Evaluation in Islamic Education: Philosophical Perspective

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dan menganalisis sistem evaluasi dalam pendidikan Islam dari sudut pandang filosofis. Menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif-naratif, metode pengumpulan data dilakukan melalui studi literatur dengan membaca teks-teks yang relevan untuk memperoleh data yang diperlukan. Hasil penelitian menunjukkan bahwa evaluasi dalam pendidikan Islam berfungsi sebagai umpan balik (feedback) atau dikenal dengan istilah muraja'ah terhadap kegiatan pendidikan. Terdapat berbagai model evaluasi yang telah dikembangkan oleh para ahli yang dapat diterapkan dalam mengevaluasi program pendidikan. Namun, model evaluasi yang umum digunakan dalam lembaga pendidikan Islam antara lain adalah: model CIPP (Stufflebeam), model Kirkpatrick, model Scriven, dan Contenance Evaluation Model (Stake), serta beberapa model lainnya. Hasil dari penelitian ini diharapkan dapat memberikan kontribusi signifikan terhadap pengembangan praktik evaluasi dalam pendidikan Islam. Dengan memahami evaluasi dari perspektif filosofis, pendidik diharapkan dapat merancang sistem evaluasi yang tidak hanya efektif dalam mengukur pencapaian akademis, tetapi juga mendukung pengembangan karakter peserta didik.

Kata Kunci : *Evaluasi, Pendidikan Islam, Filsafat*

Abstract

This study aims to explore and analyze the evaluation system in Islamic education from a philosophical perspective. Using a qualitative research type with a descriptive-narrative approach, the data collection method is carried out through literature studies by reading relevant texts to obtain the necessary data. The results of the study indicate that evaluation in Islamic education functions as feedback or known as muraja'ah for educational activities. There are various evaluation models that have been developed by experts that can be applied in evaluating educational programs. However, the evaluation models commonly used in Islamic educational institutions include: the CIPP (Stufflebeam) model, the Kirkpatrick model, the Scriven model, and the Contenance Evaluation Model (Stake), as well as several other models. The results of this study are expected to provide a significant contribution to the development of evaluation practices in Islamic education. By understanding evaluation from a philosophical perspective, educators are expected to be able to design an evaluation system that is not only effective in measuring academic achievement, but also supports the development of student character.

Keywords: *Evaluation, Islamic Education, Philosophy*

Introduction

'Islamic education is a form of education that is based on the fundamental values of Islam, which are clearly stated in the main sources of Islamic teachings, namely the Qur'an and Al-Hadith. In addition, this education is also enriched with the thoughts and contributions of scholars who have played an important role in the development of science and educational practice throughout the history of Muslims.(Suhendra, 2021) In the context of Islamic education, evaluation plays a very important role as one of the integral components of the overall education system. This evaluation must be carried out systematically and planned, serving as an effective tool to measure the success or achievement of the targets that have been set in the Islamic education process. Thus, the evaluation not only serves as a final assessment, but also as an ongoing process that provides constructive feedback to improve the quality of education and ensure that the goals of Islamic education can be well achieved.(Shafaunnida, 2022)

Islamic education has unique characteristics that set it apart from various other educational systems in the world, where its approach and methodology are specifically designed to reflect the values and principles of Islamic teachings. One of the distinctive features that stands out is that Islamic education does not only focus on the cognitive aspect or mastery of knowledge alone, but also significantly emphasizes the importance of character development and good morals as an integral part of the educational process. Therefore, evaluation in the context of Islamic education must include a wider range of dimensions, including an assessment of the spiritual and moral values that form the basis for the formation of students' personalities.(Idris, 2018)

An ideal evaluation in Islamic education should reflect the goal of holistic education, which is to form a complete human being (insan kamil) who is not only intellectually intelligent, but also has good morals, a positive attitude, and the ability to contribute constructively to society. As such, evaluation not only serves as a measure of academic achievement, but also as a means to ensure that learners can grow and develop into balanced individuals in all aspects of their lives.(Shafaunnida, 2022)

Evaluation in Islamic education is an important aspect that not only serves to measure academic achievement, but also to assess the spiritual and moral development of students. Evaluation needs to be carried out to find out the achievement of the objectives of the activity. With evaluation, an activity can be known for its level of progress. Educational evaluation is a system applied to students to determine the success of the education implemented.(Ridwan, 2017) Meanwhile, the evaluation of Islamic education is an activity to determine the level of progress of an activity in Islamic education. The success or failure of Islamic education in achieving its goals can be seen after an evaluation of the *Output* that it produces.(Misrawi, 2010)

This study aims to explore and analyze various evaluation models that exist in Islamic education and how these models can be applied effectively. With a qualitative and descriptive-narrative approach, this study will explore the relevant literature to understand the basic principles of evaluation in the context of Islamic education. In addition, this study will also discuss how evaluation can function as constructive feedback for the learning process.

The results of this study are expected to make a significant contribution to the development of evaluation practices in Islamic education. By understanding evaluation from a philosophical perspective, educators are expected to be able to design an evaluation system that is not only effective in measuring academic achievement, but also supports the development of students' character. This research also aims to provide insight for policymakers in formulating better evaluation strategies in Islamic educational institutions.

Research Methods

This study uses a type of qualitative research that aims to gain a deep understanding of the phenomenon being studied, with a descriptive-narrative approach that allows researchers to describe and narrate experiences and views related to the topic of evaluation in Islamic education. In order to achieve this goal, the method used in this study is a literature study, in which the researcher will systematically read, collect, and analyze various relevant texts and references, including books, scientific articles, and other documents related to evaluation in the context of Islamic education. This process involves not only data collection, but also critical analysis of the information obtained to identify patterns and principles of evaluation that are relevant to the context of Islamic education.

Thus, the data obtained from this literature study will be thoroughly analyzed to find important relationships and new insights that can make a significant contribution to the understanding and practice of evaluation in Islamic education. The results of this analysis are expected to provide a clear picture of the challenges and opportunities that exist in the Islamic education evaluation system as well as recommendations for future improvements.

Results and Wetting

A. The Function of Evaluation in Islamic Education

Evaluation in Islamic education functions as feedback (*feedback*) or known as *muraja'ah* to educational activities. Feedback serves to: First, *Ishlah,* namely the improvement of all components of education including the improvement of behavior, insight and habits of students Second, *Tazkiyah,* That is, the purification of all educational components, meaning looking back at the educational programs carried out, whether the program is important or not in the lives of students. Third *Tajdid*, namely modernizing all educational activities. activities that are irrelevant for both internal and external interests need to be changed and better replacements are found. With this activity, education can be mobilized and dynamized to be more advanced. Fourth *Ad-dakhil*, namely input as a report for students' parents in the form of report cards, diplomas, certificates and so on.(Prof. Dr. H. Ramayulis, 2015) While The evaluation function in Islamic Religious Education, according to Anas Sudijono, has several benefits and uses, including: in to follow progress, support the preparation of plans, and improve or refine. Specifically, it is divided into three, namely the psychological aspect, the didactic aspect, and the administrative aspect:

First From a psychological perspective, evaluation activities in the world of education in schools can be highlighted from 2 sides, namely from the

side of students and from the side of educators. For students, educational evaluation psychologically will provide guidelines or inner handles for them to know their respective capacities and status in the midst of their group or class. For educators, educational evaluation will provide capacity or precision to the educator, how far have the results of the efforts he has made so far, so that he psychologically has guidelines to determine what steps need to be taken next.(Khakim & Munir, 2014).

Second, sEgi didactic. For students, it will be able to provide encouragement (motivation) to them to be able to improve, improve, and maintain their achievements. For educators, didactic educational evaluation has at least 5 kinds of functions, namely: Providing a basis for assessing the results of efforts (achievements) that have been achieved by their students, Providing very useful information, in order to find out the position of each student in the middle of their group, Providing important materials to choose and then determine the status of students, Providing guidelines to find and find a solution for students who does require it, and provides guidance on how far the predetermined teaching program can be achieved.(F. Rahayu, 2019) Third, sAdministrative egi, evaluation has at least three functions: Providing reports on the progress and development of students after they follow the learning process within a certain period of time, Providing information materials (data) for the purpose of educational decision-making and educational institutions, and Providing an overview of the quality of student learning outcomes.(Rosyad & Maarif, 2020)

B. Principles of Evaluation in Islamic Education

Evaluation is an assessment that connects various aspects to provide a comprehensive picture. In the implementation of Islamic education evaluation, there are several principles that need to be considered: first, the evaluation must be based on comprehensive measurements that include cognitive, affective, and psychomotor aspects. Second, the distinction between scoring (quantitative) and assessment (qualitative) must be clear. Third, the awarding of grades must consider two types of assessment: norm-referenced (learning outcomes) and orientation-referenced (placement). Fourth, assessment must be an integral part of the teaching and learning process. Fifth, the assessment must be comparable, allowing comparisons between assessment stages. Sixth, the assessment system used must be clear for students and educators to avoid confusion.(Junaidah, 2015)

Assessments can be successful if they are carried out in accordance with the following principles: first, the principle of continuity. The assessment must be carried out continuously, in line with the teachings of istiqamah in Islam, where Muslims are expected to continue to study and practice religious teachings. Second, the overarching principle. The assessment should include all aspects of the learner's personality, including personality, memorization, understanding, cooperative attitude, and responsibility. Each field can be assessed specifically so that students know their strengths compared to their peers. Third, the objective principle. Judgments should be as objective as possible, without being influenced by emotional or irrational factors, so as to reflect the actual reality. Fourth, systematic principles. Assessments must be carried out systematically and regularly to

ensure consistency and accuracy of results.(Zahroh, 2022)

PrincipleThese principles are in line with the teachings of Islam, because these principles in Islamic teachings are included in noble morals. In noble morals, a person must be objective, honest, say something as it is. In addition to the above principles, in the implementation of the evaluation there are general principles and special principles, namely:(Miyanto, 2021)

First, the general principles of evaluation include several important aspects that must be considered to ensure effectiveness and fairness in the assessment process. First, the evaluation must be valid, that is, it can measure what should be measured with a reliable measuring tool, so that the conclusions drawn can be accounted for. Furthermore, the evaluation must be component-oriented, including the achievement of students' competencies in knowledge, attitudes, skills, and values, so that the measure of learning success can be clearly known. In addition, evaluations need to be carried out on an ongoing basis to monitor the development of students from time to time. Evaluation must also be comprehensive, covering cognitive, affective, and psychomotor aspects as well as all teaching materials with evidence of accountable learning outcomes. In addition, the evaluation must have a meaningful meaning and be easily understood by all interested parties.(Ummah et al., 2020)

The principles of fairness and objectivity are also very important, where the evaluation must consider fairness for all learners regardless of background to prevent a decrease in learning motivation. The evaluation process should be carried out openly, so that the decision about the

success of students is clear and does not harm any party. Evaluation also needs to be carried out with sincere intentions to achieve educational goals for the benefit of students. In addition, evaluations must be practical, easy to understand and implement, time-saving, cost-effective, and labor-efficient, and easy to administer and interpret. The results of the evaluation must be recorded systematically and accurately for future use. The evaluation process is carried out systematically, following standard steps, and using criteria based on the measure of competency achievement that has been determined. Finally, the evaluation must be accountable, accountable in terms of techniques, procedures, and results.(S. Rahayu & Morning Star, 2022)

Second, the specific principles in educational evaluation include several important aspects designed to provide the best opportunity for learners to demonstrate their abilities and learning outcomes. One of these principles is the use of diverse types of assessments, which allow learners to express their understanding and skills in a way that best suits their individual characteristics. Thus, every educator must be able to carry out the assessment procedures that have been set carefully and systematically, so that the evaluation process can run effectively. In addition, educators are also expected to have the ability to record assessment results precisely and accurately. This recording is very important because it will be the basis for analysis and reflection on the development of students.(Hamalik, 2006)

With a good record, educators can identify the strengths and weaknesses of each learner, as well as design the necessary interventions to support the improvement of their abilities. Furthermore, this principle

emphasizes that the learning outcomes achieved by students must be transparent and accountable. This means that each assessment result must be explainable and proven through valid and reliable data. Thus, learners not only get constructive feedback but also understand how they can continue to improve in the learning process. Overall, the application of these specific principles aims to create an inclusive and supportive learning environment, where every learner has the opportunity to reach their maximum potential through fair and thorough evaluation.(Nata, 1997)

From the description above, it can be concluded that evaluation in Islamic education is one of the components of the Islamic education system that must be carried out systematically and planned as a tool to measure the success or targets that will be achieved in the Islamic education process and the learning process. The evaluation will be carried out well if it is in accordance with the planning and objectives that have been designed by paying attention to the principles of evaluation.

C. Evaluation Models Used in Islamic Educational Institutions

Model means a pattern, plan, example of something to be created or done or produced.(Wirawan, 2021) In terminology, a model is defined as *a likeness that aid on in understanding a structure process used by scientists, when the phenomena studied would otherwise be underscribable.*(Ansori et al., 2022) (something that helps in the understanding of the structure or process used by the expert, when a phenomenon is studied to be able to explain). Meanwhile, evaluation itself is a process to determine the value of a certain activity. Therefore, the educational evaluation model is a plan or pattern of an

assessment path in analyzing or studying and collecting to determine the level of progress of an activity in education in order to decide the achievement of a goal both for teachers and for students.

The Education Evaluation itself includes two main objectives, namely macro evaluation (program) and micro evaluation (class). In general, evaluation is divided into three stages according to the teaching and learning process, starting from input evaluation, process evaluation, and output evaluation. And each type of evaluation has a different function. As is the case, in the evaluation of inputs there include the readiness function of placement and selection. Meanwhile, process evaluation includes formative, diagnostic and monitoring. And the output evaluation includes summative.(Mardiah & Syarifudin, 2019)

An institution etymologically is the origin of something, a reference, something that gives shape to another, body or organization that aims to conduct scientific research or do something. Therefore, from this understanding, it can be understood that the institution contains 2 meanings, namely: physical, material, concrete, and non-physical, non-material, and abstract understanding.(Amrullah, 2020). In English, the institution is called *Institute* (in the physical sense), that is, the means or organization to achieve a certain goal, and the institution in the non-physical or abstract sense is called *institution,* that is, a system of norms to meet needs. Institutions in the physical sense are also called buildings, and institutions in the non-physical sense are called institutions. The Islamic educational institution in terms of terminology can be interpreted as a forum or place where the

Islamic education process takes place.(Aziz & Ismail, 2018)

Therefore, Islamic educational institutions can be interpreted as places or containers for the educational process that includes changing everything for the better based on Islamic values. And evaluation in Islamic educational institutions is an activity to determine or understand the success or achievement of a job in Islamic educational institutions. The evaluation is carried out to measure and assess, as well as collect, process, analyze, and interpret information on the success, progress, growth and development of Islamic educational institutions.

In carrying out each evaluation, it is necessary to consider the evaluation model to be used. And the evaluation model is a design made by experts and evaluation experts. Therefore, usually this evaluation model is made based on the interests of a person, institution or agency who wants to know whether the program they have carried out can achieve the desired results. And the evaluation models that have been developed by experts that can be used in evaluating educational programs are actually very numerous. However, the evaluation models that are commonly used in Islamic educational institutions are, among others, such as:

1. Stufflebeam's Model (CIPP Model)

The CIPP evaluation model is often considered a more comprehensive evaluation model when compared to other evaluation models. Type. This evaluation was developed by Daniel Stuffleabem, and colleagues (1967) at Ohio State University. CIPP stands for *context input, process* and *Product Context Evaluation* is an evaluation of the context *Input Evaluation* namely the evaluation of input, *process evaluation* i.e. evaluation of the process, and *Product Evaluation*, i.e. evaluation of results.(Wiranata, 2019) Input text, process, and results are the objects of evaluation, all of which are nothing but components of the process of an activity program. The CIPP model is an evaluation model that evaluates training programs as a system. The following is an explanation of each component of CIPP:(Wiranata, 2019)

a. Context Evaluation. Context evaluation is an evaluation related to the description and details of the environment, needs and objectives of the training implementation. The evaluation of this context is expected to provide input in decision-making for the planning of the training to be held.(Setiawan et al., 2021)

b. Input Evaluation. Input evaluation is an evaluation that evaluates how the resources available are used to achieve program goals. Input evaluation includes analysis of the use of available resources, the use of alternative strategies to achieve a program, system capabilities, procedure design for implementation strategies, financing and scheduling.(Arifin, 2012)

c. Process Evaluation. The evaluation of the process is carried out to see if the implementation of the program is in accordance with the strategy that has been set. Process evaluation is also carried out to identify procedural problems in the implementation of training. Process evaluation is very useful for program improvement, in the evaluation of the process of recording events. During training activities, it is important to later assess related to the

procedures that have been implemented as recommendations for the implementation of further training.(Yunita & Mujib, 2018)

d. Evaluate the results. Evaluation of results is carried out to assess the achievement of the program, evaluation of results can be done by comparing the goals to be achieved from the program with the results that have been achieved. The evaluation of these results can later be in the form of percentages to measure the level of program achievement.(Huda, 2015) Four aspects of the CIPP evaluation model are: *context, input, process,* and *Output* It helps decision-makers to answer four basic questions regarding: 1) What to do (*What should we do?*) Collect and analyze need assessment data to determine goals, priorities and objectives. 2) How we carry it out (*How should we do it?*) resources and steps necessary to achieve goals and objectives and may include identification of external and material programs in gathering information. 3) Whether it is done according to plan (*Are we doing it as planned?*) It provides information for decision-makers about how well the program is implemented. By continuously monitoring the program, decision-makers learn how well it is being implemented according to instructions and plans, conflicts that arise, staff and moral support, material strengths and weaknesses, and budgeting problems. 4) Does it work (*Did it work?*By measuring outcomes and comparing them to expected outcomes, decision-makers become better able to decide if the program should be continued, modified, or stopped altogether.(Ananda, 2017)

As for the advantages and disadvantages that this CIPP evaluation model has when compared to other evaluation models, the CIPP model has several advantages such as, being more comprehensive or complete in capturing information because the evaluation object is not only on the results but also includes *context, input, process,* And *Product*. The completeness of the information generated by the evaluation of the CIPP model will be able to provide a better basis in making policy decisions, further and preparing programs.(Ansori et al., 2022). In addition to having advantages, the CIPP model has weaknesses, such as the application of this model in the field of learning programs in the classroom has a low level of implementation without a combination. This can happen because to measure context, input and results in a broad sense will involve many parties which will require more time and cost.(Effendi, M. Z., & Zulkarnain, 2020)

So from some of the descriptions above, we can conclude that the CIPP model, which stands for *context, input, process and product*, has the purpose of improving or perfecting the program. So, this model can be applied to various fields such as management, companies in the form of projects, programs, institutions, and education.

2. Model Kirkpatrick

The evaluation model developed by Kirkpatrick is known as "*Kirpatrick four levels evaluation model*". This Kirikpatrick model evaluates training programs.(Holifurrahman, 2020) According to Kirpatrick, the evaluation of the effectiveness of the training

program includes four levels of evaluation, namely:

a. Level 1: *reaction* or *evaluating reaction. Evaluating reaction* or evaluating the reaction of trainees is an activity to measure participant satisfaction (*customer satisfaction*) to the training program implemented. A training program is considered effective if the training process is felt to be fun and satisfying for the trainees so that the trainees are interested and motivated to learn and practice. In other words, the trainees will be motivated if the training process runs and is satisfactory for the trainees, which will ultimately elicit a pleasant reaction from the trainees.(Putri, A. I., & Kurniawan, 2019)

b. On the other hand, if the trainees are not satisfied with the training process they are participating in, the trainees will not be motivated to take part in further training. Thus, it can be interpreted for the success of the training activity process inseparable from the interest, attention, and motivation of the trainees in following the course of the training activities. Trainees will learn better if they give a positive reaction to the learning environment they get in training activities. The satisfaction of trainees with training activities can be assessed from several aspects: the material provided, the available facilities, the material delivery strategy used by the instructor, and the available learning media.

c. Level 2: *learning* or *evaluating learning.* In this case, there are three things that the instructor can teach in the program, namely knowledge, attitude and skills. Participants are said to have learned if

they have experienced a change in attitude, improved knowledge, or improved skills. Therefore, to measure the effectiveness of the training program, these three aspects need to be measured. Without a change in attitude, increase in knowledge or improve skills in trainees, the training program can be said to have failed. This assessment of evaluating learning is also called the assessment of results (*Output*) learning.(Indriyani et al., 2021)

d. Level 3: *behaviour* or *evaluating behaviour.* At level 3, it is focused on changing behavior after the trainees return to their workplaces. In this case, whether the change in attitude that has occurred after the trainee participates in the training will also be implemented after the trainee returns to the workplace, so that this behavior assessment is more external. What behavioral changes occur in the workplace after the trainees participate in the training program.

In other words, what needs to be assessed is whether the trainees feel happy after attending the training and returning to work. How participants can transfer the knowledge, attitudes and skills acquired during the training to be implemented in their workplace. Because what is assessed is a change in the behavior of the trainees after returning to the workplace, the evaluation at level 3 can be called an evaluation of the *outcome* of the training activity.

a. Level 4: *result* or *evaluating result.* Level 4 is focused on the *final result* that occurs because the trainees have participated in a training program. In other words, this level 4 evaluation is an evaluation of the *impact* of the

training program. Not all impacts of a training program can be measured and also take a long time. Therefore, the evaluation of level 4 is more difficult than the evaluation at the previous levels. Furthermore, Kirkpatrick explained that to obtain a comprehensive picture related to the evaluation of the training program, there are at least three components that are used as the object of evaluation:

1) The design of the training program, which is evaluated from the aspect of the goals to be achieved or the competencies of the trainees to be developed, the learning strategies that will be applied to the training activities, and the content/material of the training program.

2) Program implementation, in addition to the design of the training program, the program implementation process or the implementation process needs to be used as an object of evaluation, especially the learning and learning process that takes place in the training implementation activities. Some of the criteria that can be used to evaluate the learning process and training learning are: consistency with the activities contained in the training program with various things such as consistency of training materials with training objectives, implementation by instructors, implementation in terms of trainees, attention shown to trainees to ongoing learning, activeness of trainees in the learning process, the opportunity to apply learning outcomes in real situations, the pattern of interaction between instructors and

trainees, and the opportunity to get continuous feedback from trainees.

3) The results that will be achieved, in addition to program design and training implementation, the third component that needs to be evaluated is the results that will be achieved by training activities. These results can refer to the achievement of short-term goals (*Output*) or refers to the achievement of long-term goals (*outcome*). *Outcome* This training program will be assessed on how far the trainees are able to implement the competencies learned while participating in the training into the real world in solving problems in their workplace.(Amaliya Nasucha & Rina, 2021)

C. Model Scriven

Michael Scriven was born on March 28, 1928, in Beaulieu, Hampshire, England 1928. His first degree is in mathematics and his doctorate in philosophy. Scriven has made significant contributions in the fields of philosophy, psychology, critical thinking, and most notably, evaluation (he has created a discovery for program evaluation). Scriven designed two evaluation models, namely:(Ananda, 2017)

a. *Goal-Free Evaluation Approach.* Scriven said that in carrying out program evaluations, evaluators do not need to pay attention to what is the purpose of the program. What needs to be considered in the program is how it works (performance) of a program, by identifying the appearances that occur (influence) both positive things (i.e. expected things) and negative things (unexpected

things).(Rusydi & Nurrochmat, 2023)

Model evaluation *Goal Free Evaluation*, focus on the behavior changes that occur as an impact of the implemented program, look at the side effects both expected and unexpected, and compare with before the program was implemented. The evaluation also compares the results achieved with the amount of money spent on the program or *Cost Benefit Analysis*. Type *Goal Free Evaluation* is a program evaluation point, where the object being evaluated does not need to be related to the purpose of the object or subject, but directly to the implications of the existence of the program whether the object is useful or not on the basis of an assessment of existing needs.(Wahidin & Syaefuddin, 2018)

This model only monitors the general goals that the program will achieve, not in a detailed way of existing divisions. The function of independent evaluation is to reduce or reduce the spread and increase objectivity. In a goal-oriented evaluation, an evaluator subjectively responds to the goal. In fact, the purpose is generally only a formality and rarely tells the true purpose of a job. Moreover, there are many important program results that are not in accordance with the program objectives. Objective free evaluation focuses on the actual outcome rather than the planned outcome. In this

purpose-free evaluation, it allows the evaluator to add an invention of unprogrammed outcomes or impacts.(Qolbi & Hamami, 2021)

Type *Goal Free Evaluation* This has its drawbacks and advantages.(Rositawati, 2019) The advantages of the purpose-free model include: 1) The evaluator does not need to pay attention to each component in detail, but only emphasizes on how to reduce bias (bias). 2) This model considers users as the primary audience. Through this model, Scriven wants evaluators to measure the impressions obtained from a program compared to the needs of users and not compare them with the organizers. 3) The influence of the concept on the community, that without knowing the purpose of the activities that have been carried out, an assessor can conduct an evaluation.

Furthermore, related to the weaknesses of this model are: First, this purpose-free model is generally free to answer important questions, such as what influences have been taken into account in an event and how to identify those influences. Second, while Scriven's idea of free is good for helping activities parallel to honesty-based evaluations, on a practical level this model is not very successful in describing how evaluations should actually be carried out. Third, it does not recommend how to produce a needs assessment even though it

ultimately leads to a needs assessment. Fourth, a truly competent evaluator is needed to be able to carry out the evaluation of this model. Fifth, the systematic steps that must be taken in the evaluation only emphasize the target object.

b. *Formative-Summative Model.* Formative evaluation is defined as the process of providing and using information to be used as a basis for decision-making in improving the quality of the designed product or program. Formative evaluation aims to determine what should be improved or revised so that the product or program is more systematic, effective and efficient. Formative evaluations are carried out during the program to provide useful information to program leaders for program improvement.(Permana & Ahyani, 2020)

For example, during the development of curriculum package programs, formative evaluations will involve content supervision by experts, conducting pilot tests on several students, field tests on more students and with teachers in several schools and so on. Each evaluation step at the formative evaluation level will generate immediate feedback to the program planner who then uses the information to revise the program as needed. Failure to conduct formative evaluation is a shortcoming because formative evaluation data is obtained first, this can help make reschedules, financing arrangements, and so on so that it can be directed in a more valuable direction.

The steps on a formative evaluation are as follows: First, *One-to-one evaluation. One-to-one evaluation* carried out *Expert*. The procedures taken are: 1) go to the *Expert* (material experts, design experts, linguists and other experts), 2) the developer explains the process implemented, and 3) asks for *Judgement* from *Expert*. The instruments used are interviews and assessment sheets in the form of questionnaires. Based on the input notes and suggestions submitted by *Expert* through *One-to-One Evaluation* then improvements are made to the product/program developed and then the results of the revision are reconfirmed to the *Expert. One-to-one evaluation* which is done with three subjects of users of the product or program. The procedures taken are: explaining the purpose of the evaluation, namely obtaining input notes on the product or program designed, motivating the user subject to participate in the evaluation activity as best as possible within the specified time, namely by following carefully, providing tests that aim to see whether the parts used still need to be improved or not, and motivating the user subject to give comments freely to conclude the implications to improve comprehensively.(Alimuddin & Yuzrizal, 2020)

Second, *Small group evaluation.* The procedures taken are: Conveying the purpose of the evaluation, namely getting feedback in order to revise the product or program, explaining the activities to be carried out and encouraging the user subject to provide input notes and suggestions, providing the product or program to be evaluated to the user subject, recording all inputs and suggestions, conducting interviews to get more in-depth information about:

practicality of understanding the material contained in the product or program, the activities developed are interesting and systematic, the parts that are difficult to understand and their causes, and the relevance of the test items to the material presented.

b. *Field trial evaluation*

The steps *Field Trial Evaluation* or field trials, namely: Determining the subject of users who are the target of field trials, preparing facilities, tools and the environment in accordance with the strategy and form of activities that have been determined, carrying out activities in accordance with the materials/materials and forms of activities, recording information about the quality of the process and materials/materials carried out by providing questionnaires and interview guidelines. In addition, observations were also made for activities and the state of the activity environment, conducting initial and final tests to determine the effectiveness of the activities.(Hidayah, 2022)

Based on the results of questionnaire data, interviews, and observations, as well as tests obtained from field trial activities, the final revision of the designed product or program is carried out. The object or subject and the use of evaluation between formative evaluation and summative evaluation are different. Formative evaluation must lead to a decision regarding the development of the program, including improvements or revisions. Meanwhile, summative evaluation leads to decisions about program continuation, stopping or continuing programs, adoption, and so on. Thus it is clear that formative evaluation and summative evaluation are very important because decisions are needed during the process, the level of program development, to improve, and to maintain again after it is stable, to assess the benefits or determine the future of the program.

D. *Contenance Evaluation Model (Stake Model)*

The program evaluation model introduced by Stake is known as *the countenance* model. This model is also called the consideration evaluation model. This means that the evaluator considers the program by comparing the conditions of the program evaluation results with those that occur in other programs, with the same target object and comparing the conditions of the program implementation results with the standards determined by the program. The purpose of the *countenance stake model* is to complete the framework for the development of a curriculum assessment plan. Stake's main concern is the relationship between the assessment objectives and subsequent decisions based on the nature of the data collected. This is because Stake sees a mismatch between the expectations of assessors and teachers.

In this model, Stake emphasizes the role of the evaluator in developing curriculum goals into measurable specific goals. The *countenance model* consists of two matrices, namely *description* and *judgement*. A new consideration matrix can be worked on by the evaluator after the description matrix is completed. The Description Matrix consists of the categories of plans (*intents*) and observations. The Consideration Matrix consists of standard

and consideration categories. In each category there are three focuses, namely: 1) *Antecedents* which is a condition that exists before instruction that may be related to results, for example: teacher background, appropriate curriculum, availability of resources. 2) *Transaction* is a dynamic meeting which is an instruction process (activities, processes, and others), for example: teacher-student interaction. 3) *Outcomes* namely the effects of learning experiences (observation and labor outcomes), for example *teacher performance*, performance improvement.

The staking evaluation model can have a considerable impact on valuation, and is a powerful enough design for further development in the field of evaluation. In this model, the evaluation is carried out by comparing one program with another program that is considered standard. In this case, assessing an educational program must make a relative comparison between one program and another.

The steps are: data collection, data analysis, *congruence* analysis, and consideration of results. The advantages of the Stake model evaluation are: in the evaluation it includes data about the background of the program, the process and the results which is an expansion of the scope of the evaluation, the evaluator is in control of the evaluation and also decides the most appropriate way to present and describe the results, and has great potential to gain new insights and theories about the field and program to be evaluated. Furthermore, the disadvantages are: the approach taken is too subjective, the possibility of minimizing the importance of data collection and quantitative evaluation instruments, and the possibility of too large a cost.

Conclusion

Evaluation in Islamic education functions as feedback or known as *muraja'ah* on educational activities. Meanwhile, the evaluation function in Islamic Religious Education, according to Anas Sudijono, has several benefits and uses such as, in general: following progress, supporting the preparation of plans, improving or refining, and specifically consisting of 3 types: psychological, didactic, administrative.

The principles of evaluation of Islamic education are, evaluation should be based on the results of comprehensive measurement, evaluation should be distinguished between scoring with numbers and assessment by category, two types of assessment should be considered (*norm referenced* assessment and *orientation referenced* assessment), should be an integral part of the teaching and learning process, should be comparable, should be clear to students and educators. There are many evaluation models that have been developed by experts that can be used in evaluating educational programs. However, evaluation models that are commonly used in Islamic educational institutions are, among others, such as: stufflebeam's model (CIPP model), kirkpatrick model, scriven model, contenance evaluation model (stake model), and others.

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