

Formatting portfolio evaluation in islamic education at smp negeri 3 surakarta

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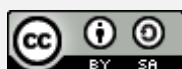
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ABSTRACT

This research aims to find out how portofolio learning is implemented and evaluated at SMP Negeri 3 Surakarta. This research uses a qualitative approach and uses descriptive methods. The technique used was an interview with the PAI teacher with the initials U. The interview was carried out by preparing several questions that were appropriate to this research study and then conveying them to the resource person. The results of this research show that PAI teachers at SMP Negeri 3 Surakarta have carried out portofolio evaluation activities. The form of portofolio evaluation activities includes practice according to the chapter that is the learning material, discussions between groups and a portofolio of assignments given. Evaluation is carried out through an assessment rubric that has been created as well as special tasks carried out by PAI teachers namely making a list of prayers and reciting the koran while at home. This is an additional assessment at the end of the semester which can help boost the value of PAI subjects. The obstacles experienced when carrying out portofolio evaluations are students' negligence in carrying out assignments and constraints in the duration of preparation for PAI practical activities.

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Introduction

Implementation is a step taken in the process of evaluating ideas, policy concepts, or innovations in practical action. Its aim is to achieve positive impacts in the form of changes in knowledge, skills, values, and attitudes (Robbaniyah et al., 2022). Education is a crucial investment for every nation, especially for developing countries vigorously building their nations (Kholish, 2022). Development can only be achieved by individuals prepared through education to become the most perfect humans (Ngabdul Shodikin et al., 2023). Education can also be described as a conscious and planned effort to create a conducive learning atmosphere and learning processes so that learners can actively develop their potential in terms of spiritual beliefs, self-management, intelligence, noble character, and skills needed for society, nation, and country (Nashihin et al., 2019). The development of education or teaching cannot be separated from the responsibility of an

educator in transforming their knowledge with available teaching materials, and considering teaching methods (Kholish et al., 2020) that are easily accepted by learners so that educational goals can be achieved. One effort to improve the quality of learning in the classroom is by conducting learning evaluations.

Islamic Religious Education is a deliberate and organized effort to prepare students to understand and appreciate the teachings of Islam from its main sources (Muchamad Chairudin, 2023), namely the Qur'an and Hadith. Its aim is to develop faith, piety, and good morals so that they can apply these teachings in their daily lives through various activities such as guidance, teaching, training, and experiences (Kholis & Yunita, 2023). Evaluation is an integral part and process of learning that cannot be separated from teaching activities (Triana et al., 2023). Evaluation carried out in educational activities is very important because it is a measuring tool to determine the level of achievement that students have reached with the materials provided to them (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). Thus, by conducting evaluations in learning, the accurate results of teaching and learning development will be visible (Hadisi et al., 2023). Evaluation needs to be optimized as part of a learning program because it not only focuses on assessing learning outcomes but also needs assessments of inputs, processes, and outputs (Nashihin, 2019a). There are various types of learning evaluations (Susanto, 2022), one of which is portfolio evaluation. Portfolio evaluation is an action or process carried out by an educator to determine the level of success of learners in the learning process through collecting the works, projects, and achievements of learners (Nurul Umah Fijanati, Hafidz, Sukadi, 2023). Portfolio evaluation is one form of assessment applied since the 2004 curriculum. This curriculum serves as a new model for evaluating learners and aims to overcome the weaknesses of previous assessments. Therefore, its implementation must be done accurately and objectively based on authentic evidence provided by learners.

Islamic Religious Education is an effort to guide and nurture learners so that after completing their education, they can understand the teachings of Islam comprehensively. They are encouraged to internalize the meanings, purposes, and objectives so that they can apply and integrate these teachings into their lives. The goal of Islamic Religious Education is to teach the fundamentals of Islamic teachings to learners to develop them into individuals who believe and are pious to Allah SWT. Education in schools does not only focus on religious knowledge but also emphasizes the application of these teachings in daily life, both within and outside the school, such as within the family or community environment.

Method

To obtain the necessary information for this research, a field research method was employed, which involves collecting data by immersing oneself in the field (Syariful Anam, 2023). This method falls under the category of qualitative descriptive research, which utilizes analysis to determine, interpret, and provide clarification on the data or information obtained. This research was conducted at SMP Negeri 3 Surakarta with Islamic Education teachers as the research subjects. The data collection techniques for this research include observation, interviews, and literature review.

Observation, as one of the data collection techniques, involves the researcher directly immersing themselves in the field to observe related objects such as spaces, places, activity behaviors, objects, event timings, feelings, and purposes. The methods employed in this research aim to understand the implementation of portfolio evaluation in the

Islamic Education subject at SMP Negeri 3 Surakarta. Interview method involves a direct question-and-answer process between the researcher and the participants (Nikmah & Makhsun, 2021). This technique is used to obtain information regarding the implementation of portfolio evaluation in the Islamic Education subject at SMP Negeri 3 Surakarta. On the other hand, Literature Study is a research method used by researchers to gather various books, magazines related to the subject and objectives of the research, or to read online articles to obtain in-depth information that cannot be found through observation or interviews (Wasriah, 2009).

Results and Discussion

Portfolio Evaluation

Etymologically, the word "evaluation" originates from the English word "evaluation," which has its roots in the word "value," meaning worth or price. In Arabic, the term for value is called "al-qiamah" or "al-taqdir," which refers to assessment or evaluation. Literally, educational evaluation in Arabic is referred to as "al-taqdir al-tarbiyah," which can be interpreted as an assessment of educational fields or matters related to educational activities (Mahirah, 2017). Generally, evaluation refers to a systematic process to determine the value of something (such as regulations, activities, decisions, performance, processes, individuals, objects, etc.) based on specific criteria through assessment. Evaluators can determine this value by comparing it to general or specific criteria.

On another note, the understanding between evaluation, measurement, and assessment constitutes a hierarchical activity. Evaluation is defined as both measurement and assessment, and evaluation and teaching activities are closely intertwined, where one cannot be separated from the other (Sudijono, 2008). Evaluation of learning outcomes is the most important component in education or teaching. Evaluation is a process or action to determine students' values during the teaching and learning process within a specific time frame. Assessment and measurement are different, yet they are closely related. While evaluation focuses on determining the value of something, measurement emphasizes determining quantity.

Furthermore, educators must also have an understanding of the tasks and objectives of evaluation. This is crucial so that educators can easily apply evaluation to assess learning progress in line with predetermined learning objectives (Julkifli, 2022). Evaluation also provides an opportunity for learners to gauge their abilities in the learning process. If learners achieve good grades, it motivates them and improves their learning performance. However, if the grades obtained are unsatisfactory, learners will strive to improve the quality of their learning.

Portfolio-based assessment is an effort to obtain comprehensive, regular, and ongoing information about the process and outcomes of learners' knowledge, attitudes, and skills derived from recording and documenting their learning experiences (Bakri et al., 2012). This portfolio evaluation is a continuous assessment that evaluates the process and outcomes of learning based on evidence from students' documents and works to observe their progress. There are three important principles in portfolio evaluation, including: 1. the principle of process and outcome assessment, 2. the principle of periodic and continuous assessment, 3. the principle of fair assessment. Portfolio evaluation can be used as a means to validate students' understanding and mastery of a subject, which can help them develop a sense of responsibility in learning, monitor their own learning activities, cultivate awareness to improve their abilities, and make logical arguments (Apriyanti Rizky, 2021).

Islamic Religious Education

Education is a lifelong learning experience that occurs in all environments and

situations with positive impacts. Education plays an important role that is not only limited to academic aspects but also encompasses character and ethics development. Education provides the moral and ethical foundations that guide social interactions. By internalizing these values, education can create individuals who are intelligent and morally responsible. Through education, individuals can develop intellectual, social, and emotional skills, create opportunities, and bring about positive changes in themselves and their environment.

Education can be seen as an effort to teach the desired behaviors expected by society. It is important for educators to adhere to Pancasila, the 1945 Constitution of the Republic of Indonesia, as well as the values of Indonesian national religion and culture, and the ability to adapt to changing times (Nasution Fauziah et al., 2022). The education system continues to evolve with societal and technological advancements, and a deep understanding of these aspects can contribute to enhancing the effectiveness and positive impact of education in society.

Islamic Religious Education is a conscious effort made by educators to equip learners with beliefs, understanding, and practice of Islamic teachings through structured guidance, teaching, or coaching with predetermined goals (Syukri F. I. I et al., 2019). According to Zakiah Daradjat, Islamic Religious Education is guidance for learners with the aim that they can understand all aspects of Islam. Internalizing its meanings and objectives, and ultimately practicing and adhering to it as a guide for life to bring about salvation in this world and the hereafter. According to Ahmad Tafsir, there are three objectives of Islamic Religious Education: 1. The realization of the complete human being as the representative of God on earth. 2. The creation of an *Insan Kaffah* who has three dimensions: religious, cultural, and scientific. 3. Awareness of the human function as a servant, Allah's caliph, the heir of the prophets, and the provision needed to fulfill these functions. (Firmansyah, 2019)

Implementation of Portfolio Evaluation in Islamic Religious Education Subjects

Implementation can be defined as a carefully planned effort, not just a mere action, carried out earnestly based on established rules to achieve predetermined goals. Evaluation is a step applied to assess and evaluate the extent of curriculum achievement and the success of the learning process (Idrus L, 2019). It is also used to identify strengths and weaknesses in the learning process and provide a basis for decision-making. Meanwhile, a portfolio is defined as a collection of tasks given by educators periodically that can be used to measure learners' cognitive, affective, and psychomotor abilities (Apriani, 2016).

The implementation of portfolio evaluation is a type of assessment activity conducted by an educator to assess learners' knowledge and abilities through a collection of assigned tasks. Portfolio evaluation serves as a means to confirm learners' understanding and mastery of a topic or subject, which can help learners develop responsibility for learning. Furthermore, the portfolio evaluation process also helps learners monitor their progress during the learning activities, stimulate awareness to improve personal capacity, and develop skills in constructing logical and fact-based arguments.

Portfolio Evaluation in the Islamic Religious Education subject is an assessment conducted by teachers by assigning tasks such as collecting documents and works of students in topics related to Islamic Religious Education systematically. Portfolio evaluation is a broad strategy for assessing learners' skills and achievements. As a method that utilizes the collection of learners' works, projects, and achievements, portfolio evaluation certainly has advantages and disadvantages, including (Farihah Elyaum, 2021),

advantages, teachers are given the opportunity to assess flexibly, while still adhering to basic competency guidelines and learning outcome indicators. Learners can engage in self-assessment, reflection, and enhance their critical thinking skills. Helps educators to conduct fair, objective, transparent, and accountable assessments without limiting learners' creativity in the classroom. Encourages learners to take responsibility for their work both during in-class and out-of-class learning, in order to implement the learning program. Enables observation of learners' skill development and progress over time through feedback.

Disadvantages, analyzing portfolio assessment is quite challenging due to the lack of numerical data. There is a tendency for educators to focus only on the final achievement, thus overlooking the assessment process. If educators adopt a teaching approach that emphasizes their role as instructors, there is a possibility that learners may not fully express their initiative and creativity. Consequently, portfolio assessment may not be optimally conducted. Portfolio assessment may be less reliable compared to other forms of evaluation.

Requires extra time and effort.

Steps to implement portfolio evaluation for Islamic Religious Education teachers are as follows (Aly & Inayati, 2019):

Table 1. Rubric for Prayer Portfolio Assessment

Daily Prayer Report													
Name		:											
No. Absen		:											
No	Tanggal	Shubuh		Dzuhur		Ashar		Maghrib		Isya		Ket	Paraf Wali
		J	M	J	M	J	M	J	M	J	M		
Explanation:													
J : Jama'ah, fill with (✓) if performed in congregation													
M: Munfarid, fill with (✓) if performed individually													

Conclusion

Based on the description of the implementation of portfolio evaluation in the Islamic Education subject at SMP Negeri 3 Surakarta, the following conclusions can be drawn. Portfolio evaluation implementation serves as a method for educators to assess the development of students' knowledge and skills through a collection of assigned tasks. It confirms students' understanding and mastery of topics, facilitating their responsibility towards learning. In the context of Islamic Education, portfolio evaluation involves educators assigning tasks comprising documents and works related to Islamic Education topics, organized systematically. Teachers at SMP Negeri 3 Surakarta utilize various assessment instruments for portfolio evaluation, including tests, discussions, daily group behavior assessments, practice evaluations, monitoring of prayer and recitation attendance, homework assessments, and creation of various works such as clippings and calligraphy. The research conducted by the researcher indicates that the students' learning outcomes consistently improve with each session. Each meeting results in increased abilities among the students, both in practical skills and in attitudes and behaviors. In summary, the implementation of portfolio evaluation in Islamic Education at SMP Negeri 3 Surakarta has proven to be effective in enhancing students' learning outcomes and fostering their holistic development.

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