

ANALYSIS OF FACTORS THAT INFLUENCE THE RESULTS OF THE EVALUATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN MADRASAH

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Article Information	Abstract
Submitted:	Evaluation of Islamic Religious Education (PAI) learning in madrasas plays a crucial role in measuring students' understanding and internalization of Islamic values. Internal factors, such as motivation and academic readiness, as well as external factors, such as learning strategies, the learning environment, and the use of technology, influence the effectiveness of evaluation. This study used a qualitative approach through literature review and interviews with Islamic Religious Education teachers. The results indicate that innovative technology-based learning strategies can increase student engagement and provide faster feedback. However, obstacles such as limited internet access and teachers' technological readiness remain. Therefore, collaboration between teachers, schools, parents, and the community is needed to improve the effectiveness of evaluation and ensure that PAI learning is not only cognitively understood but also practiced in everyday life.
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INTRODUCTION

Education is essentially a conscious effort to prepare students for future roles through guidance, teaching, and training. Education can improve the quality of human resources, and the quality of these human resources determines the success of national development (Hifzi, 2024).

In education, learning evaluation is an integral part of the educational process, particularly in Islamic Religious Education (PAI) in madrasas. Evaluation not only measures student learning outcomes but also serves as a reflective tool for educators to assess the effectiveness of their teaching methods. Evaluation of Islamic Education learning has an important role in ensuring that the Islamic values taught are not only understood cognitively, but also internalized in the attitudes and behavior of students.

In the context of education in madrasas, the results of PAI learning evaluations are influenced by various interrelated factors. Internal factors such as interest and motivation to learn, academic readiness, and the psychological condition of students are among the determinants of the success of the evaluation. Purbiyanto and Rustiana (2018) showed in their research that students with high learning interest tend to obtain

better evaluation results than students with low interest. In addition, psychological conditions such as anxiety when facing exams can also affect evaluation results. Apart from internal factors, external factors also play an important role in influencing the results of PAI learning evaluation. The learning strategy implemented by the teacher is one of the main factors that determines the success of the evaluation. Active and innovative learning methods, such as project-based learning or group discussions, have been shown to improve students' understanding of Islamic Religious Education (PAI) material (Efendi, 2019). On the other hand, evaluation strategies that focus solely on written tests without considering skills and attitudes are often less effective in reflecting actual learning outcomes.

Technological developments also bring changes to the learning evaluation system. The use of technology-based applications in evaluation is gaining popularity due to its perceived efficiency and ability to provide fast and accurate feedback. Research by Dwi Purwati (2020) found that the use of *Google Forms and e-learning* platforms in evaluation can increase student engagement and provide more accurate data on their understanding of the material being taught. However, challenges remain in implementing technology-based evaluation, such as limited internet access in some areas and teachers' lack of readiness to use technology optimally.

Environmental support is also an important factor in the results of PAI learning evaluation. The role of the family in providing motivation and forming students' learning habits greatly influences their readiness to face evaluation. Schools that have a conducive learning environment and adequate facilities also tend to produce students with better evaluation results.

Given the various factors influencing Islamic Religious Education (PAI) learning evaluation results in madrasas, a holistic approach is needed to improve evaluation quality. Teachers, as learning facilitators, need to continuously develop effective and innovative teaching methods, while schools and parents must play an active role in supporting students' learning processes. Furthermore, the use of technology in evaluation must be continuously optimized to produce more objective and accurate results.

This study aims to analyze the factors influencing the evaluation results of Islamic Religious Education (PAI) learning in madrasas and provide recommendations to improve the effectiveness of such evaluations. By understanding these factors, it is hoped that PAI learning evaluations will better reflect actual learning outcomes and provide greater benefits to the Islamic education process in Indonesia.

METHODOLOGY

This research uses a qualitative approach with literature study and interview methods. The qualitative approach was chosen because it is able to provide a deep understanding of the various factors that influence the effectiveness of evaluating Islamic Religious Education (PAI) learning in madrasas. Through this approach, researchers can study phenomena comprehensively based on data obtained from various sources as well as the direct experiences of educators.

Literature studies were conducted by collecting, reviewing, and analyzing various relevant scientific sources, such as journals, books, research articles, and academic documents that discuss the evaluation of Islamic Religious Education learning in madrasas. This literature review aims to obtain a strong theoretical foundation, identify previous research findings, and find various factors that influence the success

and obstacles in implementing learning evaluation.

In addition to literature studies, this research also conducted interviews with several Islamic Religious Education teachers in several madrasas. Interviews were conducted in a semi-structured manner so that informants had the opportunity to explain their experiences, views, and the strategies they applied in carrying out learning evaluations. Interview data is used to complement the findings from the literature study and to provide an overview of the real conditions occurring in the field.

All data obtained were analyzed using thematic analysis techniques through the stages of data reduction, grouping based on themes, data presentation, and drawing conclusions. This analysis aims to identify internal and external factors that influence the effectiveness of PAI learning evaluation and to find a relationship between the results of the literature review and empirical findings from interviews.

With this approach, this research is expected to provide a comprehensive overview of the factors influencing the evaluation of Islamic Religious Education learning in madrasas. Furthermore, the research findings are expected to serve as a reference for teachers, schools, and future researchers in developing more effective, innovative, and student-centered evaluation strategies, thereby improving the quality of learning and students' understanding of Islamic values.

FINDINGS AND DISCUSSION

A. Learning Evaluation

The evaluation process in education is a crucial element because it serves to assess the extent to which learning objectives have been achieved and to measure the effectiveness of the learning process. Evaluation is not only used to determine student learning outcomes, but also serves as a basis for teachers to improve learning strategies, develop remedial and enrichment programs, and continuously improve the quality of learning. Therefore, evaluation is an inseparable part of the entire educational process. Along with the development of information technology and the shift in the learning paradigm to student-centered *learning*, the implementation of evaluation has also evolved, both in terms of methods, instruments, and media used.

M. Chabib Thoha (2020) emphasized that assessment in Islamic Religious Education (PAI) not only measures students' cognitive achievements, but also includes affective and psychomotor dimensions. Evaluation must be carried out continuously to determine the development of students in understanding, internalizing, and practicing the values of Islamic teachings in everyday life. Thus, the success of Islamic Education learning is not only determined by academic grades, but also by changes in students' attitudes, character, and behavior that reflect Islamic values.

In line with this opinion, Mohamad Ali (2021) explains that learning evaluation is a systematic process for measuring the effectiveness of learning and the level of student competency achievement. Evaluation encompasses three main domains: cognitive, affective, and psychomotor. The cognitive domain relates to mastery of concepts and knowledge, the affective domain relates to attitudes, values, and character developed during the learning process, while the psychomotor domain assesses students' ability to apply knowledge through concrete actions or skills. These three domains must be assessed in a balanced manner so that the evaluation results provide a complete picture of student competency.

Supriyadi's (2020) research on classroom-based learning evaluation techniques explains that evaluation takes several forms: formative, summative, and diagnostic. Formative evaluation is conducted during the learning process to provide feedback to teachers and students so that any deficiencies can be promptly addressed. Summative evaluation is conducted at the end of the lesson to determine the overall level of competency achievement, while diagnostic evaluation aims to identify learning difficulties experienced by students so that teachers can determine appropriate support. In addition, Supriyadi also emphasized that technological developments have encouraged the birth of various forms of digital evaluation that are more effective, efficient, and able to provide rapid feedback.

Learning evaluation plays a crucial role in the educational process, serving as the basis for determining the level of achievement of learning objectives and the effectiveness of strategies implemented by teachers. According to Mohamad Ali (2021), evaluation measures student competency achievement, provides feedback on the learning process, and serves as a basis for decision-making to improve the quality of learning. Through evaluation, teachers can identify student strengths and weaknesses, enabling them to design remedial programs for students who have not yet achieved competency and enrichment programs for those who have achieved or exceeded learning targets.

Sawaluddin and Muhammad (2020) explain that learning evaluation also serves as a diagnostic tool to identify learning difficulties experienced by students. The information obtained from the evaluation results can be used by teachers to determine more appropriate learning strategies tailored to student needs. Furthermore, evaluation serves as a form of accountability for learning implementation by providing information on the success of the learning process.

In the context of Islamic Religious Education (PAI), the evaluation function is not only limited to measuring cognitive aspects, but also includes assessing the development of attitudes, character, and skills of students in practicing Islamic values. Therefore, evaluation of Islamic Education learning must be carried out comprehensively and continuously in order to provide a complete picture of the development of student competencies. The results of the evaluation will then become the basis for teachers in improving the quality of learning so that the goals of Islamic religious education can be achieved optimally.

The development of digital technology has also provided innovation in the implementation of Islamic Religious Education (PAI) learning evaluations. Various digital platforms such as *Quizizz*, *Google Forms*, *Kahoot*, and *Learning Management Systems* (LMS) have been widely utilized to increase the effectiveness of the assessment process. The use of these technologies allows teachers to develop more interactive evaluation instruments, provide direct feedback, and simplify the processing of student learning outcomes. In addition, technology-based evaluation can increase learning motivation because students gain a learning experience that is more interesting, flexible, and in line with developments in the digital era.

Based on these various perspectives, it can be concluded that learning evaluation is a systematic, continuous, and comprehensive process for measuring the achievement of learning objectives. In Islamic Religious Education, evaluation not only assesses knowledge but also students' attitudes and skills in implementing Islamic values in everyday life. Therefore, teachers need to choose an evaluation model that suits student characteristics, utilize technological developments

optimally, and use evaluation results as a basis for improving the quality of learning so that educational objectives can be optimally achieved.

B. Factors Influencing PAI Learning Evaluation

Based on a study through literature studies and interviews with teachers in several madrasas, it was found that the effectiveness of Islamic Religious Education (PAI) learning evaluation was influenced by various factors that could be grouped into internal factors and external factors.

1. Internal factors

Internal factors are factors that originate from within the student, including physiological aspects, psychological aspects, interest and motivation in learning, academic and mental readiness, and the student's attitude towards learning.

Physiological aspects relate to students' physical health, which can influence their enthusiasm and intensity in participating in the learning process and assessments. Good physical condition can be maintained through regular diet and hydration, adequate physical activity, and adequate rest. On the other hand, poor physical condition can reduce students' concentration and readiness when taking part in learning evaluations.

Apart from physical conditions, psychological aspects also influence the evaluation results. Self-confidence is an important element because students who are confident in their abilities and understanding tend to be better prepared to face evaluations. Conversely, self-doubt can hinder students from answering questions even if they already understand the material. Furthermore, differences in learning styles, such as visual, auditory, and kinesthetic, also influence the success of an assessment. An assessment that doesn't align with the characteristics of a student's learning style can potentially hinder their understanding of the material being tested.

Interest and motivation in learning are also crucial factors in determining the success of Islamic Religious Education (PAI) learning evaluations. Interest encourages students to actively engage in the learning process, while motivation is the driving force that drives students to achieve their learning goals. Students with a strong interest in Islamic Religious Education (PAI) tend to be more active in learning and achieve better evaluation results (Purbianto & Rustiana, 2018). Conversely, students with low interest tend to be passive, participate less in class discussions, and have difficulty understanding religious concepts. Motivation to learn can come from within the student (intrinsic motivation), such as a desire to understand Islamic teachings more deeply, or from external factors (extrinsic motivation), such as parental support, teacher appreciation, and a conducive school environment. Research by Lestari (2017) shows that family support plays a significant role in building learning motivation, resulting in better student evaluation results.

Other internal factors are academic readiness and mental readiness. Academic readiness relates to students' mastery of basic concepts before taking the assessment. Students with a good conceptual understanding tend to be more capable of solving problems optimally, while those with low academic readiness will experience difficulties (Efendi, 2019). Furthermore, mental readiness also influences student performance during the assessment. Excessive anxiety and

stress can hinder students from performing to their full potential. Therefore, the implementation of more flexible assessment methods can be an alternative to reduce the psychological stress experienced by students (Lahmi, 2021).

Students' attitudes toward learning and teachers are also factors that influence the effectiveness of Islamic Religious Education (PAI) learning evaluations. Positive attitudes, such as enthusiasm for the material, commitment to learning, and respect for the teacher, can create a more effective learning process, thus resulting in better evaluation results. Conversely, negative attitudes, such as inattention, low interest in the material, or resistance to the learning process, can hinder student achievement (Halimah, 2024).

2. External Factors

External factors are factors that originate from outside the students themselves and also influence the effectiveness of the evaluation of Islamic Religious Education (PAI) learning. These factors include learning strategies implemented by teachers, the use of technology in learning evaluation, and support from the learning environment which includes schools, families, and communities.

Teachers play a crucial role in determining the success of learning evaluations. Innovative, active, and participatory learning strategies can increase student engagement during the learning process, thus positively impacting evaluation results (Mardhiyah, 2022). Several strategies considered effective include project -based learning, group discussions, simulations, and role-playing. Project-based learning provides opportunities for students to apply Islamic Religious Education (PAI) material to their daily lives, for example through the creation of lecture videos or devotional reflection journals. Meanwhile, group discussions encourage students to exchange ideas and build understanding collaboratively so that the evaluation not only measures memorization skills, but also critical thinking skills and in-depth understanding of concepts. Simulations and role-playing are also effective strategies because they provide contextual learning experiences. In Islamic Religious Education (PAI) learning, students can practice carrying out worship, leading prayers, performing funeral prayers, or playing roles of figures in Islamic history. Through this strategy, teachers can evaluate cognitive, affective, and psychomotor aspects more comprehensively. However, the implementation of innovative learning strategies still faces obstacles in the form of limited learning time and a lack of training for teachers in implementing these methods (Gusvita, 2021).

Apart from learning strategies, the use of technology also has a big influence on the effectiveness of PAI learning evaluation. Technological advances have provided various digital platforms that make it easier for teachers to carry out evaluations more effectively and efficiently. Based on research by Ma'rufi (2019), the use of Wondershare Quiz Creator and interactive PowerPoint can increase student learning motivation while producing more accurate evaluations. In addition, applications such as *Quizizz* , Kahoot, and Google Forms allow teachers to provide direct feedback, present more engaging multimedia-based questions, and provide easy access for students to take evaluations from various locations using available devices. However, the implementation of technology-based evaluations still faces various challenges, such as limited internet access in some areas, low teacher digital competency, and disparities in technological

facilities between public and private madrasas. Therefore, ongoing training for teachers is needed as well as the provision of adequate facilities and infrastructure so that the use of technology in learning evaluation can run optimally.

Another equally important external factor is a supportive learning environment, whether within the school, family, or community. Schools with a religious culture and adequate learning facilities, such as Islamic libraries, religious laboratories, and digital learning resources, are able to create a conducive learning environment that strengthens students' understanding of Islamic teachings. Extracurricular activities, such as Islamic studies, short-term Islamic boarding schools (*pesantren kilat*), and Quran memorization, also serve as a means to strengthen learning outcomes and support the evaluation process.

In the family environment, parental involvement in accompanying religious learning has a significant influence on student success. Support in the form of attention, guidance, good communication, and a harmonious family environment can increase student learning motivation and evaluation results. Lestari's research (2017) shows that students who are accustomed to discussing Islamic values with their parents have a better understanding compared to students who only receive religious education at school.

The community environment also plays a role in shaping character and is a means of informal evaluation for students. A religious society can help students apply Islamic values in their daily lives by cultivating honesty, mutual assistance, and politeness. In addition, religious activities, such as religious studies, Islamic studies, and Islamic discussions, serve as a medium for students to deepen and practice the knowledge they have acquired at school. The exemplary behavior of religious and community leaders also positively influences the development of students' character, while social control from the community helps remind students to continue practicing Islamic teachings in their daily lives. Therefore, the effectiveness of Islamic Religious Education learning evaluation is not solely determined by the learning process at school, but also influenced by the synergy between the school, family, and community in supporting the development of students' religious knowledge, attitudes, and behavior.

C. Islamic education

Islamic Religious Education (PAI) learning in madrasas is a systematic process designed to guide students to understand, internalize, and practice Islamic teachings in their daily lives. PAI learning focuses not only on mastering religious knowledge but also on developing religious attitudes, noble morals, and skills in implementing Islamic values. Therefore, the Islamic Education learning process emphasizes a balance between cognitive, affective, and psychomotor aspects so that educational goals can be achieved completely.

In its implementation, Islamic Religious Education learning in madrasas is directed at forming students who are faithful, pious, have noble morals, and are able to use Islamic teachings as a guideline in their personal and social lives. To achieve these goals, teachers serve not only as transmitters of material but also as guides, role models, and evaluators, tasked with assessing the overall development of student competencies. Therefore, learning evaluation is an integral part of the Islamic Religious Education (PAI) learning process, providing information on the level of student competency attainment and serving as a basis for improving the

quality of learning.

CONCLUSION

The results of the study show that the effectiveness of the evaluation of Islamic Religious Education (PAI) learning in madrasas is influenced by internal and external factors. Internal factors include physiological aspects, psychological aspects, interest and motivation to learn, academic and mental readiness, and student attitudes. Meanwhile, external factors include teacher learning strategies, use of technology, and support from the school, family, and community environment. All of these factors contribute to the achievement of evaluation results in the cognitive, affective, and psychomotor domains.

To increase the effectiveness of PAI learning evaluation, it is necessary to implement innovative learning strategies, optimize the use of technology, improve teacher competency, and strengthen synergy between schools, families, and communities. Thus, learning evaluation not only functions as a measuring tool for learning outcomes, but also as a basis for improving the quality of learning and forming students who are faithful, have noble morals, and are able to practice Islamic values. Further research is expected to involve a wider range of respondents in order to produce more comprehensive findings.

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