

Evaluation of the Fiqh Learning Process

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ABSTRACT

Background. The learning process is one of the things that needs to be considered in education. If the process is good, it is likely that the results that will be obtained will also be good. To achieve optimal learning outcomes, a maximum learning process is needed. In a learning process, every educator and learner should be familiar with the process. Because knowing about a learning process, will make educators and students understand the purpose and objectives of learning. So that the learning process is not lame.

Purpose. the purpose of this study was to determine the results of the evaluation of fiqh learning in MA Asy-Syafi'iyah Bangsalsari Jember.

Method. In this study, researchers used qualitative methods. Qualitative research methods are research methods used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated, data analysis is inductive, and qualitative research results emphasise meaning rather than generalisation .

Results. The result of this research is the learning of Fiqh material at MA Asy-Syafi'iyah Bangsalsari Jember is good. The educators are linear with the subject, very supportive of the learning process. So that the learning process in MA Asy-Syafi'iyah runs well and maximum.

Conclusion. Evaluation is something that is very urgent in the world of education. It needs to be done regularly. The existence of this mini research, of course, is to find out how the learning process has taken place during one semester. By paying attention to the process, the results of interviews from teachers, and student report cards, researchers have been able to conclude that, learning Fiqh material at MA Asy-Syafi'iyah Bangsalsari Jember is good.

KEYWORDS

Assessment, Evaluation, Fiqh Learning

INTRODUCTION

The learning process is one of the things that needs to be considered in education. If the process is good, it is likely that the results that will be obtained will also be good. To achieve optimal learning outcomes, a maximum learning process is needed (Rychert & Wilkins, 2019). In a learning process, every educator and student must at least understand the process. Because knowing about a learning process, will make educators and students understand the purpose and objectives of learning. So that the learning process is not lame (Tsai dkk., 2020). The quality of learning can be seen from 2 aspects, namely the component aspect and the management aspect. If the components in a learning process are good,

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but the management is not optimal, then the results will also not be optimal (Demina dkk., 2022). Vice versa, if the management is optimal, but not supported by the maximum components, the results will not be optimal. Therefore, both must be able to complement and support each other. So that the goal of education can be achieved to the maximum (Cuesta dkk., 2020; Loey dkk., 2021).

Another important thing is to evaluate the learning process. Evaluation is a part that cannot be separated from the learning process (Zhu dkk., 2020). Because the end point of a learning process is a determinant, whether during the learning process goes well it can produce maximum output or vice versa (Imran dkk., 2021).

RESEARCH METHODOLOGY

In this study, researchers used qualitative methods. Qualitative research methods are research methods used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are triangulated, data analysis is inductive, and qualitative research results emphasise meaning rather than generalization (Hamilton & Finley, 2019; Sundler dkk., 2019).

In practice, researchers conducted direct research on class X A MA Asy-Syafi'iyah Bangsalsari. The class consists of 29 students consisting of women and all santri status. the homeroom teacher is Mrs Siti Maulidatul Ulfa, S.Pd. while the one who teaches Fiqh material is Mrs. Farhatus Sholihah, M.Pd (Ashour, 2020).

RESULT AND DISCUSSION

Definition of Learning Evaluation

The terms evaluation, test, measurement and assessment are often misinterpreted and misused in evaluation practice. In fact, each term has a different concept. Although one with the other is interrelated. Test is the most narrowly defined term. It is asking questions that must then be answered (Sovacool dkk., 2020). From this test process, a measure or score will be produced. While measurement, which is a process to determine the quantity of something, which then something can mean students, learning strategies, school infrastructure and so on. In practice, this process usually uses measuring instruments (Urbina dkk., 2020). Then assessment, is a systematic and consistent process or activity to collect information related to the process and learning outcomes of students in order to make decisions based on certain criteria and considerations (Bustamante dkk., 2022).

Meanwhile, assessment can be defined as analysing a person's problems or issues. In this case, assessment is a synonym for evaluation. Evaluation is the process of describing and refining information that is useful for determining alternatives. Evaluation also includes the meaning of tests and measurements. So evaluation has a more complex meaning (Frizzo-Barker dkk., 2020).

Evaluation has a broader scope than assessment, if what is to be assessed is the learning system, then the scope assessed is all components in learning, then the right term to assess the learning system is evaluation, but if what is to be assessed is part/component of learning, such as learning outcomes then the right term to use is assessment (Beede dkk., 2020; Negreira-Rey dkk., 2022).

So it can be concluded that learning evaluation is an assessment process carried out to measure and evaluate the results and effectiveness of learning (Lacka dkk., 2021). Learning evaluation aims to determine the extent to which learning objectives have been achieved, identify strengths and weaknesses in the learning process, and provide input for future improvement and development (Dewantara, 2020).

Learning Process Evaluation Objectives

Learning evaluation aims to determine the efficiency and effectiveness of learning which includes: objectives, methods, concepts of teaching materials, media, teaching resources, learning atmosphere and assessment methods. In addition, learning evaluation is also aimed at assessing the effectiveness of learning strategies, assessing and improving the effectiveness of curriculum programmes, assessing and improving learning effectiveness, helping students learn, identifying students' strengths and weaknesses, and to provide data that helps in making decisions (Shoukat & Ramkissoon, 2022; Zhang dkk., 2022).

Here are some general objectives of learning evaluation:

Measuring student understanding and achievement

Evaluation is used to measure the extent to which students have achieved the set learning objectives. It helps identify their level of understanding of the subject matter and ensures that they reach the expected level of proficiency.

Identifying students' strengths and weaknesses

Evaluation helps identify students' strengths and weaknesses in learning. This allows the teacher or instructor to provide appropriate feedback and develop appropriate learning strategies to help students overcome obstacles and improve their performance.

Informs improvement of instruction

Evaluation provides teachers or instructors with valuable information on the effectiveness of the teaching methods and curriculum used. By looking at the evaluation results, they can evaluate the learning strategies used and make necessary adjustments to improve the quality of instruction.

Assessing the suitability of the curriculum

Evaluation can be used to assess the suitability of the curriculum to the learning objectives and needs of the students. This helps to ensure that the learning materials being taught are relevant and can effectively meet the needs of the students.

Provides feedback for students

Evaluation provides valuable feedback to students on their achievements and their level of understanding of the learning material. It allows students to know their strengths and weaknesses, and provides direction on areas that need improvement.

Informing policy-making decisions

Evaluation is also used to inform policy-making decisions at the institution or education system level. Evaluation results can provide important data and information in identifying educational needs, evaluating learning programmes and making necessary changes in the education system.

Benefits of Learning Evaluation

In learning evaluation, there are many positive values that we take. Among other benefits that we can get are:

Measurement of student achievement

Evaluation enables objective measurement of student achievement in learning. It helps identify the extent to which students have understood and mastered the subject matter taught. By knowing the level of student achievement, teachers can adjust their teaching and pay special attention to areas that require improvement.

Monitoring student progress

Evaluation helps monitor student progress over time. By regularly measuring student progress, teachers can identify patterns of change and evaluate the effectiveness of the

learning methods used. This allows them to adjust their approach and provide appropriate support according to the student's needs.

Feedback to students

Evaluation provides valuable feedback to students on their progress, strengths, and weaknesses in learning. By getting clear feedback, students can refine their understanding, develop necessary skills, and better prepare themselves for future achievements.

Evaluation of teaching effectiveness

Evaluation helps teachers evaluate the effectiveness of the teaching methods they use. By looking at evaluation results, teachers can identify successful learning strategies and they can also change or improve their approach if needed. Evaluation also helps in assessing the suitability of the curriculum to the learning objectives and improving the overall teaching process.

Identification of educational needs

Evaluation helps in identifying educational needs and understanding areas for improvement in the education system. Evaluation data can provide information on aspects that need to be improved, curricula that need to be developed, or additional support needed for students experiencing difficulties. This can help in student-centred decision-making and overall improvement in the learning process.

Accountability

Evaluation plays an important role in accountability in education. Good evaluation provides objective data and evidence on learning achievement and quality. This helps in informing policy-making decisions and ensuring that education standards are maintained.

Elements of Learning Evaluation

The elements of learning evaluation are part of the object of research. With the hope that the object under study is more specific (Xian dkk., 2019). The elements of learning evaluation in this study are :

Learning objectives

Learning objectives are the expected results of the learning process designed and carried out. Good learning objectives must be specific, measurable, achievable, relevant, and limited to a certain time.

Learners

Learners are individuals involved in the learning process at various levels of education, from primary school to higher education or professional training. They are individuals who are active in receiving and assimilating information, skills, values and concepts taught by educators or teachers.

Educator

An educator is someone who has a role in providing education to others. They can work at various levels of education, from early childhood education to higher education. Educators can also work in formal education institutions such as schools and universities, or in non-formal education institutions such as training centres or course institutions.

Teaching Materials

Teaching materials are materials or learning resources used by educators to support the learning process. Teaching materials can be in the form of textbooks, modules, slide presentations, learning videos, educational games, and various other learning resources. The

purpose of using teaching materials is to effectively convey information and concepts to students and facilitate good understanding and learning.

Learning Methods

Afandi quoted Djamarah, learning method is a method used to achieve the goals set in the teaching and learning process. Methods are used by educators so that they can adjust to the needs and methods used in each Teaching and Learning Activity process.

Learning Media

Learning media includes anything used by educators in delivering material, and involves the five senses. Sight, touch, smell, taste, and hearing (Chakraborty dkk., 2020).

Learning Evaluation

Evaluation is the final stage in a learning process. evaluation can be defined as a systematic process in determining the level of achievement of predetermined learning objectives.

Facilities and Infrastructure

Facilities and infrastructure here, are facilities and infrastructure that are in the world of education. While in the context of education, facilities and infrastructure in the educational environment are used in the implementation of learning, or which help the learning process. Both in the classroom and outside the classroom.

Evaluation of the Fiqh learning process

Researcher Findings

In practice, the Principal always motivates teachers so that learning in MA Asy Syafi'iyah is always maximised. This is always conveyed during monthly school meetings. Likewise, in the Fiqh learning process. Teachers are required to provide maximum learning so that students can really understand and be able to practice this material (Sumarwati dkk., 2020). Because in addition to being one of the knowledge that is the foundation of Islam, they also have the status of santri, which in Indonesia, are labelled as people who understand religion (Stratford, 2019) (Suseno & Abbott, 2021). based on observations in the field and the results of interviews with the relevant teachers, the following elements are obtained:

Learning Objectives

In the realm of learning objectives applied at MA Asy-Syafi'iyah, the learning objectives are included in the lesson plan that has been made by the teacher. According to the teacher concerned, the learning objectives adjust to each material taught. Both in terms of cognitive, affective, and psychomotor.

Learners

There are 29 students in class X A MA Asy-Syafi'iyah, all of whom are female. 7 of the 29 students have backgrounds that are not santri.

Educator

Educators are one of the most urgent elements in learning. At MA Asy-Syafi'iyah the teacher who teaches Fiqh material is Mrs Farhatus Shalihah. She has completed her undergraduate education at the Faculty of Tarbiyah, Ibrahimy University Situbondo, Islamic Religious Education Study Program, while her Masters is at the Postgraduate Program at Ibrahimy University Situbondo. Her background is also santri. So according to the principal, she is very suitable in delivering Fiqh material (O'Shay-Wallace, 2020).

Teaching Materials

The teaching materials used in MA Asy-Syafi'iyah are using Learning Modules, package books and other supporters such as student workbooks. In general, MA Asy-

Syafi'iyah Bangsalsari uses these teaching materials (Capó-Bauça dkk., 2019; Marshall, 2020).

Learning Methods

The learning methods used are using the lecture and discussion methods. The lecture method is a learning method that is carried out by delivering material and information in a centralised or one-way manner, which then reaches the ears of students. The discussion method can also be interpreted as an exchange of opinions between one student and another. So that there is effective communication from the event of defending opinions in solving problems. So that the culmination of the discussion is the occurrence of an agreement with the perpetrators of the discussion. With these two methods, the teacher hopes that the material can be conveyed well (Clarke & Unsworth, 2020; Rachmadtullah dkk., 2022).

Learning Media

The learning media used include LCD Projectors, Slide Presentations. Sometimes students are asked directly to practice Fiqh material by maximising the facilities and infrastructure available at school.

Learning evaluation

Learning evaluation is carried out periodically by the Fiqh subject teacher. Both practical and written. The subject teacher more often gives assignments using student workbooks. In addition to making it easier for teachers to assign assignments, using student workbooks is nicer and tidier, because it is complete with grids or material taught. The following is the report card value of class X A MA Asy-Syafi'iyah Bangsalsari students in Fiqh 2023/2024

Table 1. The following is the report card value of class X A

No	Nama Siswa	Nilai Pengetahuan	Nilai Keterampilan
1	Alviatul Munawaroh	82	84
2	Aulia Damayanti	83	84
3	Desy Rahma Wati	85	84
4	Dina Rohimi	75	75
5	Eka Dwi Rahmawati	75	75
6	Faiqotus Zahira	81	82
7	Farah Maulidah	86	84
8	Farah Naila Rahmatika	85	82
9	Fila Mimahfudi	85	82
10	Ihfatul Nurul Alfi	85	82
11	Maulidia Tisa Sara	84	84
12	Nailatul Muyassaroh	84	82
13	Rara Arum Kusumaningtyas	85	82

14	Rista Maulistia	87	84
15	Rofiatus Safitri	85	82
16	Rofiatus Shofiah	85	82
17	Rohma	84	82
18	Siska Wulandari	84	82
19	Siti Nurjannah	84	82
20	Sriwanti	85	82
21	Wilda Fitrah Kumala	86	82
22	Wirdatun Nafisah	84	82
23	Wulan Anggrain	82	81
24	Yana Fitria	84	81
25	Afifatul Adhawiyah	75	75
26	Dian Ulfa Nadhiroh	85	81
27	Intan Nuraini	85	81
28	Lutvius Soleha	85	81
29	Madinatul Khoirul Nissa'	85	81
30	Maisaroh	85	81
31	Mudrikatul Alya	85	81
32	Nazilia Andini Firdausy	85	81

Facilities and Infrastructure

The facilities and infrastructure used when the learning process takes place include the classroom, sometimes also outside the classroom. Bathrooms and musalas are very suitable places in the practice of fiqh. Although there is no religion laboratory, MA Asy-Syafi'iyah Bangsalsari has one large musala complete with supporting facilities. Such as wudhu' place, mosque bathroom (Capó-Bauça dkk., 2019; Marshall, 2020).

Evaluation of Fiqh Learning

Learning evaluation is very important for every subject teacher (Chen dkk., 2019; Jang dkk., 2019). Of course this activity is to see the extent to which students understand or develop and whether or not they are, and most importantly to monitor the extent to which students achieve success in learning. Learning evaluation must be carried out continuously, to monitor the development of students (Snyder, 2019).

Based on the results of observations and interviews with researchers, in terms of educators. Educators have been maximised in providing subject matter. Because all students have exceeded the minimum report card score set by the school.

In terms of students, it is necessary to recognise that students vary in their level of intelligence. So it is not uncommon for teachers to have to repeat lessons to ensure that students in the classroom really understand and can practice the material (Rufi-Salis dkk., 2020).

As for the school, the school in general always supports every activity and idea realised by the teacher. So that teachers feel comfortable with their service. Teachers only need to be patient with the intellectual diversity of different students. This is something that really needs to be done by an educator. So that the lesson is delivered well and maximally.

CONCLUSION

Evaluation is something that is very urgent in the world of education. It needs to be done regularly. The existence of this mini research, of course, is to find out how the learning process has taken place during one semester. By paying attention to the process, the results of interviews from teachers, and student report cards, researchers have been able to conclude that, learning Fiqh material at MA Asy-Syafi'iyah Bangsalsari Jember is good. The educators are linear with the subject, very supportive of the learning process. So that the learning process at MA Asy-Syafi'iyah runs well and maximally.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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