

Evaluation of Islamic Culture History Learning (Analysis of SKI Learning at MTs Al Az Harul Ulum 2 Brongkal Malang)

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Abstract: Understanding becomes the main basis in applying SKI in Madrasah Tsanawiyah, this study aims to understand and know the conception of Islamic cultural history, the purpose of learning Islamic cultural history, where the learning objectives of SKI SKI content standards (in Madrasah Tsanawiyah, SKI learning with learning evaluation analysis. Research using quantitative descriptive research with data analysis. The final results of the study indicate that the need to develop Islamic culture learning properly and correctly, involves more than just knowledge and memorized texts. the family of SKI material needs to be presented more broadly to clarify a deep understanding. the theory and practice of SKI learning at MTs Tsanawiyah Al Az Harul Ulum 2 Brongkal is less touched for students to learn in depth, so it is necessary with a more comprehensive approach through stratigic innovation power points practical data. In the performance which is the main focus of evaluation. With the findings that it has not appeared maximally and improved the quality of SKI learning. Therefore, strategic learning as evidence of enovatif development of interesting materials, and also improve evaluation methods in order to ensure that SKI learning achieves the desired goals.

Keywords: Learning, SKI, Evaluation.

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Introduction

Islamic education has the concept that Islamic education is a lifelong education. In order to achieve the happiness of human life in the world and the hereafter. Therefore, Islamic education starts from the human being is born until he dies.

Islamic education ultimately aims for students to have a Muslim personality. To realize this goal requires the contribution of various parties. One of them is the educator. In this case, of course, Muslim educators who are able to implement the norms of Islamic teachings. Teachers are a component in the teaching and learning process which is very important in the effort to form potential human resources in education and teaching.(Abudin Nata. 2001) Therefore, teachers must play an active role and utilize their position as teaching staff to guide students in developing their potential, so that the objectives of education are achieved in accordance with the objectives of National education as stated in the Constitution No. 20 of 2003 concerning the National education system, Chapter II article 3 which reads

National education functions to develop abilities and shape the character and civilization of a dignified

nation in order to educate the nation's life aims to develop the potential of students to become human beings and devoted to God Almighty, noble, healthy, knowledgeable, clever, creative, independent, and become democratic and responsible citizens. (Law of the Republic of Indonesia Number 20 Year 2003. 2003)

According to Sadirman AM, the teacher is not only a teacher who distributes knowledge, but also as an educator who guides in providing direction and demands students in learning. (Sadarmam AM. 1996)

Thus, the contextualization of this is the development and change in the Islamic religious education curriculum which includes the SKI lesson curriculum. It should be realized that Madrasah Stanawiyah is a secondary school with Islamic characteristics so that it needs to make it a strategic medium in instilling awareness and personal and social piety in students. The SKI curriculum as part of the MTs Islamic religious education curriculum has a fundamental role in realizing common goals. SKI lessons as a lesson that is not only cognitive nuanced but more on affective and psychomotor. So that with this SKI becomes a lesson

that is quite important so that it really leads to the goals to be achieved.

Based on the author's observations on March 24, 2025 at MTs Az-Harul ulum 2 Brongkal, Malang district where the SKI teacher only knows the nature of the child when in the classroom, while outside the classroom does not know anymore, in the teaching and learning process the teacher is required to have skills in carrying out the lesson so that it is carried out properly, must be able to understand the matari (Syaipudin, 2023) using the right method to make it easier for students (Syamsul Aripin & Nana Meily Nurdiansyah, 2022) the material will be easier and think critically. According to Nugroho Notosusanto in Atang Abdul Hakim (Hakim & Mubarrak, 2000), so that the desired goal is achieved. On the other hand, when learning takes place, it seems that many students play around when learning, as if they are bored with the material presented by the teacher.

In connection with this problem, the authors try to reveal these problems and put them into a research title: "learning the subject of Islamic cultural history (SKI) at MTs Az-Harul Ulum 2 Brongkal Malang Regency"

Learning

The learning process consists of learning and teaching activities. Learning refers to student activities and teaching refers to teacher activities. There must be good communication and relationship between students and teachers because good communication and relationship between students and teachers is one of the conditions for achieving learning goals.

Learning is a process characterized by changes in behavior due to experience. Behavior as a result of the learning process is influenced by many factors, both factors from the individual (internal) and factors from outside the individual (external). Internal factors are abilities, interests and attention, habits of effort and motivation, and other factors. Meanwhile, external factors are the family, school and community environment. The school environment is the environment that has the greatest influence on the learning process. The school environment such as teachers, learning facilities, curriculum, study friends, school rules, and so on. (Nana Sudjana. 1996)

Learning is a change in behavior or appearance with a series of activities, for example by reading, observing, listening, imitating and so on. In a broad sense, learning can be a psycho-physical activity towards the development of the whole person. In a narrow sense, learning is intended as an effort to master scientific material which is part of the activity towards the formation of a whole personality. In essence, learning is a change in behavior as a result of the addition of knowledge from not knowing to knowing so that one's behavior changes for the better. (Sadirman, 2004)

Good cooperation between teachers and students is very important in achieving learning goals. If a good relationship has been built between the two main components in the learning process, there will be no more communication barriers between the two which are the cause of the obstruction of the process of transferring knowledge and education values from teachers to students. Interaction between educators and students will occur in the learning process. The interaction that is considered important is an educative interaction that contains elements of education that occur during the learning process. The learning process is an

activity in which there is a process of giving and receiving knowledge, skills, attitudes and values (Ella Yulia Elbawati. 2004)

Islamic cultural history

One part of the Islamic religious education subject that is directed at preparing students to recognize, understand, appreciate the history of Islamic culture, history as a reconstruction of past history (Fikri & Razzaq, 2015) understands past conditions that are very close to values and nations (Rahman, 2022). which then becomes the basis of Islamic cultural history is one of the forms of Islamic religious education subjects at the MTs level. Islamic cultural history is important to teach. Because by knowing the history of the previous Muslims, it is hoped that students can take ibrah from the stories that have been exposed to them. The view of his life through the activities of guidance, teaching, training, use of experience and habituation. (Department of National Education, Curriculum 2004)

Methods

This research is a descriptive field research, which describes events that occur in the field or research that tries to describe, tell and interpret a phenomenon that is developing at the present time. This research was conducted at MTs Az-Harul Ulum 2 Brongkal Malang. The data sources in this research are the principal, SKI teacher and students of MTs Az-Harul Ulum 2. as for data collection is done by questionnaire, interview, observation. After the data is collected, the author divides the data into qualitative forms, namely qualitative data, which is obtained through observation and interviews. Primary data is processed through stages that have been arranged. This answer is classified, grouped and then analyzed qualitatively and interpreted by relating it to the problems and research objectives formulated and the results of the directed literature review. In the formulation of conclusions as answers and problems.

Results and Discussion

Learning

Planning a program basically determines the activities to be carried out in the future. Planning the learning process includes a syllabus and lesson plan (RPP) which contains subject identity, competency standards (SK), competencies (KD), learning achievement indicators, learning activities, learning outcomes assessment and learning resources.

The lesson plan is elaborated from the syllabus to direct the learning activities of students in an effort to achieve basic competencies, each teacher in the education unit is obliged to prepare a plan for implementing direct learning in an interactive, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for students, and independence according to the talents, interests, and physical and psychological development of students.

Based on the author's observations, it appears that the SKI teacher in delivering the subject matter is in accordance with the lesson plan (RPP) that has been designed before the learning activity process takes place.

According to the head of MTs Az-Harul U;um 2 said that this SKI learning is more directed to implementation, both in the classroom and outside the classroom, because it has been proven that in the daily implementation of this learning has gone as well as

possible and with the development that every student realizes for himself that if he does not learn then he will lose. In the planning of SKI learning as the principal always checks every design made by the teacher, especially the SKI teacher and always provides direction, guidance, and asks for various information obtained by each SKI teacher. The assessment carried out is positive towards the designs made by SKI teachers in SKI lesson planning. It is this program that makes the school atmosphere peaceful, thus making students feel happy to be in class.

The advice that can be given by the principal on the results of the assessment of SKI lesson planning made by the teacher is in the form of positive and constructive suggestions so that providing learning programs is not only at any time, but also sustainable, whether it is done in the classroom or outside the classroom in the teaching and learning process takes place because every educator can give positive advice. Furthermore, if an obstacle is found in making SKI learning plans, then as the principal, take action, namely providing guidance, direction, while emphasizing the importance of learning programs in the learning process and equipping each teacher through subject teacher deliberation activities (MGMP), teacher working groups (KKG), and other statements that are relevant to the SKI learning program.

According to SKI teachers, there are several ways to make learning plans, namely by developing annual plans, semester plans, and main discussion section plans. For teachers, the most important learning plans are unit planning, weekly planning, and daily planning. According to the results of the author's interview with the SKI teacher, he said that planning can be interpreted as the process of compiling learning materials, using teaching media, using teaching approaches and methods, and assessments in a time allocation that will be carried out in the teaching and learning process to achieve the predetermined goals. So every teacher must make a plan first before starting the teaching and learning process which is called the learning implementation plan (RPP).

Implementation of SKI Learning at MTs Az-Harul Ulum 2

To find out the steps in implementing the SKI teaching and learning process at MTs Az-Harul Ulum 2, the author has submitted 10 question items to several respondents. For more details, it can be presented in the following table:

Implementation of the SKI teaching and learning process at MTs Az-Harul Ulum 2 Brongkal Malang:

No	Aspects of the problem	Alternative	f	%
1	The teacher greets when entering the class	a.always	34	100
		b.often	0	0
		c.sometimes	0	0
		d.never	0	0
	Amount		34	100
2	The teacher pays attention to the class conditions before learning	a.always	13	38,2
		b.often	17	50
		c.sometimes	2	5,9
		d.tidak pernah	2	5,9
	Amount		34	100

3	Teachers and students start the lesson by reciting a prayer together	a.always	13	17,6
		b.often	17	50
		c.sometimes	2	35,3
		d.never	0	0
	Amount		34	100
4	Teacher takes attendance before the lesson	a.always	15	44,1
		b.often	8	23,5
		c.sometimes	11	32,4
		d.never	0	0
	Amount		34	100
No	Aspects of the problem	Alternative	f	%
5	Teacher provides motivation before learning	a.always	14	41,2
		b.often	9	26,5
		c.sometimes	13	38,2
		d.never	1	2,9
	Amount		34	100
6	he teacher measures the learners' ability about the material to be taught	a.always	7	20,6
		b.often	23	67,6
		c.sometimes	1	2,9
		d.never	3	38,2
	Amount		34	100
7	n learning, teachers use a variety of methods	a.always	0	0
		b.often	4	11,8
		c.sometimes	20	58,8
		d.never	10	29,4
	Amount		34	100
8	The teacher provides opportunities for students to ask questions about material that has not been understood.	a.always	14	41,2
		b.often	15	44,1
		c.sometimes	3	8,8
		d.never	2	5,9
	Amount		34	100
9	eachers provide media in the learning process	a.always	3	8,8
		b.often	0	00
		c.sometimes	1	2,9
		d.never	30	88,2
	Amount		34	100
10	he teacher closes the lesson with a greeting	a.always	34	100
		b.often	0	0
		c.sometimes	0	0
		d.never	0	0
	Amount		34	100

Data Interpretation

The table above regarding the steps in the implementation of the SKI teaching and learning process at MTs Az-Harul Ulum 2. In item 1 of several respondents who were distributed a questionnaire, about the teacher saying greetings before entering the class, the data obtained that from several respondents (100%) answered always, and there were no (0%) respondents who stated often, sometimes and never. From the data above, it is understood that all respondents stated that the teacher always says greetings before entering the class.

The data above the author strengthens with an interview with the SKI teacher, that: "when I enter the class, I usually say greetings to all students. This aims to make the learning that will be done fun".

In item 2 of several respondents who were distributed a questionnaire, about the teacher paying attention to the state of the class before learning, the data obtained that 13 people (38.2%) of the respondents answered always, 17 people (50%) answered often, who answered sometimes 2 people (5.9%) and 2 people (5.9%) who answered never. From the data above, it is understood that half of the respondents stated that teachers often pay attention to the state of the class before learning.

In item 3 of several respondents who distributed questionnaires, about teachers and students starting lessons by reading prayers, obtained data that 6 people (17.6%) of the respondents answered always, 17 people (50%) answered often, who answered sometimes 12 people (35.3%) and none (0%) yes.

From the data above, it is understood that half of the respondents stated that teachers and students often start the lesson by reading prayers. based on the author's interview with the SKI teacher, stated that: "we invite students to pray together before starting the lesson".

In item 4 of several respondents who were distributed questionnaires, about the teacher taking attendance before the lesson took place, the data obtained that 15 people (44.1%) of the respondents answered always, 8 people (23.5%) answered often, who answered sometimes 11 people (32.4%) and no one (0%) answered no. From the data above, it is understood that most of the respondents answered always, 8 people (23.5%) answered often, 11 people (32.4%) answered sometimes, and no one (0%) answered no.

From the data above, it is understood that a small proportion of respondents stated that teachers always take attendance before learning takes place. This data is confirmed by the author's interview with one of the SKI teachers, that: "I sometimes take attendance in class before starting the lesson".

In item 5 of several respondents who were distributed a questionnaire, about the teacher providing motivation before learning, the data obtained that 14 people (41.2%) of several respondents answered always, 9 people (26.5%) answered often, who answered sometimes 13 people (38.2%) and 1 person (2.9%) who answered never. From the data above, it is understood that a small proportion of respondents stated that teachers always provide motivation before learning. Based on the author's interview with the SKI teacher, he stated that: "in learning, I sometimes motivate students to always study diligently and pay attention to the lessons he gives.

In item 6 of several respondents who were distributed a questionnaire, about the teacher measuring students' abilities about the material to be taught, the data obtained that 7 people (20.6%) of the respondents answered always, 23 people (67.6%) answered often, who answered sometimes 1 person (2.9%) and 3 people (38.2%) who answered never.

From the data above, it can be understood that most respondents stated that teachers often measure students' abilities about the material to be taught.

In item 7 of several respondents who were distributed questionnaires, about teachers using varied methods in learning, the data showed that 4 people (11.8%) answered often, who answered sometimes 20 people (58.8%), 10 people (44.1%) who answered never and none (0%) who stated always.

From the data above, it can be understood that most respondents stated that teachers sometimes use varied methods in learning. The data above is corroborated by the author's interview with the SKI teacher, that: "in SKI lessons, I use various methods, such as questions and answers, quizzes, assignments, and lectures".

In item 8 of several respondents who were distributed a questionnaire, about the teacher giving students the opportunity to ask about material that has not been understood, the data obtained that 14 people (41.2%) of the respondents answered always, 15 people (44.1%) answered often, who answered sometimes 3 people (8.8%) and 2 people (5.9%) who answered never.

From the data above, it is understood that a small proportion of respondents stated that teachers often give students the opportunity to ask about material that has not been understood. Based on the observations made by the author, the author saw that the teacher gave the opportunity to ask questions to students who did not understand the material given by the teacher, then the SKI teacher retold the material that the students still doubted.

In item 9 of the several respondents who were distributed questionnaires, about the teacher using the media in the learning process, the data obtained that 3 people (8.8%) of the respondents answered always, who answered sometimes 1 person (2.9%) and 30 people (88.2%) who answered never and none (0%) stated often.

From the data above, it is understood that generally students state that teachers never use media in the learning process. Based on observations made by the author, SKI teachers rarely use learning media. This was emphasized again by the SKI teacher, that: "for material that does not require it, I never use it".

In item 10 of several respondents who were distributed questionnaires, about the teacher closing the lesson by reading greetings, the data obtained that 34 people (100%) of the respondents answered always, and none (0%) of the respondents stated often, sometimes and never.

From the data above, it can be understood that all respondents stated that the teacher always closes the lesson by saying greetings. Based on the results of interviews with SKI teachers, that: "when the learning has ended, I always say greetings to all students. Hopefully the learning that has been done can be blessed by Allah SWT".

From the 10 items described above, it can be understood that the steps in the implementation of the SKI teaching and

learning process at MTs az-harul ulum 2 are greeting, reading prayers, taking students' attendance, motivating students, using learning methods and media and concluding learning.

Learning evaluation at MTs Az-Harul Ulum 2 Brongkal Malang

To find out the SKI learning evaluation techniques at MTS Az-Harul Ulum 2, the author describes 5 questionnaires. For more details can be seen in the table below:

No	Aspects of the problem	Alternative	f	%
1	eachers give oral test in learning evaluation	a.always	9	26,5
		b.often	7	20,6
		c.sometimes	10	29,4
		d.never	8	23,5
	Amount		34	100
2	Teachers give choice questions in the learning evaluation	a.always	16	47,1
		b.often	8	23,5
		c.sometimes	3	8,8
		d.never	7	20,6
	Amount		34	100
3	The teacher conducts enrichment for students who have not achieved the learning objectives.	a.always	11	32,4
		b.often	4	11,8
		c.sometimes	7	20,6
		d.never	12	20,6
	Amount		34	100
4	eachers conduct remedials for students who have not reached the predetermined score	a.always	7	20,6
		b.often	25	73,5
		c.sometimes	2	5,9
		d.never	0	0
	Amount		34	100
5	Sufficient time available for evaluation	a.always	11	32,4
		b.often	14	41,2
		c.sometimes	7	20,6
		d.never	2	5,9
	Amount		34	100

Data Interpretation

The table above shows about the SKI learning evaluation techniques at MTs Az-Harul Ulum 2.

In table no. 1 of several respondents who were distributed questionnaires, about the teacher giving oral tests in evaluating learning, the data obtained were that 9 people (26.5%) of the respondents answered always, 7 people (20.6%) answered often, who answered sometimes 10 people (29.4%) and 8 people (23.5%) who answered never. From the data above, it is understood that a small proportion of respondents stated that teachers sometimes gave oral tests in evaluating learning.

From the data above, it is understood that a small proportion of respondents stated that the teacher sometimes gave oral tests in

evaluating learning. The data above is supported by an interview with the SKI teacher, stating that: "basically giving tests, both oral and written, aims to measure the level of the student's ability.

In table no. 2 of several respondents who were distributed questionnaires, about the teacher giving choice questions in evaluating learning, the data obtained that 16 people (47.1%) of the respondents answered always, 8 people (23.5%) answered often, who answered sometimes 3 people (8.8%) and 7 people (20.6%) who answered never. From the above it is understood that a small proportion of respondents stated that the teacher always gave choice questions in the evaluation of learning.

In table no. 3 of several respondents who were distributed questionnaires, about the teacher conducting enrichment after the evaluation was carried out, the data obtained that 11 people (32.4%) of the respondents answered always, 4 people (11.8%) answered often, who answered sometimes 7 people (20.6%) and 12 people (20.6%) who answered never. From the data above, it is understood that a small proportion of respondents stated that the teacher never held enrichment after the evaluation was carried out.

In table no. 4 of several respondents who were distributed questionnaires, about teachers holding remedial for students who have not reached the predetermined value, the data obtained that 7 people (20.6%) of the respondents answered always, 25 people (73.5%) answered often, who answered sometimes 2 people (5.9%) and none (0%) who answered never. From these data, it is understood that most respondents stated that teachers often held remedials for students who had not reached the predetermined grades

In table no. 5 of several respondents who were given a questionnaire, about the time available is sufficient for giving evaluations, obtained data that 11 people (32.4%) of the respondents answered always, 14 people (41.2%) answered often, who answered sometimes 7 people (20.6%) and 2 people (5.9%) who answered never. From this data, it can be understood that a small proportion of students stated that teachers often provide sufficient time for evaluation. The data above is supported by the author's interview with the SKI teacher, that: "I give students enough time to answer questions during the exam. But sometimes students who stall a lot to add extra hours".

From the 5 items described above, it can be understood that the SKI learning evaluation techniques at MTS az-harul ulum 2 include oral tests, written tests in the form of objectives and essays, conducting enrichment and remedial for students who have not reached the predetermined value.

Conclusion

Based on the description that has been stated above, the author can draw the following conclusions:

1. SKI learning planning at MTs Az-Harul Ulum 2 is understanding the curriculum, mastering teaching materials, compiling teaching programs, assessing teaching programs and the results of the teaching and learning process that has been carried out in accordance with the expected goals.
2. The steps in the implementation of the SKI teaching and learning process at MTs az-harul ulum2 are saying greetings, reading prayers, taking students' attendance, motivating students, using learning methods and media and concluding lessons.

3. SKI learning evaluation techniques at MTs az-harul ulum 2 are oral tests, written tests in the form of questions; objective and essay, conducting enrichment and remedial for students who have not reached the expected value.

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