Portrait of the Implementation of Statistics Lectures in Islamic Religious Education: An Evaluative Study with the Countenance Stake Model

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ABSTRACT

The output of statistics learning in Islamic religious education study programs still tends to need to be improved. This has an impact on the next prerequisite course, namely quantitative research methodology learning. This study aims to evaluate the statistics learning process in Islamic religious education study programs. The evaluation model used in this study is the Stake Countenance Model which consists of three evaluation steps, namely antecedent, transaction, and outcomes. The subjects of this study were 104 students who took statistics courses. The instruments used in this study were RPP observation sheets, assessment documentation sheets, and interview guidelines. This study uses a quantitative research approach supported by qualitative data. The results of the study show that (1) the lecture implementation plan in one semester of statistics courses is in the good category (90.50%), (2) the statistics learning process, both practice and theory, is in the good category (87.75%), (3) student assessment documents are in the fairly good category (71.25%), (4) overall, the lecture program in statistics courses shows that no less than 75% of students are classified as students above the minimum completion.

1. INTRODUCTION

Education plays an important role in supporting success in various areas of life, because through education, individuals can develop their potential. In Indonesia, the education system is divided into two types, namely formal and informal education (Sakhiyya & Rahmawati, 2024). Formal education consists of three levels, namely primary, secondary, and higher education. Higher education is a level of formal education after secondary education that aims to develop students' potential through mastery of science, technology, and art (Le, 2023). This education is held in higher education institutions such as universities, institutes, colleges, polytechnics, and academies (Anis Magfiroh & Naufal Irfan, 2023). At this stage, students are guided to become independent individuals, think critically, and can make real contributions to society and the world of work.

Many Islamic Religious Education (PAI) students consider statistics to be a difficult and challenging subject. This is not without reason. In general, PAI students are more familiar with Islamic studies that are qualitative, normative, and textual, such as interpretation, hadith, fiqh, or Islamic history. Meanwhile, statistics is a science that tends to be quantitative, logical, and full of mathematical formulas that feel foreign to most students with a humanities and socio-religious background (Alfallaj, Al-Ma'amari, & Aldhali, 2021). This difficulty does not only come from the subject matter, but also from the role of the lecturer. Lecturers have a strategic role in the statistics learning process, because students' perceptions of this lesson are influenced by the way the lecturer teaches. Lecturers need to understand students' needs to design interesting and enjoyable learning, so that students can enjoy the learning process (Feiyue, 2022). Lecturers also need to be able to overcome various obstacles that arise in the learning process. In addition, in several universities, it was found that lecturers teaching statistics courses did not fully understand how to prepare a learning plan that was in accordance with curriculum standards. Lecturers often get caught up in conveying basic statistical theories without providing sufficient opportunities for students to understand the practical applications of statistics (Hilliam & Vines, 2021; Ngao, Sang, & Kihwele, 2022). This leads to students' difficulty in understanding more complex statistical concepts, as well as low levels of learning achievement.

Based on the phenomena that occur in learning, in fact the stages of the learning implementation process cannot be separated from assessment. Assessment is an activity that can be carried out before, during, or after learning, with the aim of obtaining information both quantitatively and qualitatively. This assessment is carried out to determine the extent to which students understand the material being taught. In practice, lecturers are required to conduct assessments to measure the level of student mastery of the material given. The assessment document is prepared based on the assessment standards, making it easier for lecturers to document the evaluation results (Smolansky et al., 2023). Evaluation can be carried out by lecturers at each meeting, every half semester or at the end of the semester. To find out the usefulness of the knowledge that has been taught, it is important to conduct a learning evaluation. This aims to identify, clarify, and apply certain criteria to assess whether a learning with a series of strategies and models is feasible and useful. Evaluation is carried out systematically and follows certain procedures. Evaluation also focuses on the process that has its own steps to assess the implementation of a program. Thus, evaluation is carried out in a structured manner to improve the planning, supervision, effectiveness, and efficiency of the program being evaluated (Driscoll & Wood, 2023).

Stake's Countenance evaluation model is a comprehensive approach to program evaluation, especially in the context of education. This model focuses on three main stages: antecedents (initial conditions or planning), transactions (implementation process), and outcomes (results)

(Lao, Tari, Baun, & Wijaya, 2022). This approach is very relevant in the context of higher education learning, especially for evaluating courses that are often considered complex such as statistics. In statistics courses, the main challenge that is often faced is the gap between the theory taught and its application in practice. Many studies have shown that even though the curriculum and learning plans have been well-designed, the implementation process in the classroom often does not go as expected (Abdulayeva, 2024). One study that uses the Countenance evaluation model is that conducted by Matsumoto-Royo & Ramírez-Montoya (2021) who assessed a statistics learning program at a university. The results of this study showed that although the learning plan was in accordance with the standards, at the implementation stage, several important elements in statistics learning such as the use of statistical software and the application of statistical concepts in real cases were still less than optimal. This has an impact on students' low understanding of the material.

The interesting thing about this study lies in the evaluative approach used to examine the results of the integration of statistics courses in the context of Islamic religious education, which has rarely been touched by in-depth evaluative studies. By using the Countenance model from Stake, this study not only assesses the final results of statistics learning, but also evaluates the dimensions of antecedents (initial conditions) and transactions (the process of the lecture), thus providing a comprehensive picture of the effectiveness, relevance, and challenges in the implementation of statistics in the Islamic Religious Education study program. This approach produces new insights that can be used as references in improving the curriculum and teaching methods in religious education environments that tend to be less exposed to quantitative fields. This supports the Stake model which is very relevant to be used in evaluating the effectiveness of learning as a whole and identifying critical points that need improvement. Therefore, an evaluation of learning statistics courses in Islamic religious education study programs is needed with the Stake model. Based on the background and theoretical studies related to learning and evaluation, the objectives of this study are: (1) to identify the suitability of statistical learning planning; (2) to assess the suitability of the implementation of the statistical learning process; (3) to evaluate the suitability of statistical learning assessments; and (4) to assess student learning outcomes.

2. METHODS

This study is a descriptive evaluation with a quantitative approach supported by qualitative data, which focuses on the evaluation of the implementation of statistics learning at the tertiary level. The process of learning statistics in the Islamic religious education study program at a private university in the Special Region of Yogyakarta. The evaluation model used in this study is the Countenance Evaluation Model. This model divides the evaluation object into three aspects, namely:

(a) antecedent (context evaluation), (b) transaction (process evaluation), and (c) output (result evaluation) (Stufflebeam, Madaus, & Kellaghan, 2005). The selection of this evaluation model is based on the formulation of the research problem, namely, to understand the implementation of statistics learning, including planning, implementation, and evaluation. This study was conducted on 104 students with a sampling technique using purposive sampling, with the consideration that the statistics class allows observation of the ongoing learning process. In this study, the data collected includes information about the planning, implementation, and evaluation of statistics learning. Data collection is carried out through non-test techniques, which include observation, documentation, and interviews. In this study, the validity used is content validity.

Content validity is obtained through estimation conducted by competent experts in the field being measured. Estimation of the validity of the observation sheet is conducted with the help of experts (expert judgment), who provide an assessment of each item of the instrument. The results of the content validity estimation using the Aiken index formula on 20 items of the lesson plan review sheet instrument show that four items (items 2, 8, 13, and 15) have a high validity coefficient, while the other 16 items have a moderate validity coefficient. Estimation of the content validity of 20 items of the observation sheet instrument using the Aiken index formula shows that four items (items 2, 5, 12, and 13) have a high validity coefficient, while the other 10 items are in the moderate validity category. Estimation of the content validity of 15 items of the assessment document assessment sheet instrument using the Aiken index formula shows that three items (items 3, 10, and 17) have a high validity coefficient, while the other 12 items are in the moderate validity category. Reliability is a measure that shows the extent to which a measuring instrument can be trusted or consistent. In other words, an instrument can be considered reliable if it can be used to measure the same thing more than once and provides relatively consistent results. The assessment document review sheet is used to evaluate the suitability of the assessment document with the assessment standards. To measure the reliability of the three instruments, the inter-rater reliability method is used. The reliability of each instrument is calculated using the Fleiss' Kappa scale, with a coefficient > 0.40 considered reliable. The reliability results for each instrument are 0.931 (RPS review instrument), 0.966 (observation instrument), and 0.977 (interview instrument). The following are details of the implementation of the evaluation of the learning process of the statistics course with the calculation of criteria in each category.

Antecedents Stage

The first aspect that is seen is planning. In this case, what is done is to assess all components in the learning implementation plan in one semester or what is known as RPS. The technique used is document analysis with 20 assessment items with a score range of 1 to 4. The maximum score obtained is 80 with a minimum score of 20. Based on the calculation, the ideal average is calculated

using the formula ½ × (80 + 20) = 50 and the standard deviation in this aspect is obtained from 1/6 × (80 - 20) = 10. The assessment criteria used based on the ideal formula can be seen in Table 1.

Table 1. Evaluation Criteria in the Learning Plan

Interval	Criteria
X > 65	Very Good
55 < X ≤ 65	Good
45 < X ≤ 55	Pretty Good
35 < X ≤ 45	Poor
X ≤ 35	Not Good

Transaction Stage

Documentation regarding the learning implementation process carried out by lecturers, assessment documents, and the results of the final statistical assessment. In this aspect there are two assessments, namely the implementation of learning in the classroom and review of assessment documents prepared by the teacher. The implementation of learning is assessed through direct observation of learning activities in the classroom. The technique used is observation analysis with 20 assessment items with a score range of 1 to 4. The maximum score obtained is 80 with a minimum score of 20. Based on the calculation, the ideal average is calculated using the formula ½ × (80 + 20) = 50 and the standard deviation in this aspect is obtained from 1/6 × (80 - 20) = 10. The assessment criteria used based on the ideal formula can be seen in Table 2.

Table 2. Evaluation Criteria in the Learning Process

Interval	Criteria
X > 65	Very Good
55 < X ≤ 65	Good
45 < X ≤ 55	Pretty Good
35 < X ≤ 45	Poor
X ≤ 35	Not Good

Outcomes Stage

The implementation of the assessment is measured through an assessment document using the technique used is observation analysis with 15 assessment items with a score range of 1 to 4. The maximum score is 60 with a minimum score of 15. Based on the calculation, the ideal average is calculated using the formula ½ × (60 + 15) = 37.50 and the standard deviation in this aspect is obtained from 1/6 × (60 - 15) = 7.50. The assessment criteria used based on the ideal formula can be seen in Table 3.

Table 3. Evaluation Criteria for Learning Assessment

Interval	Criteria
X > 48,75	Very Good
< X ≤ 48,75	Good
< X ≤ 41,50	Pretty Good
< X ≤ 33,75	Poor
X ≤ 26,25	Not Good

3. RESULTS AND DISCUSSION

The implementation of learning in the classroom is the focus for lecturers, especially lecturers in statistics courses, because the quality of learning implementation can affect student learning outcomes. This study includes three stages, namely antecedents, transactions, and results. In the first two stages, antecedents and transactions, five assessment categories are used, namely very good, good, quite good, less good, and not good. Meanwhile, in the third stage or results, the assessment only uses two categories, namely pass and fail. The results of the study showed that the assessment of the learning plan document was included in the pretty good category, while the assessment of the learning assessment document was included in the pretty good category. This is because the percentage obtained from the two variables is more than 50%. The implementation of the learning process gets a pretty good category with a percentage of 87.75%. Learning planning is considered good if the teacher prepares a learning plan that is in accordance with the established standards. The results of the analysis are then compared with the established success criteria, which is 100%.

Antecedent Aspects

A lesson plan is a very important document for teachers and other educators, because with this document, lecturers can clearly prepare themselves regarding the material to be taught in class. In addition, the lesson planning document also helps lecturers to return to the right direction if the learning process does not go according to plan. In this study, the lesson plan document prepared by lecturers was assessed using document review. Overall, lecturers succeeded in making lesson plans very well, as evidenced by 90.50% of those prepared being in the very good category. This means that lecturers have carried out lesson planning activities well. Based on interviews with lecturers, they revealed that they received training from higher education institutions regarding the learning process, which made it easier for them to prepare lesson plans. However, some lecturers still have difficulty in applying the knowledge gained from the training. It can be concluded that the evaluation of the lesson plan is included in the good category, although there are still several things that need to be considered. One consideration that needs to be considered is the suitability of the indicator formulation with competency standards and basic competencies, as well as the selection of a learning model that is in accordance with student characteristics (ALAN & Güven, 2022; El Asame, Wakrim, & battou, 2022). The results of the study indicate that these two aspects are in the pretty good category, which means that lecturers have not fully considered the competency standards and basic competencies in formulating indicators and in choosing learning models. This is in line with the opinion of (Siregar, Akmal, Mohzana, Rahman, & Putra, 2023) which states that learning planning must be in accordance with the established standards. In addition, the study also revealed that good planning will have a positive influence on student learning achievement.

Transaction Aspect

The implementation of learning which in this case includes the evaluation of the transaction stage focuses on the assessment of the learning process in the classroom and the assessment documents. Researchers and assessors assess the implementation of learning carried out by lecturers in the classroom. Observations on the learning process consist of three main stages, namely the preliminary, core, and closing stages, each of which is observed in accordance with the established process standards. Learning is considered good if the lecturer carries out the learning process in accordance with the stages that have been adjusted to the standards. The results of the analysis are then compared with the established success criteria, which is 100%. In contrast to the learning planning that has been discussed previously, the results of the learning observation evaluation obtained a pretty good category. Based on observations, several lecturers did not fully implement what was written in the learning planning document. Therefore, it can be concluded that in the implementation of learning there are still discrepancies with the planning that has been prepared.

The results of interviews with lecturers revealed that the two main obstacles felt were the lack of learning resources and the additional burden that arises because the lecturer's educational background does not come from mathematics or statistics. Both problems make it difficult for lecturers to follow the established learning process standards. When compared to the standard, there is a gap of 22.25%. This is in line with research that has been conducted by (Asterius Juano, Zephisius R. E. Ntelok, & Mariana Jediut, 2019), where learning is not taught by experts in accordance with their field of study, coupled with different process standards being used, so that it demands more from students and gives rise to new standards that do not correspond to students' competencies in the field. Therefore, improvements need to be made in all aspects of learning, namely preliminary, core, and closing activities, because lecturers do not always carry out stages in accordance with standards, such as not providing motivation to students before starting learning. This finding is in line with research (Marougkas, Troussas, Krouska, & Sgouropoulou, 2023) which shows that the learning process has not fully met the established standards. In conclusion, the learning process has not fully met the expected standards, namely 100%. Therefore, the steps that need to be taken are to improve the implementation of learning by providing considerations so that teachers can be more effective in implementing what is written in the learning plan and mastering the material thoroughly before delivering it to students.

Output Aspects

Assessment of assessment documents prepared by lecturers is carried out using a document review sheet instrument. In evaluating student learning outcomes, lecturers are required to create various assessment instruments or documents. Assessment documents are considered good if the

lecturer prepares the document in accordance with applicable assessment standards. The assessment in this study focuses on assessment documents prepared by teachers. The document is assessed using an assessment document review sheet to measure its compliance with applicable assessment standards. The results of the study indicate that the assessment document is in the pretty good category with a percentage of 71.25%. The assessment document review sheet includes five sub-indicators, namely the completeness of the assessment document device, assessment technique device, assessment strategy preparation, assessment processing, and assessment implementation. Based on this, it can be concluded that the assessment document is in the pretty good category, although there are several aspects that need to be improved. Aspects that need to be improved in the implementation of the assessment include the preparation of instrument grids, the use of non-test assessment instruments, assessment guidelines for multiple-choice questions, the use of multiple-choice tests, assessment using observation sheets, and the implementation of assessments in the form of daily tests. Lecturers are expected to be able to complete the assessment document in accordance with the established standards.

Interviews with lecturers during the observation process revealed that lecturers applied the knowledge gained from the training in carrying out assessments in class. Although lecturers provided assessments in the form of questions and answers according to the learning implementation plan, the completeness of the assessment documents had not been given maximum attention. This is in line with the findings of (Morris, Perry, & Wardle, 2021) which revealed that although lecturers had carried out assessments well during the learning process, the lack of complete assessment documents made the assessment results fall into the pretty good category. The use of assessment rubrics will greatly assist lecturers in providing more consistent assessments. This is in accordance with the research of Tractenberg (2021) which states that the use of assessment rubrics provides two main benefits: first, it helps lecturers maintain consistency in assessments, and second, it allows lecturers to improve the learning process after providing feedback. To improve the quality of assessment implementation by lecturers, higher education institutions should conduct outreach to lecturers regarding the importance of complete assessment documents, such as assessment instruments, essay questions, and assessment rubrics, as well as provide training in analyzing assessment results (Morris et al., 2021). In general, lecturers have carried out planning well after receiving training from the government which requires them to prepare learning plans in implementing learning (Nurtanto, 2021; Syahrani, 2022). However, some lecturers still face difficulties in applying the knowledge gained from the training. Ideally, good planning should make it easier for lecturers to carry out learning, but this is not entirely the case. In this study, the implementation of learning was only recorded in the pretty good category. This gap arises because lecturers have difficulty in implementing the plans that have been made, such as not implementing motivation at the beginning of learning. The assessment documents prepared by lecturers also still need improvement, because the results of the analysis show

that the documents are only in the pretty good category. This gap has an impact on student learning outcomes. The results of the analysis on the aspect of student learning outcomes show that they can perform statistical analysis but do not understand how to interpret it. This is likely caused by a mismatch between the learning plan between practice and theoretical explanations, assessment documents, and learning implementation.

4. CONCLUSION

Based on the results of the study, it can be concluded that the evaluation of the antecedent component, namely the planning of the learning program, is in the good category with a percentage of 90.50%. Evaluation of the transaction component, which includes the implementation of the learning process, shows that the process aspect is in the fairly good category with a percentage of 87.75%. Meanwhile, the evaluation of the learning assessment aspect in the transaction component is in the fairly good category with a percentage of 71.25%. Finally, the results of the evaluation of the outcome component show that more than 75% of students are included in the complete category. The limitation of this study is that it was only conducted on the Islamic Religious Education study program at one or several specific universities, so the results cannot necessarily be generalized to all higher education institutions in Indonesia. In addition, the Countenance Stake evaluation model relies on descriptive assessments and judgments from the evaluator. Although data triangulation has been carried out, the potential for subjectivity in the interpretation of observations, interviews, and document analysis remains. Therefore, the recommendation for further research is ongoing training in the preparation of learning plans, especially in the field of statistics, so that it can bridge students with religious fields that are easy to understand. Future research can be more focused on the outcome aspect, especially to see the influence of Islamic Religion lectures in statistics courses on religious behavior, social ethics, and student character in the long term.

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