Evaluation of the End-of-Semester Multiple-Choice Exam in the Subject of Islamic Religious Education at Al-Muayyad High School Surakarta

Dewi Ratna Juwita[1], Divana Nur Maulida[2], Retno Windarwati[3], Farid Ridho Agung Santoso[4]
Universitas Muhammadiyah Surakarta, Indonesia [1,2,3]
BBS Bernkastel Kues, Jerman [4]
e-mail: g000210273@student.ums.ac.id

Abstract
Educational evaluation is a process carried out to assess the success of an educational program in terms of the objectives, methods and results achieved. The purpose of educational evaluation is to improve the quality of education and provide useful feedback for educational decision makers. This research aims to study the effectiveness of multiple choice final semester exams in Islamic religious education subjects at Al Muayyad High School Surakarta. Research methods include observation, interviews, and data analysis. Data collection was carried out through direct observation of exams, interviews with subject teachers, and analysis of exam results. Research shows that the final semester exam in the form of a multiple choice exam on the subject "Islamic Religious Education" at SMA Al Muayyad Surakarta has high reliability. Apart from that, this type of exam is considered effective in measuring student achievement because it includes various questions and measures of understanding concepts and the application of religious values. This research makes a positive contribution to understanding the effectiveness of multiple choice final semester exams in the context of Islamic religious education subjects. Recommendations are given to improve the quality of the question bank, utilize technology in question development, and involve teachers and students in the assessment process to increase the equity and quality of academic assessment.
Keyword: Evaluation, Islamic Religious Education, Multiple Choice.

INTRODUCTION

Education aims to develop the potential of children to have spiritual awareness, self-control, personality, intelligence, noble character, and the necessary skills as members of society and citizens (Depdiknas, 2003). In guiding the potential of each individual learner, schools, as places to explore experiences and information, must prepare for this. An educator must prepare materials and content provided to learners, starting from learning methods to the learning media that will be used so that learners can receive the instruction effectively (Syaparuddin et al., 2020). On the other hand, learning is an intentional activity by learners with guidance, guidance, or assistance from educators to achieve a change. The expected changes include cognitive aspects (knowledge), affective aspects (attitudes and behaviors), and psychomotor aspects (skills). The

expected changes are formulated as competencies in the learning design. To determine the extent to which learning objectives or expected competencies are achieved by learners, evaluation is necessary (Fahrudin and Ulfah, 2023).

Educational evaluation is a process conducted to assess the success of an educational program, including its goals, methods, and the results achieved. Educational evaluation can be done through various methods involving item analysis, measurement, and proper educational assessment methodology. The purpose of educational evaluation is to improve the quality of education and provide useful feedback for decision-makers in the field of education. Educational evaluation can also be carried out for specific subjects, such as Islamic Religious Education in Al-Muayyad High School in Surakarta, using the end-of-semester exam evaluation method in the form of multiple-choice questions to assess the success of students in understanding the subject matter.

Islamic Religious Education is education based on Islamic teachings and sets goals as ideal targets to be achieved in educational programs and activities. Islamic education evaluation is one component of the Islamic education system that must be carried out systematically and planned as a tool to determine the achievement of an activity's goal. Islamic education evaluation aims to determine whether educational goals are achieved or not, making evaluation play a significant role in Islamic religious education. Tests are one method to evaluate learning outcomes through measurement activities that require learners to answer various questions and statements to measure aspects of learner behavior (Ismanto, 2014). Research (Pratiwi et all., 2012) argue that validity, reliability, discriminant power, difficulty level, and the quality of distractors are five requirements for quality tests or assessment tools. A test can be said to be valid if each measuring instrument only measures one dimension or aspect. Reliability means that each measuring instrument must provide accurate and precise measurement results.

Choosing the right assessment method is a crucial step in ensuring the validity and reliability of the assessment. Multiple-choice questions have the advantage of providing a more objective picture of how students understand topics in Islamic religious education. By providing a wide range of response options, this method allows for a more comprehensive assessment of various aspects of knowledge, understanding, and application of religious values in everyday life. Although this method has many advantages, it requires special care to produce accurate and meaningful data evaluation. Clear criteria in preparing questions, balancing answer choices, and using appropriate analytical techniques are key elements of success in multiple-choice exams.

In Al-Muayyad High School in Surakarta, it is important to maintain the quality of the end-of-semester Islamic Religious Education evaluation. Therefore, this

journal will evaluate the effectiveness of the multiple-choice method as an evaluation instrument in measuring students' understanding of the subject matter. By delving into it, we can detail the advantages, constraints, and improvement strategies to ensure that this end-of-semester exam truly reflects the desired learning achievements. Through this research, it is expected to find concrete recommendations and solutions to improve the quality of the end-of-semester Islamic Religious Education evaluation. This improvement will support the effectiveness of learning and teaching, and positively contribute to the development of the quality of religious education at Al-Muayyad High School in Surakarta.

RESEARCH METHODS

Research method is an approach used to collect valid data with the aim of explaining in writing as evidence of the truth in solving the raised issues (Faradhiba and Inayati, 2023). The selection of research methods is crucial because it must align with the characteristics of scholarship, namely rational, empirical, and systematic. In the context of the research conducted at SMA Al-Muayyad Surakarta, the study employed observation and interviews as research methods. Observation was carried out by directly observing the ongoing examination process, while interviews were conducted by posing questions to subject teachers regarding the implementation of learning evaluations. The observation method provides a tangible overview of the situations and conditions that occur during the examination, while interviews allow researchers to gain a deeper understanding from the perspective of the teachers. The combination of these two methods is expected to provide comprehensive and in-depth data related to the learning evaluation at SMA Al-Muayyad Surakarta.

RESULT AND DISCUSSION
Evaluation
Derived from the word "to evaluate," has its root in the Arabic term for value, known as "al qimat." The concept of value was first introduced by philosophers, notably Plato, who delved into it in philosophical discourse, particularly in the realm of axiology (Marzuki and Hakim, 2019). Evaluation is a systematic process to determine or make decisions regarding the extent to which the teaching objectives have been achieved by students. Broadly speaking, evaluation, as explained by Mehrens and Lehmann cited by Ngalim Purwanto, is a process that involves planning, acquiring, and providing information essential for making alternative decisions (Purwanto, 1994).

A broader definition of evaluation is put forth by two experts, Cronbach and Stufflebeam, stating that the evaluation process is not only about measuring the extent to which objectives are achieved but also used for decision-making (Arikunto, 2012). According to (Ratnawulan, 2014), in education, the focus of

evaluation is more on mastering attitudes (affective and psychomotor) than on cognitive aspects. This objective aims to assess students' abilities in four main aspects: a) Attitudes and experiences regarding their personal relationship with God. b) Attitudes and practices regarding the significance of their relationship with society. c) Attitudes and experiences regarding the significance of their relationship with the surrounding environment. d) Attitudes and perspectives on themselves as servants of God, members of society, and stewards of Allah SWT. Thus, fundamentally, educational evaluation is a process or activity to assess the progress of education compared to predetermined objectives, and it aims to obtain feedback for the improvement of education..

Islamic Religious Education

The term "education" etymologically originates from Greek, consisting of the word "Pais," meaning someone, and "again," translated as guiding (Ahmadi and Uhbiyati, 2007). The meaning of education (paedogogie) is guidance provided to an individual. In general terms, education is conscious guidance by educators towards the physical and spiritual development of learners, aiming to form a fundamental personality. Therefore, education is viewed as a fundamental aspect in shaping the younger generation to possess a fundamental personality (Zuhairini, 2004). In Islam, there are at least three terms used to mark the concept of education: Tarbiyah education, knowledge Ta`lim, and Ta`dib. However, the evolving term in the Arab world is tarbiyah (Hary, 1999).

Islamic Religious Education is a conscious effort by the older generation to transfer experiences, knowledge, skills, and abilities to the next generation, aiming to shape individuals who are devout to Allah (Abdul Majid, 2004). Religious education is one subject that aims to enhance noble character and spiritual values within a child. This indicates that religious education plays an important role in implementing character education in schools. Therefore, religious education becomes a mandatory subject from elementary to high school and even at the university level, ensuring that schools can optimally conduct religious education by applying religious values within the school environment, involving all teachers and students collectively and continuously (Ainiyah, 2013).

The curriculum content of religious education is detailed in the Appendix of Law No. 22 of 2006, including the curriculum for Islamic religious education with the objective of producing individuals who continually strive to perfect their faith, piety, and morals. They actively contribute to building civilization and harmony in life, particularly in advancing the dignified civilization of the nation. Such individuals are expected to be resilient in facing challenges, obstacles, and changes that emerge in societal interactions, whether at the local, national, regional, or global levels (Pemendiknas, 2006).

Multiple Choice Test

Multiple-choice tests are a form of assessment where the test items consist of incomplete statements or questions, with several answer choices provided, where one answer is considered correct and the other choices function as distractors. Multiple-choice tests can be used to quickly assess knowledge in large groups, provide prompt feedback, and assess objectively. They find application in various contexts, such as conducting national exams, university entrance exams, and academic potential tests. Multiple-choice tests offer several advantages, including ease of use, automated assessment, and cost savings. However, they also have some drawbacks, such as limitations in measuring students' writing and speaking abilities and limitations in evaluating students' abilities in solving questions that require deeper understanding. Therefore, multiple-choice tests can be considered as one evaluation method in Islamic religious education, but the selection of the test type should be carefully considered based on the evaluation goals. Multiple-choice tests are a commonly used evaluation tool at various educational levels. With careful attention to question design and result analysis, these tests can be an effective instrument to measure students' understanding and abilities across various subjects, including Islamic Religious Education at SMA Al-Muayyad Surakarta.

In the digital age, the end-of-semester exams in the form of multiple-choice tests conducted at SMA Al-Muayyad still use manual methods with paper and pen. However, in this digital era, numerous applications and Artificial Intelligence (AI) features support multiple-choice end-of-semester exams, such as Computer-Based Tests (CBT). CBT is a form of learning method that utilizes computer technology as a medium, presented in an engaging and effective manner. CBT can be used in various contexts, such as organizing national exams, university entrance exams, and academic potential tests. CBT has several advantages, including ease of use, automated assessment, and cost savings. However, CBT also has some disadvantages, such as limited internet access and students' comfort in taking computer-based exams.

CONCLUSION

This research aims to study the effectiveness of multiple-choice end-of-semester exams in the subject of Islamic Religious Education at SMA Al-Muayyad Surakarta. The research methods include observation, interviews, and data analysis. The results indicate that the multiple-choice end-of-semester exams in Islamic Religious Education at SMA Al-Muayyad Surakarta have high reliability and are considered effective in measuring students' understanding of the concepts and application of religious values. Recommendations are provided to improve the quality of the question bank, leverage technology in question development, and involve teachers and students in the assessment process to enhance the evenness and quality of academic assessment.

Furthermore, this journal also discusses the importance of evaluation in Islamic religious education, where evaluation aims to determine whether educational objectives are achieved or not. Multiple-choice tests are considered effective in measuring students' understanding of concepts and the application of religious values. However, this research also highlights the importance of carefully considering the selection of the test type that aligns with the intended evaluation goals. Additionally, the journal discusses the significance of utilizing technology, such as Computer-Based Tests (CBT), in conducting end-of-semester exams to enhance the effectiveness of learning and teaching. Thus, this journal provides a positive contribution to understanding the effectiveness of multiple-choice end-of-semester exams in the context of Islamic Religious Education. The recommendations given can serve as a foundation for improving the quality of end-of-semester exams evaluation in Islamic Religious Education at SMA Al-Muayyad Surakarta.

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