 | Memahami Masalah Akhlak dan Metode Peningkatan Kualitas Akhlak | <ul style="list-style-type: none"> <li>4.1 Menjelaskan pengertian akhlak.</li> <li>4.2 Menjelaskan induk-induk akhlak terpuji dan induk-induk akhlak tercela.</li> <li>4.3 Menjelaskan macam-macam metode peningkatan kualitas akhlak.</li> <li>4.4 Menerapkan metode- metode peningkatan kualitas akhlak dalam kehidupan.</li> </ul>                                 |

## Semester 2

| No | Standar Kompetensi  | Kompetensi Dasar  |
|----|---|---|
| 1  | <p>Meningkatkan keimanan kepada Allah melalui sifat-sifatNya dalam asmaul husna</p> | <p>1.1 Menguraikan sepuluh asmaul husna (<i>al-muqsit, al-waris, an-nafi' al-basit, al-hafizh, al-waliyy, al-wadud, ar-rafi', al-muizz dan al-afuww</i>).</p> <p>1.2 Menunjukkan bukti kebenaran tanda-tanda kebesaran Allah melalui pemahaman terhadap sepuluh Asmaul Husna (<i>al-muqsit, al-waris, an-nafi' al-basit, al-hafizh, al-waliyy, al-wadud, ar-rafi', al-muizz dan al-afuww</i>).</p> <p>1.3 Menunjukkan perilaku orang yang mengamalkan sepuluh Asmaul Husna (<i>al-muqsit, al-waris, an-nafi' al-basit, al-hafizh, al-waliyy, al-wadud, ar-rafi', al-muizz dan al-afuww</i>) dalam kehidupan sehari-hari.</p> <p>1.4 Meneladani sifat-sifat Allah yang terkandung dalam sepuluh Asmaul Husna (<i>al-muqsit, al-waris, an-nafi' al-basit, al-hafizh, al-waliyy, al-wadud, ar-rafi', al-</i></p> |



|  |  |  |
|--|--|--|
|  |  | <p><i>muizz dan al-afuww</i>) dalam kehidupan sehari-hari.</p> |
|--|--|--|



|   |                                 |   |
|---|---------------------------------|---|
| 2 | Membiasakan<br>Perilaku terpuji | <p>2.1 Menjelaskan pengertian dan pentingnya huznuzhon dan bertaubat.</p> <p>2.2 Mengidentifikasi bentuk dan contoh-contoh perilaku huznuzhon dan bertaubat.</p> <p>2.3 Menunjukkan nilai-nilai positif dari huznuzhon dan bertaubat dalam fenomena kehidupan.</p> <p>2.4 Membiasakan perilaku huznuzhon dan bertaubat.</p>   |
| 3 | Menghindari<br>Perilaku Tercela | <p>31 Menjelaskan pengertian riya'*, aniaya dan diskriminasi.</p> <p>32 Mengidentifikasi bentuk dan contoh-contoh perbuatan riya'*, aniaya dan diskriminasi.</p> <p>33 Menunjukkan nilai-nilai negative akibat perbuatan riya'*, aniaya dan diskriminasi.</p> <p>34 Membiasakan diri menghindari hal-hal yang mengarah pada perilaku riya'*, aniaya dan diskriminasi.</p> |

## STANDAR KOMPETENSI

### Aqidah Akhlak Kelas XI MAN 1

#### Pasuruan Semester 1

| No | Standar Kompetensi                                    | Kompetensi Dasar   |
|----|---|--|
| 1  | Memahami Ilmu Kalam                                   | 1.1 Menjelaskan pengertian dan fungsi ilmu kalam.<br>1.2 Menjelaskan hubungan ilmu kalam dengan ilmu lainnya.<br>1.3 Menerapkan ilmu kalam dalam mempertahankan aqidah.  |
| 2  | Memahami aliran-aliran ilmu kalam dan tokoh-tokohnya. | 2.1 Menjelaskan aliran-aliran ilmu kalam, tokoh-tokoh dan pandangan-pandangannya.<br>2.2 Menganalisis perbedaan antara aliran ilmu kalam yang satu dengan yang lainnya.<br>2.3 Menunjukkan contoh-contoh perilaku orang yang beraliran tertentu dalam ilmu kalam.<br>2.4 Menghargai terhadap aliran-aliran yang berbeda dalam kehidupan bermasyarakat. |
| 3  | Membiasakan Perilaku Terpuji                          | 3.1 Menjelaskan pengertian dan pentingnya akhlak berpakaian, berhias, perjalanan, bertamu dan menerima tamu.<br>3.2 Mengidentifikasi bentuk akhlak berpakaian,   |

|  |  |   |
|--|--|---|
|  |  | berhias, perjalanan, bertamu dan menerima tamu.<br>33 Menunjukkan nilai-nilai positif dari akhlak |
|--|--|---|



|   |                              |  |
|---|------------------------------|--|
|   |                              | <p>berpakaian, berhias, perjalanan, bertamu dan menerima tamu.</p> <p>3.4 Membiasakan akhlak berpakaian, berhias, perjalanan, bertamu dan menerima tamu.</p>   |
| 4 | Menghindari Perilaku Tercela | <p>4.1 Menjelaskan pengertian dosa besar (mabuk-mabukan, berjudi, zina, mencuri, mengkonsumsi narkoba)</p> <p>4.2 Mengidentifikasi bentuk dan contoh-contoh dosa besar (mabuk-mabukan, berjudi, zina, mencuri, mengkonsumsi narkoba)</p> <p>4.3 Menunjukkan nilai-nilai negatif akibat perbuatan dosa besar (mabuk-mabukan, berjudi, zina, mencuri, mengkonsumsi narkoba)</p> <p>4.4 Membiasakan diri untuk menghindari perbuatan dosa besar (mabuk-mabukan, berjudi, zina, mencuri, mengkonsumsi narkoba)</p> |

## Semester 2

| No | Standar Kompetensi           | Kompetensi Dasar  |
|----|------------------------------|---|
| 1  | Memahami Tasawuf             | <p>1.1 Menjelaskan pengertian, asal usul dan istilah-istilah dalam tasawuf</p> <p>1.2 Menjelaskan fungsi dan peranan tasawuf dalam kehidupan modern.</p> <p>1.3 Menunjukkan contoh-contoh perilaku tasawuf</p> <p>1.4 Menerapkan tasawuf dalam kehidupan modern.</p>  |
| 2  | Membiasakan perilaku terpuji | <p>2.1 Menjelaskan pengertian dan pentingnya akhlak terpuji dalam pergaulan remaja.</p> <p>2.2 Mengidentifikasi bentuk dan contoh-contoh perilaku akhlak terpuji dalam pergaulan remaja.</p> <p>2.3 Menunjukkan nilai-nilai negatif akibat perilaku pergaulan remaja yang tidak sesuai dengan akhlak islam dalam fenomena kehidupan.</p> <p>2.4 Menerapkan akhlak terpuji dalam pergaulan remaja dalam kehidupan sehari-hari.</p> |



|   |                              |  |
|---|------------------------------|--|
| 3 | Menghindari perilaku tercela | <p>3.1 Menjelaskan pengertian <i>israf</i>, <i>tabzir</i>, dan <i>fitnah</i>.</p> <p>3.2 Mengidentifikasi bentuk dan contoh-contoh perbuatan <i>israf</i>, <i>tabzir</i>, dan <i>fitnah</i>.</p> |
|---|------------------------------|--|



|  |  |  |
|--|--|--|
|  |  | <p>3.3 Menunjukkan nilai-nilai negatif akibat perbuatan <i>israf</i>, <i>tabzir</i>, dan <i>fitnah</i>.</p> <p>3.4 Membiasakan diri untuk menghindari perilaku <i>israf</i>, <i>tabzir</i>, dan <i>fitnah</i>.</p> |
|--|--|--|



## PROGRAM TAHUNAN

Satuan Pendidikan : **MA Negeri 1 Pasuruan**  
 Mata Pelajaran : Aqidah Akhlaq  
 Kelas/ Semester : XII/ Ganjil dan Genap  
 Tahun Pelajaran : 2017-2018

Semester 1

| JUDUL PELAJARAN   | KOMPETENSI INTI           | KOMPETENSI DASAR   |
|---|---------------------------|--|
| Bab I Makna Tujuh Asmaul Husna                            | KI-1, KI-2, KI-3 DAN KI-4 | <p>1.1 Meyakini sifat-sifat yang terkandung dalam tujuh asmaul husna : al-Gaffar, ar-Razaq, al-Malik, al-Hasib, al-Hadi, al-Khaliq, dan al-Hakim</p> <p>1.1 Terbiasa menerapkan nilai-nilai positif yang terkandung dalam tujuh asmaul husna : al-Gaffar, ar-Razaq, al-Malik, al-Hasib, al-Hadi, al-Khaliq, dan al-Hakim</p> <p>1.1 Memahami makna tujuh asmaul husna : al-Gaffar, ar-Razaq, al-Malik, al-Hasib, al-Hadi, al-Khaliq, dan al-Hakim</p> <p>4.1 Melafalkan dan menghafal asmaul husna dengan baik</p> |
| Bab II Amal Shaleh, Toleransi, Musawah, dan Ukhuwah       | KI-1, KI-2, KI-3 dan KI-4 | <p>1.2 Menghayati nilai-nilai positif dari amal shaleh, toleransi, muasawah dan ukhuwah</p> <p>1.2 Terbiasa berperilaku amal shaleh, toleransi, muasawah dan ukhuwah dalam kehidupan sehari-hari</p> <p>1.2 Memahami pengertian dan pentingnya amal shaleh, toleransi, muasawah dan ukhuwah</p> <p>1.4 Menyajikan peta konsep tentang keutamaan amal shaleh, toleransi, muasawah dan ukhuwah</p>   |
| Bab III Menghindari Perilaku Nifak dan Keras Hati (Gadab) | KI-1, KI-2, KI-3 DAN KI-4 | <p>1.3 Meyadari dampak negatif dari perilaku nifak dan keras hati (pemarah)</p> <p>1.3 menghindari perilaku nifak dan keras hati (pemarah)</p> <p>1.3 Memahami pengertian nifak dan keras hati (pemarah)</p> <p>4.4 Memaparkan dampak negatif dari perilaku nifak</p>  |

|   |                              |   |
|---|------------------------------|---|
|   |                              | dan keras hati (pemarah)  |
| Bab IV Adab Bergaul dengan Orang Sebaya, Lebih Tua, Lebih Muda, dan Lawan Jenis | KI-1, KI-2, KI-3<br>DAN KI-4 | 1.4 Menghayati adab yang lebih baik dalam bergaul dengan orang yang sebaya, yang lebih tua, yang lebih muda, dan lawan jenis<br>1.4 Terbiasa beradab yang baik dalam bergaul dengan orang yang sebaya, yang lebih tua, yang lebih muda, dan lawan jenis<br>1.4 Memahami adab bergaul dengan orang yang sebaya, yang lebih tua, yang lebih muda, dan lawan jenis<br>4.5 Menyimulasikan adab bergaul dengan orang yang sebaya, yang lebih tua, yang lebih muda, dan lawan jenis |
| Bab V Kisah Teladan Al-Gazali dan Ibnu Sina                                     | KI-1, KI-2, KI-3<br>DAN KI-4 | 1.5 Menghayati keutamaan sifat-sifat al-Gazali dan Ibnu Sina<br>1.5 Meneladani keutamaan sifat-sifat al-Gazali dan Ibnu Sina<br>1.5 Menganalisis kisah keteladanan al-Gazali dan Ibnu Sina<br>4.6 Menceritakan kisah keteladanan al-Gazali dan Ibnu Sina  |

## Semester 2

| JUDUL PELAJARAN  | KOMPETENSI INTI              | KOMPETENSI DASAR  |
|--|------------------------------|---|
| Bab VI Semangat Berkompetisi (Fastabiqul Khoirot), Optimis, Dinamis, Inovatif, dan Kreatif | KI-1, KI-2, KI-3<br>DAN KI-4 | 1.1 Menghayati pentingnya nilai-nilai positif pada kompetisi dalam kebaikan (fastabiqul khoirot), optimis, dinamis, inovatif, dan kreatif<br>1.1 Membiasakan berperilaku dengan semangat kompetisi dalam kebaikan (fastabiqul khoirot), optimis, dinamis, inovatif, dan kreatif<br>1.1 Menjelaskan pengertian dan pentingnya perilaku semangat berkompetisi dalam kebaikan (fastabiqul khoirot), optimis, dinamis, inovatif, dan kreatif<br>1.1 Menyajikan contoh-contoh perilaku berkompetisi dalam kebaikan (fastabiqul khoirot), optimis, dinamis, inovatif, dan kreatif |
| Bab VII Bahaya Perilaku Fitnah, Namimah, dan Gibah   | KI-1, KI-2, KI-3<br>dan KI-4 | 1.2 Menyadari bahaya fitnah, namimah, dan gibah<br>1.2 Menghindari hal-hal yang mengarah pada perilaku fitnah, namimah, dan gibah<br>1.2 Memahami pengertian dan bahaya perilaku tercela fitnah, namimah, dan gibah   |

|   |                              |   |
|---|------------------------------|---|
|   |                              | 1.2 Mempresentasikan pengertian dan bahaya perilaku tercela fitnah, namimah, dan gibah  |
| Bab VIII Adab Membaca Al-Qur'an dan Berdo'a | KI-1, KI-2, KI-3<br>DAN KI-4 | 1.3 Meyakini keutamaan membaca Al-Qur'an dan doa<br>1.3 Terbiasa membaca Al-Qur'an dan berdoa dengan adab yang baik<br>1.3 Memahami keutamaan adab membaca Al-Qur'an dan berdoa<br>1.3 Mempraktikkan akhlak (adab) membaca Al-Qur'an dan berdoa secara baik dan benar |
| Bab IX Kisah Ibnu Rusyd dan Muhammad Iqbal  | KI-1, KI-2, KI-3<br>DAN KI-4 | 1.4 Menghayati keutamaan sifat Ibnu Rusyd dan Muhammad Iqbal<br>1.4 Meneladani keutamaan sifat Ibnu Rusyd dan Muhammad Iqbal<br>1.4 Menganalisis keutamaan sifat Ibnu Rusyd dan Muhammad Iqbal<br>1.4 Menceritakan keutamaan sifat Ibnu Rusyd dan Muhammad Iqbal      |

Mengetahui  
17 Juli 2018  
Kepala MAN 1 Pasuruan

Bangil,  
Guru Mata Pelajaran

AGUS SUWITO, S.Ag, M.Pd.I  
NIP. 19630801 199002 1 001

FARKHAN, M.Pd.I  
NIP. 19770815 200710









## **PEDOMAN DOKUMENTASI**

### **A. Gambaran umum Madrasah Aliah Negeri 1 Pasuruan**

Butir-butir dokumen yang diambil yaitu:

1. Lokasi penelitian dan sejarah perkembangan Madrasah Aliah Negeri 1 Pasuruan
2. Visi dan misi Madrasah Aliah Negeri 1 Pasuruan
3. Tujuan Madrasah Aliah Negeri 1 Pasuruan
4. Sarana prasarana (terutama sarana pendukung pelaksanaan pembelajaran) Madrasah Aliah Negeri 1 Pasuruan

### **B. Keadaan tenaga pendidik dan kependidikan**

1. Jumlah guru dan latar belakang pendidikannya,
2. Jumlah pegawai dan latar belakangnya,

### **C. Keadaan Siswa**

1. Jumlah siswa secara keseluruhan



## **PEDOMAN OBSERVASI**

### 1. Pelaksanaan proses belajar mengajar di kelas meliputi

- Apersepsi
- Pembuatan perangkat pengajaran
- Penggunaan media
- Metodologi pembelajaran
- Cara memotivasi
- Cara evaluasi

### 2. Suasana belajar mengajar di MAN 1 Pasuruan



**LEMBAR OBSERVASI****KOMPETENSI GURU MADRASAH ALIAH NEGERI 1****PASURUANA PADA PROSES PERENCANAAN****PERANGKAT PEMBELAJARAN**

| <b>Kegiatan</b>           | <b>Aspek yang Diamati</b>   | <b>Ya</b> | <b>Tdk</b> |
|---------------------------|---|-----------|------------|
| <b>A. Lokasi Waktu</b>    | Guru dapat menentukan: <ol style="list-style-type: none"> <li>1. Jumlah minggu dalam satu semester</li> <li>2. Jumlah minggu yang tidak efektif</li> <li>3. Jumlah minggu yang efektif</li> </ol> |           |            |
| <b>B. Program Tahunan</b> | Guru membuat program tahunan yang terdiri dari: <ol style="list-style-type: none"> <li>1. Tema</li> <li>2. Alokasi waktu dalam seminggu</li> <li>3. Kompetensi dasar</li> </ol>                   |           |            |

|                                   |   |  |  |
|-----------------------------------|---|--|--|
| <p><b>C. Program Semester</b></p> | <p>Guru dapat membuat program semester dengan langkah-langkah pembuatan prosem sebagai berikut:</p> <ol style="list-style-type: none"> <li>1. Memahami standar kompetensi</li> <li>2. Memilih tema yang sesuai dengan kompetensi-kompetensi tersebut untuk setiap kelompok dalam satu semester</li> <li>3. Memahami prinsip pemilihan tema dengan pedoman sebagai berikut <ul style="list-style-type: none"> <li>- Kedekatan</li> <li>- Kesederhanaan</li> <li>- Kemenarikan</li> <li>- Keinsindentilan</li> </ul> </li> <li>4. Menguasai langkah pemilihan tema sebagai berikut: <ul style="list-style-type: none"> <li>- Mengidentifikasi tema yang sesuai</li> </ul> </li> </ol> |  |  |
|-----------------------------------|---|--|--|

|  |  |  |  |
|--|--|--|--|
|  | <p>dengan hasil belajar dan indikator dalam kurikulum</p> <ul style="list-style-type: none"> <li>- Menata dan mengurutkan tema berdasarkan prinsip pemilihan tema</li> <li>- Menjabarkan tema ke sub-sub tema agar cakupan tema tidak begitu luas</li> <li>- Memilih sub tema yang sesuai</li> </ul> <p>5. Membuat matrik hubungan KD dengan tema memasukkan hasil belajar dengan indikator kedalam jaringan tema</p> <p>6. Menetapkan alokasi waktu untuk setiap dari jaringan tema dengan memperhatikan cakupan pembahasan tema dan minggu efektif</p> |  |  |
|--|--|--|--|

|                                       |  |  |  |
|---------------------------------------|--|--|--|
| <p><b>D. Perencanaan Mingguan</b></p> | <p>Guru dapat membuat satuan kegiatan mingguan dengan langkah-langkah penyusunan SKM sebagai berikut:</p> <ol style="list-style-type: none"> <li>1. Memilih tema</li> <li>2. Pemetaan kompetensi dasar, hasil belajar, indikator berdasarkan tema yang dipilih</li> <li>3. Penentuan lokasi waktu untuk semua jaringan tema</li> <li>4. Membuat matrik hubungan antara tema dan kompetensi dasar, hasil belajar dan indikator sesuai dengan area yang telah direncanakan.</li> <li>5. Menyusun satuan kegiatan mingguan</li> </ol> |  |  |
| <p><b>E. Perencanaan</b></p>          | <p>Guru dapat membuat satuan kegiatan</p>  |  |  |

|                      |  |  |  |
|----------------------|--|--|--|
| <p><b>Harian</b></p> | <p>harian dengan langkah-langkah penyusunan satuan kegiatan harian sebagai berikut:</p> <ol style="list-style-type: none"> <li>1. Memilih dan menata kegiatan kedalam satuan kegiatan harian</li> <li>2. Memilih kegiatan yang dipilih kedalam awal, inti dan kegiatan akhir atau penutup pada kegiatan inti dimana kegiatan pembelajaran disesuaikan dengan minat area yang dilaksanakan</li> <li>3. Memilih metode yang sesuai dengan kegiatan yang dipilih. Diantaranya metode: <ul style="list-style-type: none"> <li>- Bermain, karyawisata, bercakap-cakap, bercerita, demonstrasi, proyek dan pemberian tugas</li> </ul> </li> <li>4. Memilih alat atau sumber belajar yang dapat menunjang kegiatan</li> </ol> |  |  |
|----------------------|--|--|--|



|  |  |  |  |
|--|--|--|--|
|  | <p>belajar mengajar yang akan dilakukan</p> <p>5. Memilih dan menyusun alat penilaian yang dapat mengukur ketercapaian hasil belajar atau indikator.</p> |  |  |
|--|--|--|--|

|                    |                    |  |  |
|--------------------|--------------------|--|--|
| <b>F. Evaluasi</b> | 1. Cara Evaluasi   |  |  |
|                    | 2. Metode Evaluasi |  |  |
|                    | 3. Waktu Evaluasi  |  |  |



## HASIL OBSERVASI

| No | Item  | Ya | Tidak |
|----|---|----|-------|
| 1  | Apersepsi <ul style="list-style-type: none"><li>- Menanyakan kehadiran siswa</li><li>- Memberikan kesempatan kepada siswa untuk bertanya tentang bahan pelajaran</li><li>- Mengajukan pertanyaan tentang pelajaran yang akan dibahas</li><li>- Mengulang pelajaran secara singkat</li></ul> |    |       |
| 2  | Pembuatan perangkat pengajaran  |    |       |
| 3  | Penggunaan media <ul style="list-style-type: none"><li>- Alat peraga</li><li>- Buku paket</li><li>- Spidol</li><li>- Papan tulis</li></ul>  |    |       |

|   |  |  |  |
|---|--|--|--|
| 4 | <p>Metodelogi pembelajaran</p> <ul style="list-style-type: none"> <li>- Metode ceramah</li> <li>- Metode diskusi</li> <li>- Metode tanya jawab</li> <li>- Penugasan</li> </ul>   |  |  |
| 5 | <p>Cara memotivasi</p> <ul style="list-style-type: none"> <li>- Memberi angka</li> <li>- Hadiah</li> <li>- Memberi ulangan</li> <li>- Pujian</li> <li>- Hukuman</li> </ul>   |  |  |
| 6 | <p>Cara Evaluasi</p> <ol style="list-style-type: none"> <li>1. Teknik Non Tes <ul style="list-style-type: none"> <li>- Observasi</li> <li>- Wawancara</li> <li>- Angket</li> <li>- Dokumentasi</li> </ul> </li> <li>2. Teknik Tes</li> </ol> |  |  |

|  |                |  |  |
|--|----------------|--|--|
|  | - Tes Formatif |  |  |
|  | - Tes Sumatif  |  |  |





LAST ASSESSMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
**MADRASAH ALYAH NEGERI 1 PASTIRIAN**  
 Alamat : Jl. Balai Desa Glanggang No. 3A Beji, Telp. (0343)742690

DAFTAR NILAI SEMESTER

Semester : Ganjil  
 Kelas : X.IIIA  
 Mata Pelajaran : AKHLAK

Tahun Pelajaran : 2018/2019  
 Penasihat Akademik : Mohamad Hadafi, B.Ed  
 Nama Guru Mapel : Chodimatul Sholikhat, S.Pd.I

| No | NIS  | NAMA SISWA              | NILAI PENGETAHUAN<br>(KI-3 untuk KD ke-) |    |   |    |   | PA<br>S | NILAI<br>RAPOR<br>R | NILAI KETERAMPILAN<br>(KI-4 untuk KD ke-) |   |    |    |    | NILAI<br>RAPOR | SIKAP SPIRITUAL<br>DAN SOSIAL<br>(KI-1 & KI-2) |         |         |         |         |
|----|------|-------------------------|--|----|---|----|---|---------|---------------------|---|---|----|----|----|----------------|--|---------|---------|---------|---------|
|    |      |                         | 1  | 2  | 3 | 4  | 5 |         |                     | 1   | 2 | 3  | 4  | 5  |                | Pe<br>d  | Pe<br>r | Ju<br>r | Ju<br>f | Ob<br>s |
| 1  | 6759 | AJENG BALDIS PURNOMO    | 78                                       | 78 | 8 | 79 | 2 | 78      | 79                  | 90  | 9 | 78 | 78 | 82 | 85             | B  | B       | B       | B       | B       |
| 2  | 6760 | AJI FAROCHI             | 79                                       | 80 | 9 | 78 | 2 | 78      | 80                  | 83  | 9 | 79 | 80 | 90 | 84             | B  | B       | B       | B       | B       |
| 3  | 6761 | AKHMAD MAULANA AZIZ     | 78                                       | 91 | 7 | 80 | 9 | 80      | 82                  | 88  | 7 | 78 | 91 | 79 | 83             | B  | B       | B       | B       | B       |
| 4  | 6762 | ARI WINATA              | 78                                       | 79 | 8 | 79 | 0 | 80      | 81                  | 80  | 9 | 78 | 79 | 86 | 83             | B  | B       | B       | B       | B       |
| 5  | 6763 | BAGUS IBRAHIM DEWANTORO | 79                                       | 84 | 9 | 79 | 0 | 80      | 80                  | 80  | 8 | 79 | 84 | 79 | 81             | B  | B       | B       | B       | B       |

|    |      |                                |    |    |    |    |   |    |    |    |   |    |    |    |    |   |   |   |   |
|----|------|--------------------------------|----|----|----|----|---|----|----|----|---|----|----|----|----|---|---|---|---|
| 6  | 6764 | DIAN FAIDAHTUL HIKMAH          | 83 | 98 | 8  | 95 | 9 | 80 | 86 | 90 | 9 | 83 | 90 | 88 | 88 | B | B | B | B |
| 7  | 6765 | DIMAS NADA NUR HIDAYATULLAH    | 78 | 79 | 9  | 78 | 8 | 80 | 82 | 80 | 7 | 78 | 79 | 92 | 80 | B | B | B | B |
| 8  | 6766 | DYAH AYU KARTIKAWATI           | 79 | 79 | 8  | 78 | 9 | 78 | 80 | 80 | 0 | 79 | 79 | 78 | 81 | B | B | B | B |
| 9  | 6767 | ELFYA YUS AMIN                 | 90 | 80 | 6  | 79 | 9 | 80 | 85 | 80 | 8 | 90 | 80 | 90 | 84 | B | B | B | B |
| 10 | 6768 | FARADIBA AISIVAH               | 90 | 92 | 8  | 85 | 9 | 80 | 85 | 80 | 7 | 90 | 90 | 88 | 85 | B | B | B | B |
| 11 | 6769 | HILALYAH ISLAMİYAH ACHMAD      | 79 | ## | 8  | 80 | 9 | 80 | 85 | 90 | 0 | 79 | 90 | 88 | 87 | B | B | B | B |
| 12 | 6770 | IKBAL HUSYIN                   | 79 | 84 | 7  | 78 | 8 | 79 | 79 | 80 | 7 | 79 | 84 | 78 | 80 | B | B | B | B |
| 13 | 6771 | INTAN DWI AGUSTIN              | 78 | 78 | 8  | 78 | 8 | 80 | 80 | 90 | 8 | 78 | 78 | 88 | 82 | B | B | B | B |
| 14 | 6772 | IRA DWI YUNIARTI               | 79 | 82 | 7  | 95 | 7 | 80 | 82 | 85 | 7 | 79 | 82 | 79 | 81 | B | B | B | B |
| 15 | 6773 | KIKY SAKHI AMALLA              | 92 | ## | 8  | 10 | 9 | 80 | 89 | 90 | 9 | 90 | 90 | 86 | 89 | B | B | B | B |
| 16 | 6774 | LAILATUL KHOMARIYAH            | 83 | 92 | 8  | 90 | 5 | 80 | 84 | 90 | 0 | 83 | 90 | 86 | 88 | B | B | B | B |
| 17 | 6775 | MAULLIDIYAH NURSUFIA TI        | 80 | 92 | ## | 90 | 8 | 80 | 85 | 85 | 9 | 80 | 90 | 90 | 87 | B | B | B | B |
| 18 | 6776 | MOCHHAMMAD DWI MAULANA LUKMAN  | 85 | ## | 9  | 95 | 5 | 80 | 89 | 80 | 7 | 85 | 90 | 90 | 85 | B | B | B | B |
| 19 | 6777 | MOHAMMAD GUSTAF ADIAYYA ATMAJA | 79 | 80 | 7  | 79 | 8 | 79 | 80 | 80 | 8 | 79 | 80 | 78 | 79 | B | B | B | B |
| 20 | 6778 | MUKHAMMAD ADITTA PUTRA         | 92 | 82 | 2  | 90 | 5 | 80 | 85 | 80 | 9 | 90 | 82 | 90 | 86 | B | B | B | B |
| 21 | 6779 | NAILA MAZIDAH RIZQIYAH         | 90 | 0  | 9  | 85 | 8 | 84 | 85 | 8  | 9 | 8  | 8  | 90 | 87 | B | B | B | B |
| 22 | 6780 | NOVI ROKHMAWATI                | 80 | 7  | 9  | 95 | 5 | 80 | 85 | 9  | 7 | 8  | 7  | 90 | 83 | B | B | B | B |

|    |      |                            |    |   |   |    |   |    |    |   |   |   |   |    |    |   |   |   |   |
|----|------|----------------------------|----|---|---|----|---|----|----|---|---|---|---|----|----|---|---|---|---|
| 23 | 6781 | NOVIANTI WAHYUNENGTIAS     | 95 | 8 | 9 | 90 | 9 | 78 | 85 | 8 | 7 | 9 | 8 | 90 | 84 | B | B | B | B |
| 24 | 6782 | NUR HIDAYANTI              | 92 | 9 | 8 | 90 | 9 | 86 | 90 | 9 | 9 | 9 | 9 | 88 | 90 | B | B | B | B |
| 25 | 6783 | NUR INDAH SULAIMAH AGUSTIN | 79 | 0 | 0 | 78 | 7 | 80 | 79 | 8 | 7 | 7 | 8 | 80 | 79 | B | B | B | B |
| 26 | 6784 | NURIL FAZRIYAH             | 80 | 9 | 0 | 95 | 8 | 80 | 83 | 9 | 0 | 0 | 7 | 90 | 86 | B | B | B | B |
| 27 | 6785 | NUZULUL KHAKMAH            | 92 | 9 | 8 | 95 | 9 | 82 | 88 | 9 | 9 | 9 | 9 | 82 | 90 | B | B | B | B |
| 28 | 6787 | RISFIARISKA NOVEANTI       | 10 | 8 | 9 | 95 | 9 | 92 | 93 | 9 | 9 | 0 | 8 | 90 | 90 | B | B | B | B |
| 29 | 6788 | RIZQI NUR ARINDA           | 10 | 9 | 9 | 95 | 9 | 96 | 95 | 3 | 9 | 9 | 9 | 90 | 91 | B | B | B | B |
| 30 | 6789 | SALSABILLAH PUTRI OODIR    | 79 | 8 | 9 | 85 | 2 | 79 | 82 | 0 | 0 | 9 | 5 | 90 | 87 | B | B | B | B |
| 31 | 6790 | SALSABILLAH PUTRI SUWANDI  | 93 | 8 | 4 | 95 | 9 | 84 | 88 | 9 | 7 | 9 | 8 | 90 | 86 | B | B | B | B |
| 32 | 6791 | SITI JULIHA                | 78 | 7 | 9 | 78 | 9 | 79 | 81 | 8 | 9 | 7 | 7 | 90 | 83 | B | B | B | B |
| 33 | 6792 | SITI MAGHFIRO RAHMAWATI    | 80 | 9 | 9 | 79 | 7 | 78 | 82 | 8 | 9 | 8 | 9 | 90 | 86 | B | B | B | B |

Catatan :

1. Aspek Pengetahuan dan Keterampilan, menggunakan nilai angka (0 - 100 )

2. Aspek Sikap, menggunakan nilai huruf :

- SB = Sangat Baik
- B = Baik
- C = Cukup
- K = Kurang

Bangli, 15 Desember 2018

Guru Mata Pelajaran,

Chotimatus Sholikhah,  
S.Pd.I

NIP. 198304012005012001



