



ELECTRONIC MEDIA PILLAR OF LEARNING EVALUATION IN MADRASAH

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Abstract

The purpose of the study was to determine the process of implementing the e-learning system at MIN 1 Ogan Ilir and how to implement the evaluation of learning through e-learning. This study uses a descriptive qualitative approach. Data collection techniques include interviews, observation, and documentation. Data analysis techniques include data collection, data reduction, data presentation, conclusion drawing, and verification. The result of the research is that the implementation of learning evaluation through e-learning at MIN 1 Ogan Ilir succeeded in creating more efficient and flexible learning. This is based on indicators of the success of the e-learning system, one of which is that e-learning can overcome time constraints and is flexible. The benefit for the field of science in this research is as consideration for implementing an e-learning system in the evaluation of learning so that it is more effective and on target.

Keywords: Electronic Media, Learning Evaluation. Islamic Schools

Abstrak

Tujuan dari penelitian untuk mengetahui proses diterapkannya sistem e-learning di MIN 1 Ogan Ilir dan bagaimana pelaksanaan evaluasi pembelajaran melalui e-learning. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi. Teknik analisis data meliputi pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan dan verifikasi. Hasil penelitian adalah pelaksanaan evaluasi pembelajaran melalui e-learning di MIN 1 Ogan Ilir berhasil menciptakan pembelajaran yang lebih efisien dan fleksibel. Hal tersebut berdasarkan indikator keberhasilan sistem e-learning yang salah satunya adalah e-learning mampu mengatasi keterbatasan waktu dan bersifat fleksibel. Manfaat bagi bidang ilmu dalam penelitian ini adalah sebagai pertimbangan untuk menerapkan sistem e-learning dalam evaluasi pembelajaran supaya lebih tepat guna dan tepat sasaran.

Kata Kunci: Media Elektronik, Evaluasi Pembelajaran, Madrasah Ibtidaiyah

INTRODUCTION

Learning is an activity or teaching and learning activity. In it, there are two subjects, namely teachers and students.¹ The main task and responsibility of a teacher are to manage learning to be more effective, dynamic, efficient, and positive which is marked by the awareness and active role between the two learning subjects, namely the teacher as the initial initiator and director as well as providing guidance, while the students as the object of the learning process. experience and be actively involved in obtaining self-change in teaching.²

Changes in the environment outside the world of education, from the social, economic, technological, to political environments require the world of education to rethink how these changes affect it as a social institution and how to interact with these changes.³ One of the environmental changes that greatly affect the world of education is the presence of information technology (IT). Information and Communication Technology are important elements in the life of the nation and state.⁴ The role of information technology in human activities currently is indeed very large. Information technology has become the main facility for the activities of various sectors of life where it contributes greatly to fundamental changes in the structure of operations and organizational management, education, transportation, health, and research.⁵

The development of information and communication technology (ICT) has had an impact on the world of education, especially in the learning process.⁶ With the development of the use of ICT, there are five shifts in the learning process, namely: (1) from training to appearance, (2) from the classroom to anywhere and anytime, (3) from paper to "online" or channels, (4) facilities physical to network facilities, (5) from cycle time to real-time. Communication as an educational medium is carried out using communication media such as telephone, computer, internet, e-mail, and so on. The interaction between teachers and

¹ Sutrisno Sutrisno and Juli Amalia Nasucha, "Islamic Religious Education Project-Based Learning Model to Improve Student Creativity," *At-Tadzkir: Islamic Education Journal* 1, no. 1 (September 10, 2022): 13–22.

² Zainal Arifin, *Evaluasi pembelajaran: prinsip, teknik, dan prosedur* (Remaja Rosdakarya, 2009); Rahmat, *Evaluasi Pembelajaran Pendidikan Agama Islam* (Bening Pustaka, 2019).

³ Akhmad Sirojuddin, Ashlahuddin Ashlahuddin, and Andika Aprilianto, "Manajemen Kurikulum Terpadu Berbasis Multiple Intellegences Di Pondok Pesantren," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (April 23, 2022): 35–42, <https://doi.org/10.31538/munaddhomah.v3i1.143>.

⁴ Arman Maulana, "Dhikr Tariqah Naqsyabandiyah as a Method of Formation of Spiritual Strengthening of Tahfidz Santri at Miftahul Khoir Al-Azhar Islamic Boarding School," *International Journal Of Science Education and Technology Management (IJSETM)* 1, no. 1 (June 12, 2022): 43–58, <https://doi.org/10.28301/ijsetm.v1i1.4>; M. Syukri Azwar Lubis et al., "Understanding Curriculum Transformation Towards Educational Innovation in The Era of All-Digital Technology," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (May 18, 2022): 526–42, <https://doi.org/10.31538/nzh.v5i2.2110>.

⁵ Sugiyono Sugiyono, "The Evaluation of Facilities and Infrastructure Standards Achievement of Vocational High School in the Special Region of Yogyakarta," *Jurnal Penelitian Dan Evaluasi Pendidikan* 25, no. 2 (December 31, 2021): 207–17, <https://doi.org/10.21831/pep.v25i2.46002>.

⁶ Poetri Leharia Pakpahan and Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (January 10, 2021): 1–20, <https://doi.org/10.31538/tijie.v2i1.19>; Tri Adi Muslimin and Ari Kartiko, "Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2020): 75–87, <https://doi.org/10.31538/munaddhomah.v1i2.30>.

students is not only done through face-to-face relationships but is also carried out using these media.⁷

Effective learning activities require a media that supports the absorption of as much information as possible. Along with the times, information technology plays an important role to obtain as many sources of information as possible related to the subject matter being taught.⁸ Therefore, it is very important to increase the ability of ICT human resources (HR), ranging from skills and knowledge, planning, operation, maintenance, and supervision, as well as increasing the ICT capabilities of leaders in educational institutions so that in the end it will produce outputs that are very beneficial for humans. as individuals themselves and for all sectors of life.⁹

Discussion

Learning Evaluation

Evaluation of Learning Evaluation is an assessment of the data collected through assessment activities. Meanwhile, evaluation is a series of activities aimed at measuring the success of the teacher program. The next development of this evaluation concept, adhering to a basic concept, namely the existence of judgment (judgment). With this consideration is determined the value (worth/merit) of something that is being evaluated. Without giving consideration is not an evaluation activity.¹⁰ Thus, the notion of evaluation must be directed at a process of considering the value and meaning of something being considered. Something that is considered can be in the form of people, objects, activities, circumstances, or a certain entity. Giving such consideration must be based on certain criteria, both from the appraiser himself and from outside the appraiser. From this understanding, evaluation is considered more as a process, not a result (product).¹¹

Evaluation can encourage students to be more active in learning continuously and encourage teachers to further improve the quality of school management. In connection with this, in learning, teachers are needed who are not only able to teach well but are also able to evaluate well. Evaluation activities as part of the learning program need to be optimized. Evaluation does not only rely on the assessment of learning outcomes but also needs to assess the input, output, and quality of the learning process itself. Optimization of the evaluation

⁷ Prastio Surya and Muhammad Husnur Rofiq, "Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (August 4, 2021): 31–37, <https://doi.org/10.31538/munaddhomah.v2i1.65>; Ikramullah Ikramullah and Akhmad Sirojuddin, "Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi Di Sekolah Dasar," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (April 25, 2020): 131–39, <https://doi.org/10.31538/munaddhomah.v1i2.36>.

⁸ Atikah Markhamah Ayyusufi, Ari Anshori, and Muthoifin Muthoifin, "Evaluation of The CIPP Model on The Tahfidz Program in Islamic Boarding Schools," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (May 18, 2022): 466–84, <https://doi.org/10.31538/nzh.v5i2.2230>; Anna Wiewiora and Anetta Kowalkiewicz, "The Role of Authentic Assessment in Developing Authentic Leadership Identity and Competencies," *Assessment & Evaluation in Higher Education* 44, no. 3 (April 3, 2019): 415–30, <https://doi.org/10.1080/02602938.2018.1516730>.

⁹ Arifin, *Evaluasi pembelajaran*, 30.

¹⁰ Rola Ajjawi et al., "Aligning Assessment with the Needs of Work-Integrated Learning: The Challenges of Authentic Assessment in a Complex Context," *Assessment & Evaluation in Higher Education* 45, no. 2 (February 17, 2020): 304–16, <https://doi.org/10.1080/02602938.2019.1639613>.

¹¹ Munaya Ulil Ilmi et al., "The Basic Concepts of Evaluation and Its Implementation in IRE Lessons in The Pandemic Era," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (July 30, 2021): 175–90, <https://doi.org/10.31538/tijie.v2i2.50>.

system has two meanings, the first is an evaluation system that provides optimal information. The second is the benefits achieved from the evaluation.¹²

There are similarities and differences between evaluation and assessment. The similarity is that both have the meaning of assessing or determining the value of something. In addition, the tools used to collect the data are the same. While the difference lies in the scope and implementation. The scope of the evaluation relates to the scope of the evaluation object itself. If the object of the evaluation is about learning, then all things related to learning become the scope of the learning evaluation. The scope of the learning evaluation will be reviewed from various perspectives, namely the domain of learning outcomes, learning systems, learning processes, outcomes, and competencies. This is intended so that teachers can distinguish between learning evaluation and assessment of learning outcomes so that there are no mistakes or overlaps in their use.

The main benefit of evaluation is to improve the quality of teachers. In the field of teaching, from the point of view of the target, there are macro and micro evaluations. The macro evaluation target is the teacher program, which is a program that is planned to improve the teaching field. Micro-evaluation is often used at the classroom level. Especially, to find out the learning achievement of students. This learning achievement is not only cognitive but also includes all the potential that exists in students. So, the target of the micro evaluation is the learning program in the classroom and the person in charge is the teacher for the school or the lecturer for the university.¹³

For learning evaluation, namely, to determine the effectiveness and efficiency of the learning system, both concerning the objectives, materials, methods, media, learning resources, environment, and the assessment system itself.¹⁴ Meanwhile, the specific purpose of learning evaluation is adjusted to the type of learning evaluation itself, such as evaluation of planning and development, evaluation of monitoring, evaluation of impact, evaluation of economic efficiency, and evaluation of comprehensive programs. Then in a broader context, the purpose of evaluation and measurement is for "selection, placement, diagnosis and remediation, feedback: norm-referenced and criterion-referenced interpretation, motivation, and guidance of learning, program and curriculum improvement: formative and summative evaluations, and theory development". (Selection, placement, diagnosis, and remediation, feedback: interpretation of norms and benchmarks, motivation and learning guidance, program, and curriculum improvement: formative and summative evaluation, and theory development).

¹² Jumiati Jumiati and Ari Kartiko, "Pengaruh Self Efficacy Dan Locus of Control Terhadap Kinerja Guru," *Academicus: Journal of Teaching and Learning* 1, no. 1 (September 27, 2022): 32–44; Achmad Krisbiyanto and Ismatun Nadhifah, "Pengaruh Lokasi Dan Citra Sekolah Terhadap Keputusan Siswa Memilih Sekolah Di Sekolah Menengah Atas Negeri," *Academicus: Journal of Teaching and Learning* 1, no. 1 (September 27, 2022): 20–31.

¹³ Sri Wahyuni and Sanchita Bhattacharya, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (September 2, 2021): 229–49, <https://doi.org/10.31538/tijie.v2i2.22>; Mohammad Adnan, "Evaluasi Kurikulum Sebagai Kerangka Acuan Pengembangan Pendidikan Islam," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 1, no. 2 (2017): 108–29, <https://doi.org/10.54437/alidaroh.v1i2.25>.

¹⁴ Christopher J Watling and Shiphra Ginsburg, "Assessment, Feedback and the Alchemy of Learning," *Medical Education* 53, no. 1 (2019): 76–85, <https://doi.org/10.1111/medu.13645>.

Evaluation Principles

In addition to the purpose and function, the evaluation itself has principles to obtain a better evaluation. Some of the general principles of evaluation are as follows:

1. Continuity: Evaluation should not be done incidentally, because learning itself is a continuous process. Therefore, you must carry out the continuous evaluation. The results of the evaluation carried out at one time must always relate to the previous results, so that a clear and meaningful picture can be obtained about the development of students. The development of students cannot be seen from the product dimension only, but also from the process dimension and even from the input dimension.
2. Comprehensive: In evaluating an object, you must take the entire object as evaluation material. For example, if the object of the evaluation is a student, then all aspects of the student's personality must be evaluated, both those involving cognitive, affective, and psychomotor. Likewise with other evaluation objects.
3. Fair and objective: In carrying out evaluations, you must be fair and without favoritism. All students must be treated equally without being "indiscriminate". You also must act objectively, as it is by the abilities of students. Attitudes like and dislike, negative feelings, desires, and prejudices must be kept away. The evaluation must be based on the facts (data and facts). Not the result of manipulation or engineering.
4. Cooperative: In evaluation activities, you should cooperate with all parties, such as parents of students, fellow teachers, to the school, including the students themselves. This is intended so that all parties are satisfied with the evaluation results, and these parties feel valued.
5. Practical: Practical means easy to use, both for you who prepare the evaluation tool and others who will use the tool. For that, you must pay attention to the materials and instructions for working on the questions.¹⁵

Electronic Media

Science and technology today have developed rapidly. The rapid development of Information Technology also has an impact on life, from life starting to ending. This kind of life is known as an e-life style or an all-electronic lifestyle, meaning that life is influenced by various needs electronically which also has an impact on various aspects of life itself being more efficient. The importance of developing and managing information technology is starting to be felt in all aspects of life, including education. Entering the information age, the development of science and technology is now growing rapidly. This development can be felt also in the world of education, where learning methods are now growing.

Information technology (information technology) at the time of the unstoppable flow of globalization is a must. This is in line with globalization which penetrates various aspects of life ranging from economic aspects, technological aspects to cultural aspects. In the field of education, innovation is an absolute thing to do, because without innovation there will be

¹⁵ Chotimah, Khusnul. 2018. Pelaksanaan Evaluasi Pembelajaran Melalui ELearning Di Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia. Skripsi. Jurusan Kurikulum dan Teknologi Pendidikan. Fakultas Ilmu Pendidikan. Universitas Negeri Semarang. Pembimbing: Drs. Sukirman, M.Pd. h.12

stagnation that affects other elements of life such as politics, economics, social society, and others.¹⁶

As a pillar that has urgency in creating a better life atmosphere, education should be able to produce the development of physical as well as psychological competencies, this is stated in the formulation of national education goals contained in the Law on the Indonesian National Education System No. 20 of 2003 as follows: National Education functions to develop capabilities and shape the character and civilization of a dignified nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. Education has developed significantly and gradually in various aspects of learning including learning facilities and infrastructure, media, models, strategies, and technologies that support learning as well as its teaching staff and other supporting elements. For this reason, innovation in the field of education is a necessity.¹⁷

An effective and fun learning process will make students active during the learning process. Active learning can be done when managing the class by using various methods and approaches. Teachers who can apply various creative, varied, and more focused learning methods in developing the potential of their students will make students more active in the learning process. And this is usually known as a face-to-face method that can be said to be traditional learning or classical (conventional).¹⁸

Learning activities are activities carried out in the learning process, namely between teachers and students to achieve learning objectives. The activities carried out are focused on students, because the existence of activities in the learning process makes learning more meaningful. Because it is a measure of the ability to understand the development of knowledge, skills, and attitudes that lead to a better direction. So, this learning activity is important to involve all components of the educational process, including the use of information technology as a medium of learning. Or in other words the use of technology in learning as a tool to facilitate the achievement of goals in learning itself in traditional learning.¹⁹

E-learning is an innovation that has a big role in the learning process, where the learning process not only helps in understanding the material comprehensively in learning, but makes learning more effective, and fun and makes students more active in learning, namely not only choosing menus in icon form but teaching materials can also be quickly displayed. Teaching materials can be visualized in various dynamic and interactive formats and forms. Students will be motivated in carrying out the learning process starting from the beginning of learning, providing material interactively to the evaluation stage involving the role of

¹⁶ Munir. 2009. *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*. Bandung: Alfabeta. h.67

¹⁷ Moleong, Lexy J. 2007. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. h.21

¹⁸ Sani, R. A. 2013. *Inovasi Pembelajaran*. Jakarta: Bumi Aksara. h.56

¹⁹ Tarbudin. 2012. Pengembangan Model Pembelajaran e-learning berbasis web dengan prinsip e-pedagogy dalam meningkatkan hasil belajar. *Jurnal Guruan Penabur (JPP)*, Nomor 19, Juni 2018, 22-23. 102 <http://bpkpenabur.or.id/wp-content/uploads/2015/10/jurnal-No19-Thn11-Desember2012.pdf#page=26> (diunduh 30 November 2021)

technology in it. Even learning by utilizing various variations of media (multimedia) with interesting material can increase the enthusiasm of students in the learning process.²⁰

E-learning is an online learning model (distance learning) which is expected to be able to shift the conventional learning model which is considered to have various shortcomings. However, in its implementation, the e-learning learning model has a series of limitations compared to face-to-face learning. These limitations include Weak control caused by the lack of mastery of the concept of using e-learning applications by both educators and students, limited internet network access, the availability of learning modules, and the lack of infrastructure.²¹

Therefore, various compromises are offered as alternative solutions, namely by combining a face-to-face learning model with e-learning-based learning. The process of educational technology is abstract.²² In this case, educational technology can be understood as a complex and integrated process that involves people, procedures, ideas, tools, and organizations to analyze problems, find ways to solve problems, and implement, assess, and manage problem-solving that includes all aspects. human learning. In line with this, the birth of educational technology was born from problems in education.²³

Educational problems that are currently sticking out include equal opportunity to obtain an education, and improvement of quality, relevance, and efficiency of education. The serious problem that is still felt by education ranging from basic education to higher education is a quality problem, of course, this can be solved through an educational technology approach. There are three basic principles in educational technology as a reference in its development and utilization, namely: a systems approach, student-oriented, and the use of learning resources.

In this era of distribution, various learning systems have emerged that are increasingly in line with the needs of the times, one of which is online learning or often called e-learning. The term e-learning is very popular in recent years, although the concept has been around for a long time. This term itself has a very broad definition. The terminology of e-learning is quite a lot put forward various points of view but leads to the same understanding. The letter e in e-learning means electronics which is often equated with the word virtual (virtual) or distance (distance). From this, the term virtual learning (learning in cyberspace) or distance learning (distance learning) emerged. While the word learning is often interpreted as learning the teacher (education) or training (training). So, e-learning means learning by using media or

²⁰ Hanum, N. S. 2013. Keefektifan E-learning Sebagai Media Pembelajaran (Studi Evaluasi Model Pembelajaran E-learning SMK TELKOM SANDHY PUTRA PURWOKERTO). *Jurnal Guruan Vokasi*, Volume 3, Nomor 1. <https://journal.uny.ac.id/index.php/jpv/article/view/1584> (diunduh 24 November 2021)

²¹ Jupri Abusin, Syahrul Ode Aliani, and Muhammad Husnur Rofiq, "Manajemen Monitoring Pembelajaran Berbasis E-Learning (Studi Kasus Di SMK Raden Patah Mojosari)," *THE JOER: Journal Of Education Research* 1, no. 1 (October 25, 2021): 36–60; Azizah Azizah et al., "Teacher Creativity Relationship with Interest Students Learning at SD Inpres Lolu During Pandemic," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (June 4, 2022): 777–86, <https://doi.org/10.31538/nzh.v5i2.2232>; Pakpahan and Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa."

²² Warti'ah Warti'ah, "The Implementation of Madrasa Culture in Building Students' Character," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (July 27, 2020): 247–59, <https://doi.org/10.31538/nzh.v3i2.583>.

²³ Pathoni, H., Tugiyono Aminoto. 2014. Penerapan Media E-Learning Berbasis. h.84

electronic device assistance services. In its implementation, e-learning uses audio, video, computer equipment, or a combination of the three.²⁴

Dengan adanya teknologi informasi mampu menyediakan bahan ajar dan menyimpan instruksi pembelajaran yang dapat diakses kapanpun dan dari manapun. E-learning tidak membutuhkan ruangan (tempat) yang luas sebagaimana ruang kelas konvensional. Dengan demikian teknologi ini telah memperpendek jarak antara pengajar dan peserta didik. Menerapkan pembelajaran berbasis web dapat dilihat sebagai proses yang kompleks yang tidak hanya sekedar menjalankan langkah-langkah dalam model desain instruksional. Ada tiga teori belajar utama yang digunakan sebagai dasar pembelajaran berbasis web yaitu: behaviorisme, kognitivisme dan konstruktivisme.²⁵

The Role and Function of Information and Communication Technology in Learning

Information and Communication Technology (ICT) has three main functions used in learning activities, namely (1) Technology functions as a tool, in this case, ICT is used as a tool for users or students to assist learning, for example in processing words, processing numbers, creating graphic elements, creating databases, creating administrative programs for students, teachers and staff, personnel data, finance and so on.²⁶ (2) Technology functions as science. In this case, technology is part of the discipline that must be mastered by students. For example, computer technology is studied by several majors in universities such as informatics, information management, and computer science. In learning in schools according to the 2006 curriculum, there are ICT subjects as a science that students must master all their competencies. (3) Technology functions as materials and tools for learning (literacy).²⁷

In this case, technology is interpreted as a learning material as well as a tool to master a computer-assisted competency. In this case, the computer has been programmed in such a way that students are guided in stages by using the principle of thorough learning to master the competencies. In this case, the position of technology is like a teacher who functions as a facilitator, motivator, transmitter, and evaluator.²⁸

This is where the role and function of information technology are to eliminate the development of cells two, three, and four developing in many educational institutions, namely by (1) Minimizing internal weaknesses by introducing global information technology with information technology tools themselves (radio, television, computer) (2) Develop information technology to reach all regions with information technology itself (Wireless Network connection, LAN), and (3) Development of citizens of educational institutions into

²⁴ Sudijono, A. 2004. Pengantar Evaluasi Guruan. Jakarta: PT RajaGrafindo Persada. h.33

²⁵ Arifin, Z. 2014. Evaluasi Pembelajaran. Jakarta: Direktorat Jenderal Guruan Islam Kementerian Agama RI. h.21

²⁶ Victor Imaduddin Ahmad Fatmala Hepi Ikmal, Lusia Mumtahana, Eka, *Blended Learning Solusi Pembelajaran di Era Pandemi* (Nawa Litera Publishing, 2021); Lusia Mumtahanah, "Integrasi Nilai Multikultural Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 1 (February 7, 2020): 55–74, <https://doi.org/10.31538/nzh.v3i1.461>.

²⁷ Maptuhah Maptuhah and Juhji Juhji, "Pengaruh Perhatian Orangtua Dalam Pembelajaran Daring Terhadap Motivasi Belajar Peserta Didik Madrasah Tsanawiyah," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 22, 2021): 25–34, <https://doi.org/10.54069/attadrib.v4i1.127>; Nilda Nilda, Hifza Hifza, and Ubabuddin Ubabuddin, "Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam Sekolah Dasar," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (April 25, 2020): 12–18.

²⁸ Effendi, E., Zhuang, H. 2005. E-learning, Konsep dan Aplikasi. Yogyakarta: Andi Offset. h.66

information technology-based societies so that they can be assisted by information technology through information technology tools.²⁹

The role and function of information technology in a broader context, namely in the management of education, based on a study of the objectives of using IT in the leading education sector in America, Alavi, and Gallupe found several objectives of using IT, namely (1) improving competitive positioning; (2) improve brand image; (3) improve the quality of learning and teaching; (4) increase student satisfaction; (5) increase revenue; (6) broaden the student base; (7) improve service quality; (8) reduce operating costs; and (9) developing new products and services.³⁰ Therefore, it is not surprising that currently many educational institutions in Indonesia are competing to invest in IT to win the increasingly fierce competition. Therefore, to win quality education, it is resolved to position educational institutions in cell one, namely an environment of favorable opportunities and strong internal strengths.³¹

Conclusion

Evaluation can encourage students to be more active in learning continuously and encourage teachers to further improve the quality of school management. In connection with this, in learning, teachers are needed who are not only able to teach well but are also able to evaluate well. Evaluation activities as part of the learning program need to be optimized. Evaluation does not only rely on the assessment of learning outcomes, but also needs to assess the input, output, and quality of the learning process itself.

The purpose of the learning evaluation is to determine the effectiveness and efficiency of the learning system, concerning the objectives, materials, methods, media, learning resources, environment, and the assessment system itself. Meanwhile, the specific purpose of learning evaluation is adjusted to the type of learning evaluation itself, such as evaluation of planning and development, evaluation of monitoring, evaluation of impact, evaluation of economic efficiency, and evaluation of comprehensive programs. Then in a wider context.

The evaluation principles are Continuity, Comprehensive, Fair, and objective, Cooperative, and Practical. Entering the information age, the development of science and technology is now growing rapidly. This development can be felt also in the world of education, where learning methods are now growing. Information technology (information technology) at the time of the unstoppable flow of globalization is a must. This is in line with

²⁹ Lai Wei Foon et al., "E-Counselling: The Intention, Motivation and Deterrent among School Counsellors," *Universal Journal of Educational Research* 8, no. 3C (March 2020): 44–51, <https://doi.org/10.13189/ujer.2020.081605>; Muhamad Arif, Kusnul Munfa'ati, and Mei Kalimatusyaroh, "Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic," *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar* 13, no. 2 (May 1, 2021): 126–41, <https://doi.org/10.18860/mad.v13i2.11804>.

³⁰ Chairunnisa Amelia et al., "The Principal's Role as Education Supervisor in Improving Teacher Professionalism," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (April 6, 2022): 144–55, <https://doi.org/10.31538/ndh.v7i1.2075>.

³¹ Siti Maryam Munjiat, "Integrasi Kurikulum Pesantren Dan Madrasah Pada Pondok Pesantren Manba'ul 'Ulum Sindangmekar Dukupuntang Cirebon," *Al-Tarbawi Al-Haditsab: Jurnal Pendidikan Islam* 2, no. 2 (November 2, 2017), <https://doi.org/10.24235/tarbawi.v2i2.2065>.

globalization which penetrates various aspects of life ranging from economic aspects, technological aspects to cultural aspects.

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