EVALUATION OF ISLAMIC RELIGIOUS EDUCATION BASED ON LEARNING MANAGEMENT SYSTEM

Mundir

Islamic Educational Management, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, East Java, Indonesia
Email: mundzirrosyadi@gmail.com

Abstract:

This research focuses on the process of understanding the stages of evaluating Islamic Religious Education (PAI) learning at SMA Negeri 2 Jember through the Learning Management System platform. This study aims to analyze the design of digital-based PAI learning evaluations through LMS organized by SMAN 2. This research uses a qualitative approach to produce descriptive data in observable behavior, written data, and oral data. At the same time, data analysis is carried out through the interactive technique of Miles, Hubermann, and Saldana. The conclusion of this research states that the design of PAI learning evaluation through the use of LMS at SMA Negeri 2 Jember uses a blended evaluation design that integrates the LMS Moodle (Attendance register; Assignment; Chat; Feedback; Database activity) and evaluation through mutaba'ah sheets. This composite evaluation design ultimately leads to the achievement of students' cognitive, affective, and psychomotor competencies but remains adaptive to the demands of educational innovation in the current COVID-19 pandemic. Therefore, the application of LMS as an online learning platform in the era of the COVID-19 pandemic has an urgent position to be studied and analyzed in depth.

Keywords : *Evaluation, Islamic Religious Education, Learning Management System*

Abstrak:

Fokus penelitian ini pada proses memahami tahapan evaluasi pembelajaran Pendidikan Agama Islam (PAI) di SMA Negeri 2 Jember melalui platform *Learning Management System* (LMS). Penelitian ini bertujuan untuk menganalisis desain evaluasi pembelajaran PAI berbasis digital melalui LMS yang diselenggarakan oleh SMAN 2. Riset ini menggunakan pendekatan kualitatif guna menghasilkan data deskriptif berupa perilaku yang dapat diamati, data tertulis, dan data lisan, sedangkan analisis data dilakukan melalui teknik interaktif Miles, Hubermann dan Saldana. Kesimpulan riset ini menyatakan bahwa desain evaluasi pembelajaran PAI melalui pemanfaatan LMS di SMA Negeri 2 Jember menggunakan desain *blended evaluation* yang mengintegrasikan *moodle* LMS (*Attendance register*; *Assignment*; *Chat*; *Feedback*; *Database activity*) dan evaluasi melalui lembar *mutaba'ah*. Desain *blended evaluation* inilah yang pada hilirnya mengantarkan ketercapaian kompetensi kognitif, afektif, dan psikomotorik peserta didik namun tetap adaptif dengan tuntutan desain pendidikan di era pandemi COVID-19 dewasa ini. Karenanya, penerapan LMS sebagai platform pembelajaran daring di era pandemi COVID-19 memiliki posisi urgen untuk dikaji dan dianalisis secara mendalam.

Kata Kunci: *Evaluasi, Pendidikan Agama Islam, Learning Management System*

INTRODUCTION

The solution to finding the best model for providing online education in the COVID-19 pandemic era is through optimizing the use of digital media in every stage of the learning process that students go through (Rusydiyah et al., 2020; Sailer et al., 2021; Tejasvee et al., 2021). Moreover, online learning has become a strategic and practical choice to stop the spread of the COVID-19 virus while still allowing to deliver learning messages to students through internet access (Mustajab & Fawa'iedah, 2020; Suhairi & Badrudin, 2021; Adham & Mahmudah, 2021). The implementation of education based on the use of digital media can be carried out with various platforms, including the Learning Management System (LMS), which is expected to be able to act as a digital learning system that leads to improving the quality of learning in educational institutions (Koh & Kan, 2021; Laila et al., 2021; Lin & Johnson, 2021; Saputro et al., 2021).

Today, the study of online learning in the era of the COVID-19 pandemic focuses on two alternatives. First, a survey of aspects of the implementation or implementation of online learning (Ayu & Pratiwi, 2021; Milla et al., 2021; Silvana et al., 2021; Ainur Rahman & Subiyantoro, 2021). *Second, a study at the level of implications for online learning policies* (Hwang et al., 2021; Marcus-Quinn & Hourigan, 2021; Rajabalee & Santally, 2021). Through the two trends of the study, the discourse on the evaluation aspect of online learning has not yet received a balanced and comprehensive portion, including learning Islamic Religious Education (PAI) as one of the compulsory subjects in schools. Evaluation is an essential component that must be present in implementing an activity program to ensure goals according to the specified standards. Therefore, evaluating PAI learning needs to be carried out systematically, measurably, and on target according to learning targets. In this context, the design and variety of evaluations are the two main criteria that are important to analyze to determine the level of achievement of learning objectives, as indicated in Mardiana's research (Baharun, 2016; Muali et al., 2019).

There are educational institutions that detail design and organize online PAI learning through the use of the Learning Management System (LMS) platform. One of them is SMA Negeri 2 Jember – from now on referred to as SMAN 2 – organizing the PAI learning process from the planning, implementation, and evaluation stages. The three stages are a series of online learning implementations that optimize digital media use and are implemented as a form of adaptation of educational activities during the COVID-19 pandemic.

Uniquely, the evaluation stage of PAI learning at SMAN 2 is based on the principle that it is not solely based on government policies through the pandemic era emergency curriculum but also considers the balance of achievement of learning outcomes in the cognitive, affective, and psychomotor aspects of students which in the downstream will determine the criteria. Determinants and proportions of the assessment in a more comprehensive manner. The researcher indicated that the implementation of the PAI learning evaluation stage at SMAN 2 was inclined to the visionary-didactic dimension,

namely through the arrangement of a digital-based learning system conducive to improving students' skills in technology through the use of LMS through teaching and learning activities. In this context, technological literacy skills in students' learning process are the capital for the birth of a generation that is adaptive to the pace of development of the times, as Rahman's (2021) research.

However, on the other hand, SMAN 2 also emphasizes the importance of students' worship practice skills as an indicator of PAI learning assessment. That is, the technological literacy skills of students must be balanced with the knowledge and skills of worship practices that they gain through PAI learning at SMAN 2. Therefore, SMAN 2 opens itself to developing PAI learning technology continuously through LMS while simultaneously improving skills. Mastery of students' worship practices more fully and thoroughly according to the PAI learning material.

There are several benefits obtained by SMAN 2 from the use of LMS in the PAI learning evaluation process that it organizes. First, students gain knowledge and technological literacy skills based on direct experience during the PAI online learning process so that PAI learning becomes exciting and more meaningful. Second, the evaluation stage of PAI learning becomes more comprehensive in assessing the three aspects -cognitive, affective, psychomotor-learners, which can be proven through daily worship practices, which they theoretically have received through the PAI online learning process. The overall evaluation of learning is in line with the principles of assessment in education, namely providing various ways of involvement, representation, and action of students so that they are directed according to their learning objectives (Oyarzun et al., 2021).

Therefore, this research aims to understand and analyze the design and variety of PAI learning evaluations held by SMAN 2. Through careful understanding and analysis, a study of the evaluation stage as one of the essential components of a series of PAI learning implementations can find its share as a benchmark for achievement. Learning objectives that lead to the realization of student outcomes can develop their cognitive, affective, and psychomotor aspects in a balanced way.

Based on this description, this research focuses on conducting PAI learning evaluations through the LMS platform at SMAN 2. As a need and demand for education in the current pandemic era, it is natural that online learning strategies based on digital media are the right choice for students. Used. Therefore, this research tends to understand the argumentative framework for implementing the LMS-based learning evaluation stage and analyzing the design and variety of PAI learning evaluations at SMAN 2.

RESEARCH METHODS

This research uses a qualitative approach to understand the process of evaluating PAI learning at SMAN 2 more critically. The method of understanding the procedure referred to in this context is understanding the design and various evaluations of PAI learning implemented and integrated into the LMS platform of SMAN 2. Moreover, the LMS used by SMAN 2 in organizing the educational process in its institution has broken down its success

in adapting to policy changes. education during the COVID-19 pandemic era. Looking at this construction, the study in this research seeks to understand the basic framework of design and various evaluations of PAI learning framed through LMS as the foundation. Therefore, this research aims to explore the creation of SMAN 2 in evaluating PAI learning based on the LMS platform and the various evaluations involved in it.

Principals, teachers, and students are among the research subjects and informants involved in the study. It was decided to conduct semi-structured interview sessions with several randomly assigned teachers to obtain authentic information during the observations. Later, the researcher triangulated the data to analyze the self-evaluation data collected from policymakers, teachers who served as policy implementers, and environmental conditions in the field. The data analysis technique in this study uses the concept of Milles & Huberman (2014), namely data collection, data reduction, data presentation, and ends with concluding.

RESULTS AND DISCUSSION
PAI Learning Evaluation Design Based on the Learning Management System Platform

LMS is a didactic product that becomes a web-based learning platform and functions to present information, learning materials and perform an evaluation function on student learning outcomes. In addition, LMS also facilitates students in communicating with other students and subject teachers (Susana et al., 2015). Through LMS, students have the opportunity to get material, conduct discussions, get assessments as a result of virtual learning outcomes (Goh et al., 2013).

In general, LMS-based online learning has significant differences from conventional wisdom. In the LMS, the emphasis on the foresight and thoroughness of students in managing the information provided virtually through the internet network is an important priority to have. Even in the implementation of online learning, educators must be more innovative in designing learning materials presented through LMS. The PAI subject at SMAN 2 is no exception; the shift in learning design designed by educators through LMS causes a change in the evaluation pattern for students. The Modular Object-Oriented Dynamic Learning Environment (Moodle) is a component that is used as one of the software in the LMS at SMAN 2 to achieve the learning objectives that have been set, as Ebardo in his research found that the features contained in LMS such as online interaction, provision of learning materials, as well as feedback (feedback) assessment provided by educators have a positive contribution as well as improve student achievement (Ebardo & Valderama, 2009). Naturally, SMAN 2 constantly upgrades to optimize the LMS function in the education system that is carried out at the institution.

The implication is that PAI learning - as a component of compulsory subjects in schools - is designed with an assessment design that seeks to accommodate the development of the students' three aspects (cognitive, affective, and psychomotor). One example, the evaluation design of the mental aspects of students is carried out through test and non-test assessments

according to the achievement indicators of each chapter in the PAI learning material. The evaluation of the affective aspects of students is carried out using an attitude assessment instrument that can be integrated through the LMS feature. In contrast, the assessment of the psychomotor element is carried out through the practice of praying, which is monitored and assessed periodically by the PAI subject teacher through mutaba'ah sheets. Thus, a comprehensive PAI learning evaluation design will be created and cover the students' three aspects -cognitive, affective, and psychomotor - holistically.

Interestingly, the features possessed by SMAN 2 in the school's LMS are generally capable of being effective digital media for the implementation of online learning. This is because the feature variant accommodates the provision of evaluations on the didactic aspect and has a range on the psychomotor improvement side of students as well. Even in this context, the discipline dimension of students in terms of the practice of praying also gets its portion of the evaluation. In this situation, all potentials possessed by students are tried to be developed through LMS-based online learning.

LMS is a gateway for students to enter the digital-based online learning process, which is now widely practiced by various educational institutions. When students are accustomed to interacting with digital-based learning environments in schools, through online learning, they are required to adapt to new environments and atmospheres with conditions that are different from previous conventional classroom situations. Therefore, they are also required to learn to operate the various features in the LMS to follow the learning process well. Some of the main features contained in the LMS SMAN 2 include; 1) Attendance register; 2) Assignment; 3) Conversation; 4) Feedback; 5). Database activity. Several activities that can be carried out through the LMS features allow academic interaction between educators and students in PAI SMAN 2 learning to be carried out effectively.

Indeed, the primary purpose of implementing LMS-based learning in PAI subjects at SMAN 2 is to equip students with Islamic religious knowledge while also providing them with skills in learning technology. These two entities, the researchers concluded from the use of the LMS feature described by one of the PAI educators as follows;

"We always prioritize the use of various features in our school LMS. As PAI teachers, our mission is not only limited to mere technical use through chat, assignment, attendance, and feedback features. However, we also try to internalize Islamic religious values through the practice of praying, which we monitor continuously and become one of the indicators for evaluating their learning outcomes."

Therefore, the researcher indicated that the online learning evaluation design through LMS implemented by SMAN 2 was a form of blended evaluation that integrated the assessment of the students' cognitive, affective, and psychomotor domains. This integrative design is a challenge for SMAN 2 to harmonize the demands of the modern era and the development needs of students.

Interestingly, in evaluating worship practices, SMAN 2 applies an evaluation pattern through mutaba'ah sheets. The format of this mutaba'ah sheet is a periodic evaluation of students' affective and psychomotor aspects through worship practices that they must do continuously. The progress of the work is deposited through the LMS "assignment" feature. It is common for PAI learning at SMAN 2 -especially in learning evaluation - to have a futuristic-visionary spirit but still stick to the theological norms of Islamic teachings. Therefore, the researcher can emphasize that the LMS-based online learning evaluation design at SMAN 2 has a pattern that combines the assessment of the students' cognitive, affective, and psychomotor aspects. When visualized, the creation of the PAI learning evaluation at SMAN 2 can be seen in the following picture;
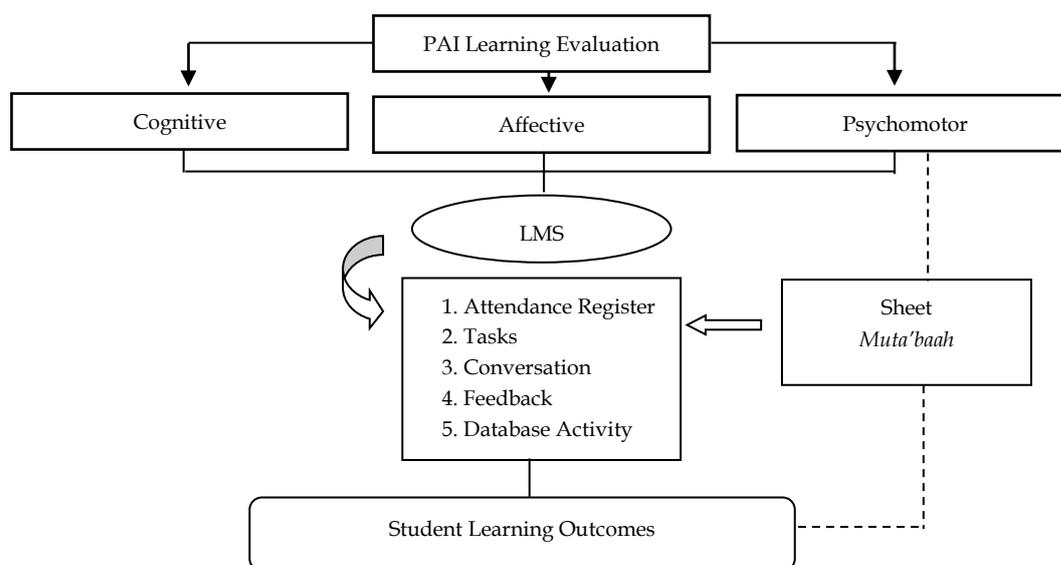

Figure 1: LMS-Based PAI Learning Evaluation Design at SMAN 2

In this way, SMAN 2 students go through a comprehensive and comprehensive PAI learning evaluation process. Their learning outcomes are achieved through an assessment and evaluation process that prioritizes the achievement of competence in the cognitive domain and prioritizes the achievement of the affective and psychomotor aspects through the integration of digital systems through LMS and mutaba'ah sheets.

Using the Learning Management System as an online learning platform in educational institutions is a solution for the education system in the era of the COVID-19 pandemic at SMAN 2. It is said to be an alternative solution because the facilities owned by the LMS through the features in it have provided digital access to learning for students. Students with learning resources that are no longer confined by space and time.

In implementing the PAI learning evaluation process, students are invited to interact directly during the learning process by utilizing the LMS owned by SMAN 2. worship practices are evaluated continuously through mutaba'ah sheets. Therefore, the LMS-based PAI learning evaluation design at

SMAN 2 is a form of blended evaluation that combines the optimization of the assessment features in the LMS with the assessment format in the mutaba'ah sheet.

Today's world of education is busy with various adaptive patterns that must be taken to adapt to the learning situation amid the COVID-19 pandemic. Therefore, multiple designs, strategies, and online learning methods become a discourse that is widely studied by academics through various perspectives, starting from the standpoint of educators (Dorsah & Alhassan, 2021; Istenič, 2021; Sudirtha & Widiartini, 2021; Wang et al., 2021), students (Aque et al., 2021; Fuady et al., 2021; Sintema, 2020), as well as stakeholders using graduates (Carloni et al., 2021; Epps et al., 2021; Gupta et al., 2021). Moreover, the pace of development of society that continues to deal with globalization, advances in science, and information technology has implications for the design and learning patterns that are adapted to the context of developments and demands of the times in the modern era.

The rate of adaptability of learning patterns as described in the description is translated through various digital platforms, which are strategic media for delivering teaching materials from educators to their students. Although on the one hand, the application of the online learning platform has indirectly reduced the quality of face-to-face meetings in conventional classrooms (Jin et al., 2021). Even in Maqableh's research, it is said that online learning impacts increasing students' internet addiction (Maqableh et al., 2021). This condition implies that new consequences are expected to provide academic solutions so that the quality and goals of education can still be achieved. But strangely, educational institutions must be responsible for learning problems that arise along with the conditions of the COVID-19 pandemic. For Dontre (2021), academic disturbances that have occurred along with the increase in the use of digital learning devices are more due to the multitasking demands experienced by students as a consequence of the online learning they take.

It would not be an exaggeration if LMS became an alternative online learning platform widely used during the COVID-19 pandemic. Especially at this time, Indonesia's education system prioritizes the mastery of pedagogical competencies and students' intelligence. It emphasizes technological literacy skills through the use of digital-based learning media. This encourages SMAN 2 to continue developing learning technology that is applied in its institution by optimizing the LMS platform's use. In this aspect, education should provide provisions for students to resist and survive in a global society that is familiar with information and communication technology. The implication is that if students can develop digital literacy competencies - one of which is through the use of LMS skills - then it can be indicated that the online learning process will be able to be taken better.

Not surprisingly, technically-didactically, LMS provides interactive communication facilities that can be carried out between educators and students. Through information and communication technology, LMS can

bridge the delivery of teaching materials, conversation transcripts, academic documents, and learning videos from subject teachers. It is common for some research to find that learning technology presented through the LMS platform is, in reality, able to create learning effectiveness (Mardiana & Anggraini, 2019; Rabiman et al., 2020; Taufik et al., 2021) and student independence (Islahulben & Catur Widayati, 2021; Kim & Yoon, 2021). Although in practice, the skills to use LMS for students still require support from various education sectors, from internal policymakers in schools and parents to infrastructure and infrastructure to support internet access.

As a result of these problems, the role of LMS in the online learning system - especially during the COVID-19 pandemic - is present as one of the solutions to support the implementation of the online learning process. In this context, it is said that online learning is the most appropriate solution to continue carrying out the teaching process even without direct face to face (Tarkar, 2020; Mahmud et al., 2021). The primary purpose of implementing LMS in online learning is to fulfill the demands of providing teaching materials and maintain students' learning motivation through the use of digital-based learning technology.

CONCLUSION

Evaluation of PAI learning through LMS use at SMA Negeri 2 Jember uses a blended evaluation design that integrates the LMS moodle through mutaba'ah sheets. This composite evaluation design ultimately leads to the achievement of students' cognitive, affective, and psychomotor competencies but remains adaptive to the demands of educational innovation in the current COVID-19 pandemic. This shows that LMS application in the online education and learning system has a vital position to be developed constantly. Moreover, he is also present as a supporting component of digital-based learning constructs that need to be practiced directly by students in the teaching and learning process. That is, knowledge about the progressivity of information and communication technology advances that are present through LMS application is not enough to be limited to mere cognitive understanding. Still, it needs to be supported by developing skills in interacting directly with the learning technology used. Thus, students gain the skills to utilize digital media in the academic nuances of learning.

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