THE URGENCY OF EVALUATE ISLAMIC EDUCATION IN A 21st CENTURY PERSPECTIVE

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ABSTRACT

The purpose of evaluating islmaic education is to monitor the educational process. In this context, the goal of combining Islamic values with Islamic education and Islamic law must remain one of the highest goals of Islamic education. When it comes to making the core of the Islamic education process, the evaluation must be clear and comprehensible. This is important because the level of knowledgepf students is based on the assessment of Islamic education. Not only that, education has a great role in students to understand Islmaic education and some of the problems that students bring. According to the meaning of evaluation, he tried the level of success and failure in the process of Islamic education, including all it's aspects and objectives. Several principles, methods and procedures should be followed when evaluating to achieve the best result. By conducting an evaluation of the learning outcomes test, the test will be examined so that from the results it can be seen which components of the teaching and learning process are still weak.

Keywords: Evaluation of Islamic Education, Evaluation, Education, Students

INTRODUCTION

Students are taught to develop and direct their lives so that their lives have real meaning and purpose, conscious effort and responsibility. Meanwhile, education that reflects the values of Islamic teachings as stated in the Qur'an and Hadith is called Islamic education. Education is very important, first for the family, especially parents, children. Educational organizations were created because parents have limited time, knowledge, and resources. In other words, parents are getting better and better at thinking about this limitation.

National education goals can be achieved with efficient and effective education methods. Therefore, teachers such as parents, and more and more teachers, need to be able to analyze, assimilate and develop teaching in order to realize their potential. Therefore, it is necessary to evaluate education in the process of developing the Islamic order. Basically, rating is a product evaluation by measuring good and bad quality. Therefore, the relationship between measurement and evaluation cannot be separated.

Student protests against God Almighty is a matter of Islamic upbringing. With regard to the message of Islam, one of the goals is to promote knowledge of Islam, especially moral ones, so that they have higher morals.

THEORETICAL STUDY

National education goals can be achieved through a good and correct educational process. Thus, educational evaluation is necessary for the process of basically improving the Islamic education system. Therefore the stages of the evaluation process must be followed continuously

in terms of the learning process and after learning. Broadly speaking, the objectives of evaluating Islamic education include the four basic abilities of students namely; his actions and applications towards God, his actions and applications in social life, his actions and applications to the environment and finally his actions and applications to himself.

This evaluation aims so that the results of the implementation of teaching and learning activities can be known by educators and the promotion of students. This happens because humans must have weaknesses and do not have perfection. There are also evaluation principles that need to be considered, namely the principles of sustainability, comprehensive principles, and objectivity. The urgency of evaluating Islamic education in the 21st century is so that success can be measured to find out the desire of the process of Islamic education for an object in a systematic and planned manner.

RESEARCH METHODS

The use of the research method in this article is library research. Research carried out based on written works, including research results that have been published is called the library research method. This research is often referred to as research that examines secondary data, it aims to obtain data and information from various materials in the library, such as documents, notes, books and historical stories and so on, this was stated by Mardalis.

Evaluation research methods are actually the same as research methods in general. Basically, researchers can also develop evaluation models that are different from those that already exist. Thus, the scope of educational evaluation includes learning evaluation, evaluation of educational programs and evaluation of the education system. This is of course related to the evaluation of the teaching implementation process, including; how prepared the teacher is in the teaching and learning process, the interest of the students when they are in class or taking part in the teacher's communication lessons with students who are comfortable during the learning process, giving assignments to students, and the accuracy between the teaching process that is being carried out and the program that has been set .

DISCUSSION AND RESEARCH RESULTS

Comparison of the process of measuring the results of a certain goal that needs to be obtained is the meaning of the assessment (Uno & Koni, 2012: 2). Assessment and components are a form of evaluation. Measures that are both qualitative and quantitative cannot be separated from judgment. Assessment is a process of collecting data in order to find out which part, in what way and to what extent an educational goal has been obtained, this opinion was stated by (Ralph Tyler, 1950). Judging has the meaning of making a decision on something based on oneself or relying on good or bad measurements, smart or stupid, healthy or sick and so on.

According to Baalbaki (2006) & Sudion (2005) states that the word evaluation comes from English, namely evaluation. The word comes from the word value which means value or price. Whereas in the Arabic language assessment it means tastmiin, taqyiim, or destiny. Evaluation is a

process of data collection, review and subject matter. In the context of Islamic education, evaluation is a way of assessing student behavior based on universal measurement standards of prospects in spiritual-religious and mental-psychological life.

Evaluation of learning programs according to operations has the meaning of examining, validating, and exploring the goals and intentions of planning and implementing a particular activity. Educators when evaluating the learning process must monitor the way students respond to the process and learning resources.

Broadly speaking, the objectives of evaluating Islamic education cover the four basic abilities of students, namely:

1. His deeds and application of God
2. Making and applying in life related to society
3. Manufacture and application in life related to the natural surroundings
4. Making and applying to himself as a servant of Allah SWT. as well as a member of society, as well as a caliph in the world.

Evaluation is a process or act of taking a value. Meanwhile, in paid terms, it is a provision of objectives for activities that have been planned using the results and means as a benchmark in order to be able to make a conclusion. Davies doubts that evaluation is a simple process of assigning values to goals, decision-making activities, performance, processes, people, objects and much more. Understanding something as a quantifiable effort is another sense of judgment. In the measurement process there need to be factors that include; Measure object, Have a measurement objective, Measurement equipment, Measurement process, A result of the measurement process (quantitative).

Evaluation refers to the act or process of determining the value of something (Edwind Wandt and Gerald W. Brown, 1977). Based on this definition, evaluation contains the meaning of a process or action in order to be able to decide the value of something. Then the educational evaluation can be given the meaning as; the process of healing educational values or anything related to knowing the results of the learning process.

Islamic education has various objectives that are used as a reference when implementation is carried out, as is the case with each educational institution which also has objectives to be obtained, so that the evaluation process can determine the success of a program. Educational institutions have their own objectives to be achieved, as well as Islamic Education which has various objectives that are proposed as references in carrying out its work. To find out that a program has achieved success, an evaluation process is carried out.

The problems of Islamic education in the 21st century today are Islamic educational institutions and curricula. Solutions to interdisciplinary and disciplinary approaches to this problem. This literature review describes interdisciplinary approaches related to theological

concepts in Islamic education and interdisciplinary fields in 21st century learning. Solutions are given to Islamic education. The general objectives of evaluating Islamic education are as follows:

- ✓ Pengujian kemampuan daya ingat manuisa yang beriman dalam beragam problematika kehidupan
- ✓ Application of the revelations of the Prophet Muhammad SAW regarding knowledge about Education
- ✓ To apply the classification of human faith, because actually people who fear Him are the most noble people in the sight of Allah, and people who deny the teachings of Islam

There are 3 evaluation principles that need to be considered based on Abdul Mujid and Jusuf Mudzakir's statements that must be considered:

1. **The principle of continuity (Continuity)**

   This principle adheres to someone's decision making that is stable and valid to follow the development of students. So that student assessment can be known by an activity

2. **Comprehensive principle**

   All aspects are seen in this principle, some aspects of discipline, strengthening memorization, personality, perception, sincerity, perseverance, responsibility and others

3. **The Principle of Objectivity**

   The effect of this principle rests on information that should not be emotional and irrational

Evaluation has an urgency so that a goal that has been obtained can be known. An element of the Islamic Education system requires evaluation so that success can be measured or know the achievement of the Islamic Education process towards an object in a systematic and planned manner. Rasulullah SAW often evaluates them on memorization with his system of ordering them to read verses of the Koran in front of him then he corrects their reading and memorization errors to find out the results of the implementation that has been taught. Evaluation of quality education programs includes both quantitative and qualitative measurements. Requires the right way to apply effective evaluation precisely to provide evidence of attitudes and actual learning outcomes. Some related to the evaluation of Islamic Education are proposed with what steps must be taken so that the goals are achieved.

The way to carry out an evaluation of Islamic education is to find out in advance what has been done from this evaluation itself. Educational evaluation can include needs analysis, evaluating previous learning or planning for the next, and assessing the results of the evaluation. Students who have Islamic abilities can be known by carrying out evaluations, and knowing the success of students in achieving predetermined competencies. While this needs analysis is carried out to see whether the teaching methods used are appropriate and to observe student learning outcomes.

After the needs analysis is carried out. The next step to be taken is to evaluate learning. The priority steps that must be taken are determining the focus. Namely, determining what focus to choose for the problem to be evaluated. Includes the use of the method, then what results are to be achieved because it alludes to the next planning lesson, and what is the impact of a change in the learning evaluation.

After successfully compiling the evaluation, the last thing is evaluation evaluation, that is, the results of the data obtained from this assessment activity. Aims to know the decision making of the evaluation results. Decisions based on relevant policies. There are four types of evaluation according to Abudin Nata, namely: formative evaluation, summative, placement, and diagnosis.

1. **Formative Evaluation**

   This evaluation aims so that the results of the implementation of teaching and learning activities can be known by educators and the achievements of students. This happens because humans must have weaknesses and do not have perfection

2. **Summative Evaluation**

   The implementation of this evaluation is so that at the end of the semester the student's learning activities can find out the learning outcomes he has achieved and so that afterwards it is decided to move on to the next level. Everything including students is made according to the law in accordance with this evaluation hypothesis gradually this is in accordance with QS. Al-Insyqaq: 19 which reads "indeed you go through level after level (in life)".

3. **Placement Evaluation**

   This evaluation is to determine the student's skills for the class he will take part in, the selection of the field of study and the major he will follow. This evaluation is based on the differences that each student has with special potential. This is in accordance with the letter Al-Isra: 84 which reads "Everyone does according to his ability"

4. **Evaluation of The Diagnosis**

   This evaluation is to identify obstacles that occur in the process of teaching and learning activities for students. This assessment is based on mistakes that occurred in the past which can be used as learning in the future. The learning process is not guaranteed to run smoothly. If you succeed in completing and solving the obstacles and obstacles that arise, then the next activity will be more comfortable, this is in line with QS. Al-Insyrah: 5-7 which means "Because actually after the difficulty there is ease, so when you have finished (from a matter), do it seriously (affairs) other.

Islamic Education Evaluation Techniques are as follows:

a. **Evaluation Techniques during the growth period of Islam (the time of the Prophet and companions)**

   Narrated by the angel Gabriel to the Prophet Muhammad SAW with questions about Islam. On the other hand, it happened when the Prophet

Muhammad's memorization of the Koran was tested and he still remembered well. At this time it was very focused only on matters concerning Islam in the form of the development of religious knowledge which included memory and intellectual functions. At this time evaluation was also carried out in the form of memorization tests and question and answer

b. **Evaluation techniques during the development and progress of Islam (after Companions until now)**

Qualitative and quantitative assessments are currently carried out in educational institutions. This technique is intended to measure students' grades through several tests including: written tests, oral tests, action tests.

Everything that becomes the center of attention includes educational evaluation. The object of educational evaluation is known in one way, namely by observing it from three aspects which are divided into input, transformation, and output.

1) **Input**

In education, especially learning by students at school, the input is students. Prospective students can be seen as a whole in terms of making various forms of tests aimed at measuring. In spiritual terms it includes four aspects: Ability (psychomotor), Personality, Attitude, Intelligence.

2) **Transformation**

Transformation, likened to the processing of raw materials to form a new product, has an important role to hold. This forms an important element that will have an impact on the success or failure of an educational goal effort that obtains this achievement. Target switching should be evaluated. Change factors that need to be evaluated to achieve the desired educational outcomes include: Curriculum / Subjects, Assessment and learning systems, educational facilities / educational foundations, management methods, teachers and other people in the educational process.

3) **Output**

A student achievement in a certain period of time. In this case, it includes the three trichotomous domains developed by Benjamin Bloom, namely: affective cognitive and psychomotor. This output evaluation has the objectives of educational evaluation, class evaluation, and curriculum evaluation.

The Islamic Education Evaluation Process can be fulfilled with the conditions namely, validity, reliability, efficiency.

1. **Validity**

This validity relies on social reality in reality without anything being faked which is usually measured through surveys/research and assessments. Interpretation that refers to accuracy and truth. Use refers to an evidence made to support its suitability and correctness.

2. **Reliability**

   Reliable is what can be trusted. So for the process of evaluating Islamic Education, reliable data is needed. In order to be an alternative in the process and accurate evaluation results

3. **Efficiency**

   In general, efficiency has the following objectives: to save resources in time and effort, to maximize profits and to maximize performance.

CONCLUSION

Islamic education is currently required not only to survive in the era of globalization but also to take a role in maintaining the quality of the nation and state through education. Apart from that, innovation and changes must also be made in aspects within it and this also demands to restore the true identity of Islamic education which has begun to fade over time. Islamic education is expected to be a strong fortress in underlying the faith and morals of students, considering that the morale of the nation's children is currently damaged. Islamic education in Indonesia will survive in this century if educational actors are willing to evaluate it in order to improve the quality of education.

SUGGESTION

Based on the results of the analysis of the urgency of evaluating Islamic Education from a 21st century perspective, among others, are as follows:

> **For the government**
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> For the government, it should carry out Islamic education according to Islamic law and protect students from educators who indoctrinate negatively through Islamic education

> **For school**
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> The school should provide motivation to carry out education so that children become Islamically educated

> **For educators**
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> Educators are expected to be more patient in educating students to create superior students in society.

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