Strengthening the Assessment Competencies of Prospective Islamic Religious Education Teachers at STAI Asy-Syafi'iyah Nabire

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ABSTRACK

This study aims to analyze the improvement of the competency of prospective Islamic Religious Education teachers in assessing learning outcomes through learning in the Educational Evaluation Techniques course. This study uses a quantitative approach with a pretest–posttest design. The subjects of the study were 20 students of the Islamic Religious Education Study Program STAI Asy-Syafi'iyah Nabire who took the Educational Evaluation Techniques course. The data collection technique uses assessment competency tests and question item analysis assignments. Data were analyzed using descriptive statistics and learning outcome improvement tests. The results of the study showed that there was a significant increase in students' competence in compiling test instruments and analyzing question items after participating in practice-based educational evaluation technique learning. The average score of students increased from 61.4 in the pretest to 83.6 in the posttest. These findings show that applicable educational evaluation learning can improve the assessment competence of prospective teacher students. Therefore, learning educational evaluation techniques in higher education needs to be designed in a more practical and experience-based way in order to be able to prepare professional teacher candidates in conducting learning assessments.

1. INTRODUCTION

Education is a process that aims to develop the potential of students optimally both in terms of knowledge, attitudes, and skills. Through a planned and systematic educational process, students are expected to be able to acquire the competencies needed in community life. In the education system, teachers have a very strategic role because they not only function as conveyors of learning materials, but also as facilitators, motivators, and evaluators in the learning process (Mulyasa, 2022). One of the important competencies that must be possessed by a teacher is the ability to assess learning outcomes. Assessment is an inseparable part of the learning process because through assessment teachers can find out the level of success of students in achieving the learning goals that have been set. In addition, the assessment also provides information on the effectiveness of learning methods, strategies, and media used by teachers (Arifin, 2023; Arikunto, 2021). Conceptual educational evaluation is a systematic and continuous process to determine the quality of a learning activity based on certain criteria. Evaluation includes measuring, assessing, and decision-making activities on learning processes and outcomes. Through proper evaluation, teachers can obtain accurate information about students' learning progress so that they can determine follow-up steps such as remedial and enrichment programs (Sudijono, 2022; Purwanto, 2020). In modern learning, assessment not only focuses on the final learning outcomes, but also assesses the learning process of

students. Therefore, teachers need to use various assessment techniques that are in accordance with the characteristics of the learning material and the competencies they want to achieve. Good assessment must meet the principles of validity, reliability, objectivity, and practicality so as to be able to provide an accurate picture of students' abilities (Uno & Koni, 2020; Hasanah et al., 2021). In the context of Islamic religious education, the assessment of learning outcomes has more comprehensive characteristics because the learning of Islamic Religious Education not only emphasizes cognitive aspects, but also affective and psychomotor aspects related to students' religious attitudes, moral values, and religious practices. Therefore, Islamic Religious Education teachers must be able to design an assessment system that is able to assess the development of students as a whole (Majid, 2021; Jailani et al., 2024).

Islamic Religious Education teachers also have a responsibility in shaping the character and morals of students. Therefore, the evaluation process in Islamic Religious Education learning not only assesses students' academic abilities, but also assesses the development of students' attitudes and behaviors in daily life. This shows that learning evaluation competence is very important for Islamic Religious Education teachers to be able to comprehensively assess students' learning outcomes (Royhanuddin et al., 2024; Nuraini, 2023). Learning outcome assessment competencies do not appear automatically, but need to be built through a systematic education and training process. Universities as institutions that prepare prospective teachers have a great responsibility in equipping students with various professional competencies needed in the teaching profession. One of these competencies is the ability to design, implement, and analyze student learning outcomes assessments (Sukmadinata, 2020; Scott, 2022). The Islamic Religious Education Study Program at STAI Asy-Syafi'iyah Nabire is one of the higher education institutions that has an important role in preparing students as professional and competent Islamic Religious Education teachers. In the curriculum of the Islamic Religious Education Study Program, there is a course that specifically discusses learning evaluation, namely the Educational Evaluation Techniques course. This course is designed to provide students with an understanding of the basic concepts of educational evaluation, techniques for preparing assessment instruments, and analysis of learning assessment results. Through learning in the Educational Evaluation Techniques course, students are expected to be able to understand the principles of learning evaluation and have skills in designing various assessment instruments such as written tests, oral tests, attitude assessments, and skill assessments. This competency is very important for students as prospective teachers to be able to carry out learning assessments professionally when they enter the world of education (Zahra et al., 2023).

However, based on the results of initial observations in January 2026 conducted on students of the Islamic Religious Education Study Program at STAI Asy-Syafi'iyah Nabire, there are still several obstacles found in the competence of learning outcome assessment. Some students still have difficulties in compiling question grids, designing valid and reliable assessment instruments, and analyzing the results of learning assessments. This condition shows that student competence in the field of learning evaluation still needs to be strengthened. In addition, some students also still have a limited understanding of the basic concept of learning evaluation so that they experience difficulties in applying various assessment techniques that are in accordance with the characteristics of Islamic Religious Education learning materials. This problem shows that the learning process in the Educational Evaluation Techniques course needs to be designed more effectively in order to be able to improve student competence in assessing learning outcomes (Tanjung et al., 2023; Waruwu, 2023). Based on this description, it can be understood that the competence of learning outcome assessment is one of the important competencies that must be possessed by prospective Islamic Religious Education teacher students. Therefore, efforts are needed to strengthen the competence of

learning outcome assessment through learning in the Educational Evaluation Techniques course. This competency strengthening is expected to improve students' ability to design, implement, and analyze learning outcome assessments professionally. Research on learning evaluation and learning outcome assessment has been widely discussed by education experts. In general, these studies emphasize the importance of evaluation as an integral part of the learning process that serves to measure the level of achievement of students' competencies as well as as a basis for educational decision-making. For example, Zainal Arifin in his work *Learning Evaluation* explains that evaluation is a systematic process that aims to determine the effectiveness of learning and the success of students in achieving learning goals (Arifin, 2023). The same thing was also stated by Anas Sudijono who stated that educational evaluation includes measurement, assessment, and decision-making activities on student learning outcomes (Sudijono, 2022). These studies provide a strong theoretical foundation on the importance of evaluation in the learning process.

On the other hand, several studies have also examined teachers' competence in carrying out learning assessments. Hamzah B. Uno and Satria Koni explained that teachers' competence in designing and implementing assessments greatly determines the quality of learning evaluation results carried out in the classroom (Uno & Koni, 2020). These studies generally highlight the assessment practices carried out by teachers in schools, so the focus of the study is more directed towards the competence of teachers who have been in professional practice. In addition, recent research in the field of Islamic religious education also shows that learning evaluation has an important role in improving the quality of learning and student learning motivation. Research conducted by Royhanuddin and his colleagues shows that the learning evaluation of Islamic Religious Education not only serves to measure students' cognitive abilities, but also plays a role in shaping students' religious attitudes and behaviors (Royhanuddin et al., 2024). Another study by Jailani and his colleagues confirms that learning evaluation must be carried out comprehensively by considering cognitive, affective, and psychomotor aspects in order to provide a complete picture of student development (Jailani et al., 2024). Although these studies have made important contributions to the development of educational evaluation studies, most of the research still focuses on the practice of learning evaluation conducted by teachers in schools. Research that specifically examines the competence of learning outcome assessment in prospective teachers in universities is still relatively limited. In fact, prospective teacher students are prospective educators who will later carry out the learning evaluation process at school. Therefore, competence in assessing learning outcomes should have been built since students are at the education stage in higher education. In addition, research examining the role of educational evaluation courses in strengthening the competence of assessing the learning outcomes of prospective teachers is also still not widely carried out. Most of the research emphasizes more on the concept and theory of learning evaluation, while studies that look at how the learning process in educational evaluation courses can improve students' competence in designing assessment instruments, carrying out evaluations, and analyzing learning outcomes are still limited.

The research gap is increasingly visible when it is associated with the context of Islamic higher education in the eastern part of Indonesia, especially in Papua. Research that examines the competency of learning evaluation in students of the Islamic Religious Education Study Program in the region is still very rare. In fact, the conditions and characteristics of education in the region have their own dynamics that can affect the learning process and the competency development of prospective teacher students. Therefore, it is important to study the strengthening of the competency of assessing the learning outcomes of prospective Islamic Religious Education teachers at Islamic higher education institutions in the region. Based on this description, this research has novelty because it specifically examines the strengthening of the competency of assessing the learning

outcomes of prospective Islamic Religious Education teachers through the learning of the Educational Evaluation Techniques course in the Islamic Religious Education Study Program at STAI Asy-Syafi'iyah Nabire. This research not only discusses the concept of theoretical learning evaluation, but also examines how the learning process in the course can play a role in shaping students' professional competencies as prospective teachers, especially in the ability to design assessment instruments, carry out learning evaluations, and analyze student learning outcomes. Thus, this research is expected to make an empirical contribution to the development of learning evaluation studies in Islamic higher education and strengthen the professional competence of prospective Islamic Religious Education teacher students.

2. METHODS

This study uses a qualitative approach with a descriptive type of research. The qualitative approach is used to deeply understand the process of strengthening the competency of assessing the learning outcomes of prospective Islamic Religious Education teachers through learning in the Educational Evaluation Techniques course. Qualitative research seeks to describe phenomena in a systematic, factual, and accurate manner regarding conditions that occur in the field (Sugiyono, 2022). This approach was chosen because the research focuses not only on the final results, but also on the learning process that takes place in an effort to improve the competence of student learning outcome assessment. With a qualitative approach, researchers can obtain more in-depth data about students' learning experiences, learning strategies used by lecturers, and obstacles faced in the educational evaluation learning process. This research was carried out in the Islamic Religious Education Study Program at STAI AsySyafi'iyah Nabire. The selection of the research location is based on the consideration that the study program organizes the Educational Evaluation Techniques course which aims to equip students with competence in assessing learning outcomes. The subjects in this study are parties who are directly involved in the learning process of the Educational Evaluation Techniques course, namely lecturers in charge of the course and students of the Islamic Religious Education Study Program who take the course. Students who are the subject of the research are students who are or have taken the Educational Evaluation Techniques course so that they have direct experience in the educational evaluation learning process.

The data sources in this study consist of two types, namely primary data and secondary data. Primary data were obtained directly from the research informants through interviews and observation processes (Creswell, J. W., & Creswell, J. D. (2018). The main informants in this study are lecturers in the Educational Evaluation Engineering course and students of the Islamic Religious Education Study Program. Secondary data was obtained from various documents related to the learning process, such as Semester Learning Plans (RPS), teaching materials, assessment instruments, and other academic documents relevant to the research. Data collection in this study was carried out through several techniques, namely observation, interviews, and documentation (Creswell, J. W., & Creswell, J. D. (2018). Observations are carried out to directly observe the learning process in the Educational Evaluation Techniques course as well as student activities in understanding and applying the concept of learning outcome assessment. Interviews were conducted with lecturers and students to obtain more in-depth information about their experiences, understandings, and obstacles faced in learning educational evaluation. Meanwhile, documentation is carried out by collecting various documents related to the learning process and assessment of student learning outcomes. The data analysis in this study was carried out qualitatively using the data analysis model proposed by (Matthew B. Miles and **A**. Michael Huberman, 1994) which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and focusing data that is relevant to the research objectives. The presentation of data is carried out in the form of a descriptive description

so that it makes it easier for researchers to understand the relationship between data. Furthermore, conclusions are drawn by interpreting the data that has been analyzed so that an overview of the process of strengthening the competency of assessing student learning outcomes.

3. RESULTS AND DISCUSSION
Results

This research was conducted on students of the Islamic Religious Education Study Program at STAI Asy-Syafi'iyah Nabire who took the Educational Evaluation Engineering course. Data was obtained through observation of the learning process, interviews with teaching lecturers and students, as well as documentation in the form of Semester Learning Plans (RPS), teaching materials, and student assignments. Based on the interview results, most students have understood the basic concept of educational evaluation after taking the Educational Evaluation Techniques course. Students are able to distinguish between measurement, assessment, and evaluation, and understand the importance of assessment in assessing student success (Arifin, 2023; Sudijono, 2022). However, some students still have difficulty understanding the principles of validity, reliability, and question item analysis, showing the need for reinforcement through more intensive practice (Uno & Koni, 2020). Students showed that students were mostly able to compile a grid of questions according to learning indicators and compile assessment instruments such as multiple-choice questions, description questions, and attitude and skill assessment sheets (Hasanah et al., 2021; Zahra et al., 2023). However, errors are still found in formulating question indicators and the preparation of distractions, so lecturer guidance is still needed (Jailani et al., 2024). Observation of the learning process shows that the Educational Evaluation Techniques course uses lecture methods, discussions, and direct practice in the preparation of assessment instruments. Lecturers not only deliver theoretical material, but also provide practical tasks that require students to design assessment instruments according to the learning characteristics of Islamic Religious Education. Thus, students gain hands-on experience in applying learning evaluation theory (Majid, 2021; Royhanuddin et al., 2024). In the results section, this study displays various data obtained through interviews, observations, and documentation. From interviews with five students, for example, some students stated that they had difficulty understanding simple statistical analysis, including calculating the level of difficulty and differentiating power of the questions. One of the students said: ""*Saya bingung menghitung daya pembeda soal karena rumusnya terasa rumit dan tidak familiar bagi saya*."
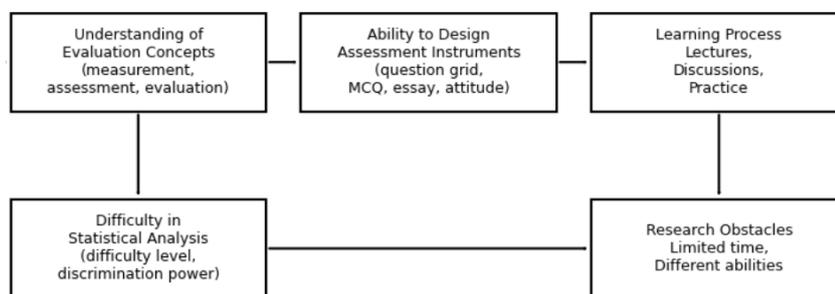

Figure 1. Results

Based on class observations, researchers noted that some students took longer to complete statistical analysis exercises, especially on questions that required them to compare average scores and calculate difficulty. Meanwhile, from the assignment documentation and evaluation sheets, it can be seen that there is a significant variation in academic ability. Some students are able to solve

statistical analysis problems correctly, while others often make simple calculation errors. Several obstacles were also found, including limited learning time, differences in students' academic abilities, and limited understanding of simple statistical analysis, such as the analysis of the level of difficulty and differentiating power of questions (Tanjung et al., 2023; Waruwu, 2023). Several obstacles were also found, including limited learning time, differences in students' academic abilities, and limited understanding of simple statistical analysis, such as the analysis of the level of difficulty and the differentiating power of questions (Tanjung et al., 2023; Waruwu, 2023).

Discussion

The results of the study show that students face obstacles in understanding simple statistical analysis, such as the level of difficulty and differentiating power of the questions. Based on interviews, some students found the formulas and concepts difficult to understand, while class observations showed a considerable variation in academic ability. The documentation of student assignments also corroborates this finding, where some students make simple calculation errors. This phenomenon is in line with the theory that effective learning occurs when students are guided to complete tasks that are slightly above their current abilities (Vygotsky, 1978). In the context of this study, the variation in students' academic abilities shows that some students are in the ZPD, so they need additional guidance to be able to understand statistical analysis correctly. In addition, the theory emphasizes the importance of triangulating data to ensure the validity of findings (Moleong, 2017; Miles & Huberman, 1994). By combining interviews, observations, and documentation, researchers were able to map student constraints in a more holistic manner, including limited learning time and differences in understanding of statistical concepts. Therefore, adaptive learning strategies and differentiation of materials according to students' abilities can help improve their understanding of simple statistical analysis, while optimizing the use of limited learning time. The results of the study show that learning in the Educational Evaluation Techniques course plays a significant role in strengthening the competence of assessing the learning outcomes of prospective Islamic Religious Education teachers. Students not only understand the concept of educational evaluation, but can also design and carry out assessments according to applicable principles (Arifin, 2023; Arikunto, 2021).

These findings are consistent with the opinion of Sudijono (2022**)** who states that educational evaluation includes measuring, assessing, and making decisions on student learning outcomes. With this competence, prospective teachers can assess learning outcomes objectively, accurately, and comprehensively. In the context of Islamic religious education, evaluation must assess cognitive, affective, and psychomotor aspects, in line with the opinion of Majid (2021) that the evaluation of Islamic religious education learning must be carried out comprehensively to assess the development of students' religious attitudes, values, and practices. Practice-based learning in the Educational Evaluation Techniques course has been proven to improve students' skills in designing assessment instruments. This supports Mulyasa's (2022) theory which states that practical experience in learning will strengthen the professional competence of prospective teacher students. However, obstacles such as limited learning time, differences in students' academic abilities, and difficulties in simple statistical analysis remain. This shows the need for an innovative and structured additional learning strategy so that all students are able to achieve the expected competencies (Zahra et al., 2023; Jailani et al., 2024). Overall, this study shows that the Educational Evaluation Engineering course has a contribution to strengthening the competence of assessing the learning outcomes of prospective Islamic Religious Education teachers at STAI Asy-Syafi'iyah Nabire. Students are able to apply evaluation theory in the practice of preparing assessment instruments, conducting evaluations, and analyzing student learning outcomes (Arifin, 2023; Sudijono, 2022; Uno

& Koni, 2020; Hasanah et al., 2021; Zahra et al., 2023; Jailani et al., 2024; Tanjung et al., 2023; Waruwu, 2023; Majid, 2021; Royhanuddin et al., 2024).

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that learning in the Educational Evaluation Techniques course has an important role in strengthening the competence of assessing the learning outcomes of prospective Islamic Religious Education teachers at STAI Asy-Syafi'iyah Nabire. Students in general are able to understand the basic concepts of educational evaluation, distinguish between measurement, assessment, and evaluation, and realize the importance of evaluation in assessing learning success. In addition to understanding the concept, students also showed their ability to design assessment instruments, including multiple-choice questions, description questions, and attitude and skill assessment sheets. Direct practice learning has proven to be effective in improving students' skills in compiling assessment instruments in accordance with learning indicators and course objectives. However, there are several obstacles that affect the strengthening of student competence. These obstacles include limited learning time, differences in students' academic abilities, and limited understanding of the analysis of assessment instruments. Therefore, additional learning strategies, more intensive guidance from lecturers, and more practical exercises are needed so that all students are able to master the competence of learning outcome assessment as a whole. Overall, this study shows that the Educational Evaluation Techniques course can be an effective means to equip prospective Islamic Religious Education teacher students with professional competence in assessing learning outcomes. Students become able to design, implement, and analyze learning evaluations comprehensively, so that they are ready to be applied in the world of education.

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