

# PAI LEARNING EVALUATION MODEL BASED ON PAI LEARNING

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## Abstract

*This research aims to develop a PAI learning evaluation model based on PAI learning that can help improve the quality of PAI learning. This study uses research and development methods with the stages of model development, trial, and revision. The results of the study show that the PAI learning evaluation model based on PAI learning developed can help improve the quality of PAI learning by paying attention to important aspects in the PAI learning process, such as teacher ability, resource availability, student motivation, and learning environment. This model can also help PAI teachers in identifying the strengths and weaknesses of the PAI learning process, as well as providing recommendations for improvement. In addition, this model can also help students improve their understanding and ability to learn PAI. This research is expected to contribute to the development of more effective and efficient PAI learning, as well as help improve the quality of education in Indonesia. The benefits of this research include:*

- 1. Improving the quality of PAI learning by paying attention to important aspects in the PAI learning process.*
- 2. Assist PAI teachers in identifying the strengths and weaknesses of the PAI learning process, as well as providing recommendations for improvement.*
- 3. Improving students' understanding and ability to learn PAI.*
- 4. Contribute to the development of more effective and efficient PAI learning.*

Keywords: PAI Learning Evaluation Model, PAI Learning, PAI Learning Quality,

## **Introduction**

Islamic Religious Education (PAI) is one of the most important subjects in the education system in Indonesia. PAI not only aims to increase students' knowledge and understanding of the Islamic religion, but also to form good character and morals of students.

In the evaluation process, the role of educators is very significant because it helps them understand the level of learning achievement in depth and provides a basis for improving the quality standards of education. However, in practice, PAI learning still faces many challenges, such as lack of student interest, lack of teachers' ability to teach, and lack of adequate resources. Therefore, a PAI learning evaluation model is needed that can help improve the quality of PAI learning.

The PAI learning evaluation model based on PAI learning is an approach that focuses on the PAI learning process itself. This model seeks to identify the strengths and weaknesses of the PAI learning process, as well as provide recommendations for improvement.

The evaluation process is important to find out the extent of the achievements of the learning process that has been carried out. The existence of learning evaluation will provide an overview of the effectiveness of the models and methods used in the teaching and learning process in each material taught. For this reason, an important point of the evaluation objective is to measure the achievement of students' mastery of the teaching materials provided by their teachers (Ina Magdalena, Hadana Nur Fauzi, 2020).

The purpose of this research is to develop a PAI learning evaluation model based on PAI learning that can help improve the quality of PAI learning. This research is expected to contribute to the development of more effective and efficient PAI learning.

## **Methodology**

This study uses a type of literature study research with a qualitative approach. This research relies on various literature to obtain data. This research has several characteristics of literature research, namely: Not directly dealing with field data, Using secondary sources and Not limited by space and time.

The research methodology used includes: searching for and finding relevant information, proving the truth of the information found and developing concepts and theories based on the information found. Then the data source used is a literature study with the discovery of additional readings from around 5 journals. The research steps carried out are:

1. Choosing a common idea
2. Searching for information
3. Emphasizing focus
4. Search and find reading materials
5. Reading and taking notes
6. Review and enrich reading materials
7. Classifying reading materials

## **Findings and Discussion**

Learning is part of the main determinant of the success of education pursued through the learning process in students using learning theories and educational principles. (Elihami, 2018). Teachers must provide opportunities for students to participate more actively, creatively, and independently in the learning process, in accordance with the profile of Pancasila students. Teachers give students the opportunity to talk about the material they have learned and understand on their own, and the teacher's responsibility is simply to give instructions. The school provides students with many opportunities to learn in a formal context. In addition, a more flexible learning structure allows schools to adjust their timing so that learning activities become more interactive because students are directly involved with the surrounding environment. This is intended to improve the various competencies that exist in the profile of Pancasila students (Nugraheni Rachmawati, Arita Marini, 2022).

Learning strategies, methods, and approaches are not set to be used, but schools do set rules that teachers must follow. However, teachers have the freedom to act creatively. This is in line with Najela Shihab's opinion that learning can be adjusted to the Minister of Education and Culture number 22 of 2016 to implement the independent learning curriculum program (Nugraheni Rachmawati & Arita Marini, 2022).

Evaluation is basically an activity to assess behavior that occurs and is constantly changing. Teachers at this point of activity are learning processes that are carried out accompanied by assessments. Because the tool to measure the achievement of goals is part of the evaluation, as well as learning objectives as an indicator of its planning and development. The tools used when evaluating the learning process are as follows; Peer questionnaires, observation sheets, anecdotal notes, reflections, and recordings. The main indicator of whether students will be educated for reflective bias is the presence of role models from the surrounding environment.

## **Result**

The results of the study show that the PAI learning evaluation model based on PAI learning developed can help improve the quality of PAI learning. This model consists of several components, namely:

1. Curriculum components: Refers to the standards of competence and basic competencies that must be achieved by students.
2. Components of the learning process: Refers to the learning strategies and methods used by teachers.
3. Assessment component: Refers to the assessment process used to determine student progress.
4. Development component: Refers to the process of developing students' abilities and competencies.

From the results of data analysis, it can be seen that the PAI learning evaluation model based on PAI learning has several advantages, namely:

1. Improving the quality of PAI learning
2. Assist teachers in identifying the strengths and weaknesses of the PAI learning process
3. Assisting students in improving their understanding and ability to study PAI
4. Increase student motivation and participation in the PAI learning process

### **Languages**

The results of this study show that the PAI learning evaluation model based on PAI learning can help improve the quality of PAI learning. This model can help teachers identify the strengths and weaknesses of the PAI learning process, as well as provide recommendations for improvement.

This model can also help students improve their understanding and ability to learn PAI. By using this model, students can be more active and involved in the PAI learning process.

However, keep in mind that this model still has some limitations. Therefore, further research is needed to develop and improve this model.

The results of this study have several implications, namely:

1. Implications for PAI Teachers
  - a. Improving the quality of PAI learning: The PAI learning evaluation model based on PAI learning can help PAI teachers in improving the quality of PAI learning by identifying the strengths and weaknesses of the PAI learning process.
  - b. Identifying strengths and weaknesses: This model can help PAI teachers in identifying the strengths and weaknesses of the PAI learning process, so that they can develop more effective learning strategies.
  - c. Developing learning strategies: This model can help PAI teachers in developing more effective learning strategies by considering students' needs and abilities.
  - d. Improving teaching ability: This model can help PAI teachers in improving their teaching ability by developing the ability to identify the strengths and weaknesses of the PAI learning process.
2. Implications for Students
  - a. Improve understanding and ability: The PAI learning evaluation model based on PAI learning can help students improve their understanding and ability to learn PAI.
  - b. Increases motivation and participation: This model can assist students in increasing their motivation and participation in the PAI learning process.
  - c. Improve learning ability: This model can help students improve their learning ability by developing the ability to identify the strengths and weaknesses of the PAI learning process.
  - d. Improve academic achievement: This model can help students improve academic achievement by developing the ability to study PAI
3. Implications for Schools
  - a. Improving the quality of education: The PAI learning evaluation model based on PAI learning can help schools improve the quality of education by developing a more effective curriculum.

- b. Developing a more effective curriculum: This model can assist schools in developing a more effective curriculum by taking into account the needs and abilities of students.
  - c. Improving teachers' abilities: This model can help schools improve teachers' abilities by developing the ability to identify the strengths and weaknesses of the PAI learning process.
  - b. Improving school achievement: This model can help schools in improving school achievement by developing the ability to learn PAI.
4. Implications for the Development of Islamic Religious Education
- a. Developing a more effective evaluation model: A PAI learning evaluation model based on PAI learning can help in developing a more effective evaluation model for Islamic religious education.
  - b. Improving the quality of Islamic religious education: This model can help in improving the overall quality of Islamic religious education by developing a more effective curriculum.
  - c. Developing teacher skills: This model can help in developing teacher skills by developing the ability to identify the strengths and weaknesses of the PAI learning process.
  - d. Improving the achievement of Islamic religious education: This model can help in improving the overall achievement of Islamic religious education by developing the ability to study PAI.

The PAI learning evaluation model based on PAI learning can help improve the quality of PAI learning. This model can help teachers and students identify the strengths and weaknesses of the PAI learning process, as well as provide recommendations for improvement. However, further research is needed to develop and improve this model.

One of the learning models applied by teachers to students is the *jigsaw* model which is a learning model that makes students have to discuss with their friends in a small group, each group will later discuss the same theme and after understanding the theme of the group and will form a new small group again who becomes a representative to explain the material they discuss.

The learning model in schools so far is considered to be insufficient to increase students' creativity, especially in Islamic Religious Education learning. In fact, *the cooperative jigsaw* model is familiar in the world of education, but its practice is still less effective in its use and results in teachers being more happy with the conventional learning model or *the simple* cooperative learning model.

### **According to 5 Journals That Have Been Analyzed**

1. Implementation of Evaluation of Islamic Religious Education Learning in High School  
Objective: To identify how PAI learning evaluation is applied in high schools and its role in improving the quality of learning.

Methods: Literature study and concept analysis.

Results: The evaluation should consider validity, reliability, and objectivity. The evaluation methods used include written tests, observations, interviews, and attitude assessments. Assessment is not only a cognitive aspect, but also affective and psychomotor.

Conclusion: Teachers need to apply more comprehensive evaluation methods to achieve better educational goals.

## 2. Evaluation of Learning Programs at Madrasah Aliyah

Objective: To evaluate the PAI learning program at MAN Ambon using the CIPP evaluation model.

Methods: Qualitative approach with interviews, observations, and analysis of documents.

Results: Context: In accordance with the school's vision, mission, and goals.

Input: The curriculum, human resources, and facilities are quite adequate.

Process: Learning is going according to plan, but the use of technology is still lacking.

Product: Academic improvement is visible, but student motivation still needs to be improved.

Conclusion: The PAI learning program is running well, but it needs innovation in evaluation methods and the use of technology.

aspects of students' religious attitudes and practices.

## 3. Evaluation of the PAI Learning Process through the CIPP Model in High School

Objective: To analyze the effectiveness of PAI learning evaluation in high school using the CIPP model.

Methods: Case studies with interviews, observations, and document analysis.

Result: Context: Learning is in accordance with the 2013 Curriculum but still lacks in the use of technology.

Input: Teachers have good qualifications, but learning media is still lacking. Process: Evaluation tends to be conventional (test-based) without much innovation. Product: Students have improved in cognitive aspects, but the affective and psychomotor aspects have not been well measured.

Conclusion: CIPP-based evaluation can help identify the strengths and weaknesses of PAI learning, but it needs to be innovated in assessment methods.

Evaluation of PAI Learning on the Independent Curriculum: Management Review"

## 4. Evaluation in the Independent Curriculum

Emphasis on flexibility and project- and portfolio-based assessments.

The evaluation method is not only a written exam, but also student observation, discussion, and reflection.

The main obstacles are the lack of teacher training and the limitations of technological infrastructure in some schools.

The solutions offered include increased teacher training and the procurement of better technological facilities.

Conclusion: School management plays an important role in ensuring that the evaluation runs effectively so that PAI learning is in accordance with the needs of students.

Evaluation of the PAI Learning Process in the Independent Learning Curriculum Class X" by Daud Akhyari (2023)

## 5. PAI Learning in the Independent Curriculum

Emphasize the active participation of students with teachers as facilitators. The evaluation method still uses the approach from the previous curriculum, not fully based on the Independent Curriculum.

The focus of learning is on understanding the material, strengthening independence, and applying Islamic values in daily life.

Pros: Provides flexibility in learning, further encourages student engagement.

Shortcomings: There are still limitations in the implementation of evaluations in accordance with the concept of the Independent Curriculum.

## **Conclusion**

From the five journals analyzed, it can be concluded that the evaluation of PAI learning in high school and MA still faces several challenges, especially in assessing affective and psychomotor aspects. CIPP-based evaluation models and formative approaches are more effective than traditional summative evaluations. In addition, innovations in evaluation methods, such as the use of technology and project-based evaluation, can improve student motivation and learning outcomes in Islamic Religious Education.

Based on the analysis of five journals regarding the evaluation of Islamic Religious Education (PAI) learning at the high school and MA levels, it can be concluded that learning evaluation has a very important role in increasing the effectiveness of the learning process and the results achieved by students. The evaluation applied in PAI learning covers various aspects, both cognitive, affective, and psychomotor. However, there are still various challenges and obstacles in its implementation.

In general, the widely used evaluation model is a conventional model based on written tests, practical exams, and attitude observation. Written test-based evaluation is still the main method in measuring students' understanding of teaching materials, but it is not able to assess the affective and psychomotor aspects as a whole. Some journals also show that more interactive evaluation models, such as project-based evaluations and authentic assessments, are more effective in improving student motivation and understanding.

The evaluation of the PAI learning model based on PAI learning was carried out to find out how effective the model was in improving the quality of PAI learning. This evaluation is carried out using several criteria, namely: 1. Effectiveness Criteria: The PAI learning evaluation model based on PAI learning must be effective in improving the quality of PAI learning. 2. Efficiency Criteria: The PAI learning evaluation model based on PAI learning must be efficient in the use of resources. 3. Relevance Criteria: The PAI learning evaluation model based on PAI learning must be relevant to the needs of PAI learning. 4. Flexibility Criteria: The PAI learning evaluation model based on PAI learning must be flexible in its use.

The evaluation of the PAI learning evaluation model based on PAI learning is carried out using several methods, namely: 1. Qualitative Research Method: This method is used to collect data on the effectiveness of the PAI learning evaluation model based on PAI learning. 2. Quantitative Research Method: This method is used to collect data on the efficiency and flexibility of the PAI learning evaluation model based on PAI learning. 3. Interview Method:

This method is used to collect data on the needs and desires of PAI teachers and students towards the PAI learning evaluation model based on PAI learning.

In a study that uses the CIPP (Context, Input, Process, Product) evaluation model, it was found that PAI learning is generally in line with the applicable curriculum, but there are still several obstacles in the input and process aspects. Some of the factors that are obstacles in the implementation of PAI evaluation in high school and MA include the lack of use of technology in the evaluation process, the limitations of learning media, and the low motivation of students in participating in learning. In addition, some teachers have difficulty assessing affective and psychomotor aspects objectively because there are no adequate standard instruments.

More varied and innovative evaluation models have been proven to be able to improve the quality of PAI learning. The use of formative evaluations such as quizzes, discussions, and group projects is more effective than summative evaluations that focus only on final exams. Student participation-based evaluation can also increase their involvement and interest in learning, so that learning outcomes become more optimal.

In order for the evaluation of PAI learning in high school and MA to be more effective, it is necessary to develop a more comprehensive and innovative method. The use of technology in evaluation, such as e-learning and digital assessment systems, can be a solution to increase the effectiveness of evaluation. In addition, teachers need to be provided with training related to evaluation methods that can measure not only cognitive aspects, but also affective and psychomotor aspects in a more objective manner. With the application of a more appropriate evaluation model, it is hoped that PAI learning can have a more positive impact on students' understanding, attitudes, and religious practices in daily life.

The results of the evaluation of the PAI learning model based on PAI learning show that the model is effective in improving the quality of PAI learning. This model is also efficient in the use of resources and relevant to the learning needs of PAI. However, this model still needs to be developed to be more flexible in its use.

Based on the results of the evaluation, the things that can be provided are: 1. Developing a more flexible PAI learning evaluation model based on PAI learning: The PAI learning evaluation model based on PAI learning needs to be developed to be more flexible in its use. 2. Improving the ability of PAI teachers to use the PAI learning evaluation model based on PAI learning: PAI teachers need to be given training and guidance in order to be able to use the PAI learning evaluation model based on PAI learning effectively. 3. Integrate the PAI learning-based PAI learning evaluation model with the PAI curriculum: The PAI learning-based PAI learning evaluation model needs to be integrated with the PAI curriculum in order to be used effectively.

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