

# Student-Centered Learning (SCL) Based Learning Evaluation in Islamic Religious Education

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## ABSTRACT

Evaluation in Islamic Religious Education /PAI learning must be carried out in a comprehensive and integrated manner. The position of evaluation is very important in Islamic Religious Education learning because evaluation occupies a very central position to determine the success of the learning process. In connection with efforts to achieve the goal of Islamic Religious Education learning based on student-centered learning (SCL), it is necessary to conduct a comprehensive and integrated evaluation covering all aspects, namely cognitive, psychomotor and affective. The purpose of this article is to examine the design of student-centered learning (SCL)-based learning evaluation in Islamic Religious Education/PAI learning. This research is a type of library research, which is a series of activities related to the methods of collecting library data, reading, taking notes, and processing research materials. Through descriptive-interpretive analysis, this article argues that learning evaluation should be able to assess all aspects, namely attitudes, skills, and knowledge. In student-centered learning (SCL) based learning, the assessment method proposed and deemed appropriate is the Performance Assessment (authentic assessment). Through this authentic assessment, the teacher can find out the extent of students' understanding and abilities. With authentic assessment, students learn how to apply knowledge and skills to the real world.

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## INTRODUCTION

Islamic religious education occupies a strategic position in realizing the goals of national education, especially in forming faith and piety and developing the character of students in a more positive direction. This is by the objectives of Islamic Religious Education, namely to form quality human beings who have the toughness of faith and knowledge (Romlah, 2014). This is following what Marimba stated that the purpose of Islamic religious education is the formation of the main personality according to Islamic standards (Ahmad D Marimba, 1974).

The implementation of the Islamic Religious Education/PAI learning process is oriented towards achieving goals. The purpose of Islamic Religious Education has been stated in the competency standard (Al Hamid, 2021), namely to grow and increase faith, through the provision and fertilization of knowledge, appreciation, practice, and experience of students about the religion of Islam, so that they become Muslim human beings who continue to develop in terms of faith, piety to Allah SWT (Al Hamid et al., 2022). and have the noble character in personal, community, national and state life, as well as to be able to continue at a higher level of education (Manshur, 2020).

To see the success of Islamic Religious Education subjects, evaluation is needed. In the evaluation, it is necessary to have techniques, and targets for success in the teaching and learning process and education as a whole. A good evaluation must be based on the goals that have been set based on previous planning and then really worked out by the teacher for students. No matter how good the evaluation is, if it is not based on the goals that have been set, the goals will not be achieved (Romlah, 2014).

Evaluation is a very important and very needed subsystem in every learning because evaluation can reflect how far the development or progress of learning is (Rohmad, 2017). With evaluation, the progress and decline of the quality of learning can be known. The results obtained from the evaluation can be used as feedback for teachers to improve and perfect learning programs and activities (Hamid, 2022b).

Along with the times, the learning process centered on the teacher (teacher-centered learning) is considered no longer adequate, so there is a need for changes in learning methods that are more focused on students (student-centered learning) with the hope that students have self-motivation to determine the direction of the learning objectives (Trinova, 2013). Student-centered learning is a learner-centered learning model, where students can become active and independent learners in their learning process and have the responsibility and initiative to recognize their learning needs and can find sources of information without depending on others. in this case the teacher (Hamalik, 2004).

Student-centered learning (SCL) based learning is full of student learning activities. In the process, there are many initiatives, cooperation, tolerance, and various other social skills that the teacher must pay attention to as a result of interactions between students and students, between students and teachers, and students with other learning resources. These things underlie the need to choose the right formative assessment strategy to get an authentic assessment according to the student-centered learning process (Morel, 2021).

The essence of the problem in student-centered learning is that there are educational problems that occur in Indonesia, one of which is the existence of a large gap between the knowledge possessed by students and their attitudes and behavior (Trinova, 2013). Like many students who know/memorize the subject matter but are not able to apply this knowledge to improve the quality of their lives (Hamid, 2022a).

So, knowledge becomes something that is only memorized but has no effect on his life and knowledge only stops for a while and then just evaporates, as if it has no trace in the lives of students. To create the expected learning objectives, innovations (changes) are carried out, namely by activating students, meaning that students are more active in their learning activities in learning, while the teacher only acts as a facilitator and directs it (Benlahcene et al., 2020).

One of the problems in evaluating Islamic Religious Education/PAI learning is that teachers are more likely to make assessments at the end of learning only (Syafri, 2016). Islamic Religious Education teachers are less interested in conducting assessments both at the beginning of learning and during the learning process. Conducting tests at the beginning of learning will help teachers to determine where learning begins (Hill et al., 2020). When conducting an assessment during the learning process, of course, the abilities and weaknesses of students in mastering knowledge and skills will be known, so that improvements and enrichment can be made.

In connection with efforts to achieve the goal of Islamic Religious Education learning based on student-centered learning (SCL), it is necessary to conduct a comprehensive and integrated evaluation covering all aspects that must be evaluated. Nuryamin observes that the essence of evaluation of Islamic education is the concept of thinking about assessment in the teaching and

learning process which has the purpose and function to determine the level of success in achieving the aspired educational goals, namely in fostering an Islamic personality (Nuryamin, 2011).

Based on the description above, the writer is interested in discussing the design of student-centered learning (SCL) based learning evaluation and its application in Islamic Religious Education learning in schools. This discussion is expected to be able to solve one of the causes of problems that exist in the world of education (Hamid, n.d.), one of which is related to the problem of learning evaluation.

## METHOD

This paper uses a qualitative approach by collecting various literature on Student-Centered Learning (SCL)-Based Learning Evaluation, then analyzed using descriptive-interpretive data analysis techniques (Tanduklangi et al., 2019). This analysis process is carried out by organizing and sorting the data into patterns, categories, and units to make it easier to conclude. Therefore, this research is a type of library research, which is a series of activities related to the methods of collecting library data, reading, taking notes, and processing research materials (Arikunto, 2006).

## FINDINGS

### Student-Centered Learning (SCL) Based Learning Evaluation

One thing that characterizes the evaluation is that this process ends with decision-making. This decision relates to the value and benefits of the evaluation (Mahmudi, 2011). Evaluation is broader in scope than assessment, while assessment is more focused on certain aspects that are part of that scope. If the thing being assessed is the learning system, then the scope is all the components of learning and the right term for assessing the learning system is evaluation, not assessment. If the thing you want to assess is one or several parts/components of learning, for example, learning outcomes, the right term to use is assessment, not evaluation. On the other hand, there is also the term measurement. If the evaluation and assessment are qualitative, then the measurement is quantitative (score/number) obtained by using a measuring instrument (Arifin et al., 2019).

In terms of input, the object of educational evaluation consists of abilities, personalities, and attitudes. In terms of the subject of educational evaluation, if the target is learning achievement, then the subject of evaluation is teachers and lecturers who are in charge of certain subjects. If the evaluation target is the attitude of students, then the subject of the evaluation is a teacher or officer who has received training on ways to assess a person's attitude. If the evaluation target is personality, then using a standardized instrument test, then the subject of the evaluation is a psychologist or an expert in their field (Sudijono, 2008).

The evaluation targets for the elements include: *First*, input, namely aspects that are spiritual, at least include 4 things, namely ability, personality, attitude, and intelligence. *Second*, they are transformation, namely curriculum/materials, methods, assessment methods, educational facilities/media, administrative systems, teachers, and other personnel. *Third*, the output, namely the evaluation of graduates of a school is carried out to find out how far their learning achievement/achievement is during the program. The tool used to measure this achievement is called an achievement test (Arikunto, 2006).

Based on the description above, it can be understood that the evaluation object for its elements includes input, transformation, and output. In terms of input are students. In terms of transformation, it consists of curriculum, methods, assessment methods, infrastructure, administrative systems, lecturers, and other personnel. As for the output is a graduate of a campus. Subjects who conduct evaluations are lecturers, officers who have been fostered, and psychologists (Olusegun, 2015).

### Student-Centered Learning (SCL) Based Assessment and Evaluation

In student-centered learning (SCL) based learning, the assessment method proposed and deemed appropriate is the Authentic Assessment or Performance Assessment, namely an assessment consisting of three basic activities, namely; (1) the teacher gives assignments; (2) students show their performance; and (3) assessment based on certain indicators with an

instrument called a rubric (Nugraha et al., 2020). A rubric is an assessment guide that describes the criteria used by lecturers in assessing and giving the level of achievement of student learning or work outcomes. The rubric contains a list of performance characteristics that are expected to be realized in the process and results of student work, and are used as a guide to evaluating each of these characteristics (Arifin et al., 2019).

Student-centered learning activities are the transformation from conventional teaching in which teachers are dominant while the students are passive recipients, towards empowering the role of students as the main movers in the learning process (Al Hamid et al., 2022). Student-centered learning is also defined as an approach that replaces traditional knowledge delivery models with the use of new approaches in teaching and learning, more structured guidance and curricula that have a clearer focus on student achievement (Nahar et al., 2021).

Learning outcomes are expressed in abilities that include elements of competence that include cognitive (knowledge), affection (attitudes and values), and skills (psychomotor and managerial) (Sanjaya, 2011). The cognitive domain describes the mastery of knowledge that includes language intelligence and logic-mathematical intelligence. The affective domain includes attitudes and values or which includes interpersonal intelligence and intrapersonal intelligence, or emotional intelligence. The psychomotor domain includes skills or includes kinesthetic intelligence, visual-spatial intelligence, and musical intelligence. Each domain of these abilities consists of several levels of ability which are presented in Table 1, Table 2, and Table 3.

Table 1. The level of ability in the cognitive domain

No	Code/Ability Aspect	Definition and Verbs
1	C1/ knowledge (recalling)	Ability to recall newly learned material (recall). <b>Verbs:</b> recognize, describe, name, define, pair, repeat, define, and choose.
2	C2/ <i>Comprehension</i>	The ability to capture the meaning of the learning material. <b>Verbs:</b> classify, explain, summarize, predict, illustrate, describe, and distinguish (eg: concluding a paragraph).
3	C3/ <i>Application</i>	Ability to utilize learning materials in new/concrete situations. <b>Verb;</b> demonstrate, calculate, complete, adapt, relate, use, practice, and compose. (eg: using information/knowledge obtained to solve problems).
4	C4/ <i>Analysis</i>	Ability to sort/divide the material into components so that the organizational structure can be understood. <b>Verbs:</b> find differences, separate, make diagrams, make estimates, draw conclusions, compare, detect, and arrange units. (eg: analyzing the form, type, or meaning of a poem).
5	C5/ <i>Synthesis</i>	The ability to form a new whole; or the ability to combine some information into a conclusion. <b>Verbs:</b> combine, get, formulate, design, compose, rearrange, formulate, predict, and revise. (eg: formulating research results in the laboratory).
6	C6/ <i>Evaluation</i>	Ability to consider aspects of value (value) in learning materials; or the ability to consider what is good and what is bad and decide to take a particular course of action. <b>Verbs:</b> weigh, criticize, compare, give reasons, conclude, consider, give opinion and support.

Table 2. The level of ability in the psychomotor domain

No	Code/Ability Aspect	Definition and Verbs
1	P1/ <i>Reflex movements</i>	a reflex that involves one muscle segment and allows the involvement of more than one muscle segment.
2	P2/ <i>Fundamental movements</i>	movement skills related to walking, running, jumping, pressing.
3	P3/ <i>Perceptual Abilities</i>	skills related to coordination of body movements, visual, auditory.
4	P4/ <i>Physical Abilities</i>	about endurance, flexibility, agility, strength, and speed
5	P5/ <i>Skilled movements</i>	refers to the dexterity of the game, sport
6	P6/ <i>Nondiscursiv ecommunication</i>	refers to the expression of movements adapted to posture, facial expressions, creative movements (nondiscursive = not deviate)

The assessment principles include educative, authentic, objective, accountable, and transparent principles which are carried out in an integrated manner. *Educative principles*; is an assessment that motivates students to be able to improve planning and learning methods; and achieve graduate learning outcomes. *Authentic principles*; is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process (Katawazai, 2021). *Objective principle*; is an assessment that is based on standards agreed upon between lecturers and students and is free from the influence of the subjectivity of the judges and those being assessed. *The principle of accountability*; is an assessment carried out by clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students. *The principle of transparency*; is an assessment whose procedures and results are accessible to all stakeholders (Kusnandar, 2013).

The assessment technique consists of observation, participation, performance, written test, oral test, and questionnaire. Meanwhile, the assessment instrument consists of a process assessment in the form of a rubric and/or an assessment of results in the form of a portfolio or design work (Abdul Majid, 2011). Attitude assessment can use observation assessment techniques. Assessment of mastery of knowledge, general skills, and specific skills is carried out by selecting one or a combination of various assessment techniques and instruments (Gu, 2021). The final result of the assessment is an integration between various assessment techniques and instruments used. The meaning of each assessment technique and its assessment instrument is briefly presented in Table 3.

Table 3. Assessment Techniques and Assessment Instruments

No	Assessment Methods and Techniques	Definition	Instrument
1	Non-test: Observation	Assessment techniques to collect information about student learning activities in participating in learning carried out by lecturers can be used by lecturers themselves or by students to observe each other	Observation Sheet
2	Non test: Participation	Tests are given to those who take the test to measure their involvement or role in an activity	Test Sheet

3	Test: Performance	a test given to the testee to carry out the Test Sheet for a certain activity according to the competencies revealed to demonstrate its performance	Test Sheet
4	Written test	the test is given by the testee which must be answered in writing on the answer sheet	Test Sheet
5	Oral test	Forms of formal tests that are carried out orally or unwritten, both orders and answers are carried out orally	Test Sheet
6	Non-Test	Collecting written data to find out the learning strategies implemented by the lecturers, the methods and learning media used by the lecturers, interests, student perceptions about learning for a subject matter that has been implemented.	Questionnaire Sheet (questionnaire)
7	Informal test	Assessing student document files	Portfolio
8	Non-test	Assessing students' abilities using a rubric that contains the assessment criteria for each assessment category	Rubric
9	Non-test: authentic	Assessing student work or products in the form of goods or services, including softcopy/hardware	Design work

## DISCUSSION

### **Student-Centered Learning (SCL) Based Learning Evaluation in Islamic Religious Education**

The principle of evaluation must include the objectives, processes, and outcomes of Islamic Religious Education. Evaluation of Islamic Religious Education learning must be carried out continuously, it is not enough to only do it once, even at the end of the semester. But it must be done continuously so that the progress of students is known after following the lesson. The evaluation must also be comprehensive covering the realms of aqliyah, qolbiyah, and amāliyah. Do not let the success of Islamic Religious Education learning be seen from the aspect of aqliyah only. In addition, Islamic Religious Education educators must adhere to other principles, namely fair, cooperative, objective, and practical (Hidayat & Asyafah, 2019).

In student-centered learning (SCL) based learning, the assessment method proposed and deemed appropriate is the Performance Assessment (authentic assessment or performance assessment). The authentic assessment model aims to assess all competencies possessed by students in a learning activity, so the aspect that is assessed is not only one instrument. So far, the assessment is only focused on the knowledge aspect without looking at how the process of students getting knowledge and how to follow up on the acquisition of the knowledge they get (Benlahcene et al., 2020).

It is as stated by Hosnan, that this authentic assessment aims to develop the ability of students how to apply the application and skills in authentic tasks. So it is hoped that various correct and accurate information can be captured related to what students know and can do (Hosnan, 2016). According to Hosnan also, authentic assessment is useful, important, and meaningful, so that students feel challenged to apply new information and skills in real situations, and can measure actions or display the truth in a subject (Chaidir, 2018).

Inauthentic, several assessments can be done on the three domains of student competence. If assessing attitudes, teachers can use observation in unifying students' attitudes. In addition, teachers

can also use self-assessment and assessment between students so that there is the involvement of students and their friends in the assessment process (De Beer, 2019). If assessing in the realm of knowledge, you can use assignments, quizzes, and tests, either tests conducted by teachers of daily assessment subjects or tests held together in educational units such as mid-semester and end of the semester. If assessing students in the realm of skills, you can use product assessment, portfolio assessment.

Especially in the realm of knowledge, assessment is carried out as far as possible to assess the process and student learning outcomes. In addition, learning should invite students to be able to think critically, logically, and systematically. Because in essence, according to Kokom Komalasari, authentic design leads to a scientific and contextual learning pattern, namely learning that can be linked to the material being taught with the real world of students. Therefore, the term Higher Order Thinking Skills (HOTS) appears, which is, of course, adapted to the level of students' cognitive development (Yudistiro, 2019).

While in the realm of skills, the assessment is more of the student's ability about thinking based on its application in an application form. In PAI subjects, teachers can apply skills aspect assessments with performance, practice, project, and portfolio assessments.

By knowing the implementation of this authentic assessment, at least some benefits are obtained for both lecturers and students in an effort to achieve maximum learning, including the following: 1) Authentic assessment helps lecturers to oversee the development of student attitudes, 2) Authentic assessment makes lecturers know more about how to assess students' strengths and weaknesses, 3) Authentic assessment makes lecturers to be more active in finding sources or information materials needed in developing scientific-based learning concepts or process skills, 4) Authentic assessment is able to change the role of lecturers from student subjects to mentors in the learning process, and help assimilate student understanding, 5) Authentic assessment is able to make lecturers more creative in developing student learning processes by seeking knowledge in any source even though they have to look for it online, 6) Authentic assessment teaches students about authentic tasks that are useful, important, and meaningful, 7) Especially for PAI lecturers, with the implementation of the three assessment domains, authentic assessment plays a very important role in the moral and personality development of students, as well as in an effort to live and animate the teachings of their religion (Kowalski et al., 2021).

To achieve this, authentic assessment should be carried out continuously and use clear instruments and rubrics, so that the results obtained are truly objective, and that the implementation of authentic assessments is in line with the concepts that have been prepared in the planning.

## CONCLUSION

Evaluation in Islamic Religious Education /PAI learning must be carried out in a comprehensive and integrated manner. The position of evaluation is very important in Islamic Religious Education learning because evaluation occupies a very central position to determine the success of the learning process. In connection with efforts to achieve the goal of Islamic Religious Education learning based on student-centered learning (SCL), it is necessary to conduct a comprehensive and integrated evaluation covering all aspects, namely cognitive, psychomotor and affective.

In student-centered learning (SCL) based learning, the assessment method proposed and deemed appropriate is the Performance Assessment (authentic assessment). To assess attitudes, teachers can use observation in monitoring student attitudes. In addition, teachers can also use self-assessment and assessment between students so that there is the involvement of students and their friends in the assessment process. To assess students in the realm of knowledge, they can use

assignments, quizzes, and tests, both tests conducted by subject teachers in the form of daily assessments or tests held together in educational units such as mid-semester assessments and end-of-semester assessments. Meanwhile, to assess students in the realm of skills, they can use product assessment, project assessment, and portfolio assessment. Through this authentic assessment, the teacher can find out the extent of students' understanding and abilities. With authentic assessment, students learn how to apply knowledge and skills to the real world.

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