# EVALUASI PEMBELAJARAN PAI DALAM MENINGKATKAN MOTIVASI BELAJAR DI SMA MUHAMMADIYAH 1 ALTERNATIF MAGELANG

## Alya Rahmawati Dewi [1], Dartim[2]

g000200189@student.ums.ac.id[1], dir569@ums.ac.id[2]

## Universitas Muhammadiyah Surakarta, Indonesia[1,2]

**Abstrak:** Evaluasi dapat mendorong peserta didik untuk lebih giat belajar dan mendorong guru untuk meningkatkan serta memaksimalkan kualitas proses pembelajaran, dan juga mendorong pengelola pendidikan untuk lebih meningkatkan fasilitas dan kualitas belajar peserta didik. Proses pembelajaran akan berhasil manakala siswa mempunyai motivasi dalam belajar. Oleh karena itu, guru perlu menumbuhkan motivasi belajar siswa. Tujuan penelitian ini adalah untuk menggambarkan evaluasi pembelajaran PAI dalam meningkatkan motivasi belajar siswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan (*field research*) melalui observasi, wawancara, dan studi dokumentasi. Adapun dari hasil penelitian ini peningkatkan motivasi belajar peserta didik melalui evaluasi pada mata pembelajaran PAI sudah terlihat optimal dari aspek-aspek yang telah diamati. Peningkatan peserta didik dalam pembelajaran melalui evaluasi PAI dikarenakan kualitas dan latar belakang pendidikan guru serta masing-masing siswa sudah memiliki kesadaran terkait pentingnya hasil belajar.

**Kata-kata Kunci:** Evaluasi Pembelajaran, PAI, Motivasi Belajar.

## *LEARNING EVALUATION OF ISLAMIC RELIGIOUS LEARNING IN INCREASING LEARNING MOTIVATION AT SMA MUHAMMADIYAH 1 ALTERNATIF MAGELANG*

*Abstract: Evaluation can stimulate students to be more active in learning, make teachers able to increase and maximize the quality of the learning process and make education managers more active in optimizing learning facilities and qualities for students. The learning process will be achieved if students are motivated during learning activities. Therefore, the teacher needs to generate students' learning motivation. The aim of this study is to describe the learning evaluation of Islamic Religious Learning in increasing students' learning motivation. This study used a qualitative method with a field research approach through observations, interviews, and documentation. The results of the study found that increasing students' learning motivation through evaluation in the Islamic religious subject has been optimal from the aspects observed. Increasing students' learning motivation through the evaluation of Islamic Religious Learning is because of the quality and background of teachers, and each student has an awareness regarding the importance of learning outcomes.*

*Keywords: Learning Evaluation, PAI, Learning Motivation.*

# INTRODUCTION

Religious learning becomes one of the important things in life because it is believed to greatly contribute to and influence the nurturing of the next generation to form moral, dignified, and religious personalities. Therefore, Islamic religious learning at school is expected to create a pious personality and social piety (Sudadi, 2020). As the urgency of learning is functionally a place for the formation and development of student competence, a series of evaluations are clearly required to obtain and collect information regarding achieving goals and success from a series of learning activities (Idrus, 2019).

According to Ibn Khaldun that education every activity that is planned, must have a basis and purpose. Similarly, Islamic education has a basis and purpose related to the view of life that is believed to be true. Islam has two purposes, firstly the religious purpose is to do charity for the Hereafter until it finds its God has purified the rights Allah has imposed upon him. Second, the worldly scientific goal is expediency or preparation for life. The most important purpose of Islamic education is to worship Allah and human perfection which is the purpose of happiness in the hereafter.

One of the factors required for success is the evaluation factor, starting from the learning process to learning outcomes. Evaluation means an activity of collecting reality related to the structured learning process to determine whether changes have occurred in students. Moreover, measuring changes will impact students' daily lives (Zulkipli, 2022).

The factor that causes the assessment to seem monotonous is that PAI teachers only focus on material things or knowledge. With the learning process without discussion and feedback, it has an impact on students less enthusiastic. Summative assessment is an assessment of long-term learning outcomes that is usually carried out every quarter or the end of the semester. Learning evaluation can run effectively and efficiently if educators have a view of the progress of student learning processes and outcomes (Mawardi, 2023)

Evaluation can be used to find out whether the program has followed the initial stages of planning and achieving the expected results. In addition, the evaluation can serve to identify factors that cause deficiencies in conducting communication programs (Suranto, 2019).

In the previous study by Noor Biatun (2020), her observation stated that learning motivation has a positive impact on the learning outcomes of the Islamic religious subject. This shows that motivation becomes a determining factor in the learning outcomes of Islamic

Religious Learning. Moreover, the study conducted by Andriani and Rasto (2019) indicated that learning motivation has a positive and important impact on students' learning outcomes. Therefore, students' learning outcomes can be improved by optimizing their learning motivation. This shows that students' motivation is included in determining factors in learning outcomes.

Both intrinsic and extrinsic motivation must play a balanced role in the learning process so students can develop their projects and activities with motivation, as well as direct and maintain persistence during the learning process (Haryadi, 2021).

The learning process can only occur if students desire to learn. Therefore, to achieve optimal learning outcomes, the teacher must also increase their students' desire to learn and be creative in developing this desire.

These prove that success in a learning program is often demonstrated by various aspects of learning outcomes achieved. Besides that, evaluation during learning activity requires data related to the application of learning and the level of achievement of learning goals. This does not only occur in higher education but also in primary to secondary education.

The aims of this study are to describe the learning evaluation of Islamic Religious Learning at SMA Muhammadiyah 1 Alternatif (Mutual) Magelang and to describe learning motivation from the learning evaluation of Islamic Religious Learning at SMA Mutual Magelang.

The significance of this study at SMA Mutual includes (1) Increasing the researcher's knowledge regarding the evaluation of Islamic religious learning at SMA Mutual Magelang, (2) Increasing and explaining the relationship between students' learning motivation and the development of educational assessment observed and understood by Islamic religious teachers at SMA Mutual Magelang.

# RESEARCH METHODOLOGY

This study was a qualitative study, which resulted in descriptive data. This study was conducted in January 2024. This study was conducted at SMA Muhammadiyah 1 Alternatif Magelang located at Jl. Tidar No 21, Kompleks Perguruan Muhammadiyah, Magelang. The object of the study was the implementation of the Islamic religious learning program at SMA Muhammadiyah 1 Magelang, which was the context, input, process, and outcome. The subjects of the study were teacher of Islamic Religious Learning and students.

The procedure in this study was by checking data obtained from various sources. The collected data will be analyzed using Miles and Huberman's interactive models. Data collection techniques in this study used interviews, observations, and documentation.

Observation is one technique to collect data by making direct observations. In this study, observation was carried out directly by coming to the location to observe the conditions that occurred at SMA Mutual Magelang and the object observed is the summative evaluation model and formative.

Interview is a data collection technique by means of direct verbal interaction and communication with informants that aims to find more information related to the object under study. In conducting interviews, researchers use structured interview techniques so that questions and alternative answers have been determined, so that it will facilitate the grouping and data analysis process.

Documentation study is a data collection technique by using written documents owned to find information related to the object being studied such as archives, curriculum in schools and others. In this study, researchers used the website to see the profile of SMA Mutual Magelang including data on educators, students, facilities and infrastructure, school conditions.

The data analysis technique used in this study is the Miles and Huberman model which consists of three stages, the first stage is the data reduction stage, at this stage is the stage of a selection process, concentration and also simplification of field data that has been obtained. The second stage is the data presentation stage, which is the stage of results from data collection in the field is arranged more systematically, and the results of data reduction can be explained. And the third stage is conclusion, this intends to find the meaning of the data that has been presented by comparing the suitability of statements with basic concepts in research, so that conclusions can be drawn whose purpose is to conclude from all the data that has been presented (Humberman, 1992).

## RESULTS AND DISCUSSION

**Implementation of PAI Learning at SMA Mutual Magelang**

In accordance with the findings of the study, that the implementation of learning at SMA Muhammadiyah 1 Alternatif Magelang, the teacher always provides opportunities for students to be more active, creative and independent in the learning process and when understanding the material, then the teacher provides opportunities for students to discuss material that has been read and understood before, and the teacher provides reinforcement for student answers. The implementation of learning with a pre-agreed structure but can adjust the time because some teachers teach two subjects. Learning activities in PAI subjects are carried out interactively because students are directly involved with the methods that have been prepared by the teacher.

The learning methods implemented by the teacher in Islamic religious learning are as follows: (1) lecture, (2) two-way discussion, (3) drill/exercise and practice, (4) assignment, and (5) demonstration. To raise students' learning motivation in the Islamic religious subject, the teacher creates strategies by giving attention and incentives.

Furthermore, for the use of strategies, methods, and approaches in the implementation of learning there are no special rules from the school. Teachers have the freedom to be creative in teaching. Teachers who teach in a fun way can make students more active and motivated to keep learning well so that the knowledge taught can be channeled and students can practice it in everyday life (Monawati, 2018).

In this aspect, the teacher of the Islamic religious subject has prepared, such as teaching materials, different methods based on class conditions, professional and proportional attitude, and learning media that must be prepared in order to facilitate students in understanding the materials delivered, providing motivation is conditional.

Therefore, teachers say there are several things that need to be prepared in learning including: First, written planning. This planning is usually referred to as RPP. RPP is based on the existing syllabus. This lesson plan will be a guide for educators in the teaching and learning process. With the RPP, learning will run systematically and purposefully to achieve maximum learning objectives.

RPP is a preparation that must be carried out by teachers before teaching activities. Preparation here can be interpreted as written preparation or mental preparation, emotional situations to be built, a productive learning environment including convincing learners to participate fully.

The objectives of RPP according to Kunandar (2011) are to: (1) simplify, expedite, and improve the results of the teaching and learning process; (2) by compiling lesson plans professionally, systematically and effectively, teachers will be able to see, observe, analyze, and predict learning programs as a logical and planned framework.

From the results of observations in class held on February 7, 2024, worship subjects, it was found that all activities in the RPP were in accordance with the implementation of learning in class. Learning activities in RPP broadly consist of the preliminary stage, core activities (explanation of material and basic exercises), and conclusion. Learning activities at the preliminary stage of appropriate activities, then at the core activity stage all activities planned in the RPP in their implementation are appropriate. At the final stage of activities carried out in accordance with the RPP.

The preparation of lesson plans can also make it easier for educators to determine the right method to use during the learning process. Learning tools are tools that are used as guidelines or guidelines in the teaching and learning process such as syllabi, lesson plans and so on. With this learning tool, educators will be more professional in teaching because they feel helped by things that have been determined.

PAI learning steps at SMA Muhammadiyah 1 Alternative Magelang:

a.  Intoduction

In the first learning activity, teacher usually starts with greetings and praying together, after apperception is carried out by asking the relationship between the previous material and the material to be studied, and reflection to provide knowledge to students that the material can be implemented in daily life.

b.  Core Activity

The core activities of learning implementation are carried out with teachers will begin discussing the material learned using learning resources, learning methods, and learning models, and learning media matched to class conditions and subjects. The teacher will also relate the material with motivation so that students are more encouraged in the learning process, after the delivery of material both from students and teachers questions will be opened, students are welcome to ask questions related to material that is still not understood and then answered by the teacher.

c.  Closing

The closing activity is usually the teacher to reflect and stimulate the learning material, then the closing is done by giving assignments or telling information related to daily tests and upcoming week material, then closed with greetings and prayers.

Listiani's theory (2014) regarding the terms of the task and the conditions for achieving the aims and objectives of the assignment which reads as follows:

1.  The task given must be related to the lesson that the student has learned, so that students besides being able to do the task are also able to relate the task to a particular lesson.
2.  Teachers must be able to measure and estimate that the tasks given to students will be carried out, because they are in accordance with the ability and intelligence of students.
3.  3.The teacher must instill in the students that the tasks assigned to them will be done on their own awareness that arises from the student's heart.
4.  4.The type of task given to students must be truly understandable, so that students have no hesitation in carrying out the task.

Then in order to achieve the purpose and purpose of assigning tasks, it is necessary pay attention to the following:

1.  Directly support intracurricular activities and student learning interests.
2.  Does not constitute an excessive burden for students.
3.  Does not add heavy funding for parents or students.
4.  Requires monitoring, administration, and evaluation.

Based on the academic background of teacher, the preparation of learning materials is carried out well, because teachers graduate from Bachelor of Education and are in line with subjects, starting from learning design, material mastery, and evaluation

**Evaluation of PAI Learning at SMA Mutual Magelang**

  The factors that can affect student learning outcomes are as follows. Specifically, problems stemming from internal factors are related to; (1) student character, (2) attitude towards learning, (3) learning motivation, (4) learning concentration, (5) ability to process learning materials, (6) ability to explore learning outcomes, (7) self-confidence, (8) study habits. While from external factors, influenced by; (a) teacher factors, (b) social environment, especially including peers, (c) school curriculum, (d) facilities and infrastructure, (Aunurrahman, 2012).

  The next aspect is the implementation of learning evaluation in Islamic Religious Learning, such as making subjective and objective tests carried out by preparing questions related to the material delivered and observing students' abilities. The provision of students' measurement and assessment has been determined previously and informed to each student so students can understand the standard determined and be motivated to meet the predetermined achievements, either affective, cognitive, or psychomotor assessments.

  This educational institution applies an evaluation system that is always updated every year, ranging from assessments that emphasize cognitive aspects to the involvement of psychomotor aspects for students, of course based on established regulations related to evaluation activities. This institution also continues to pay attention to the condition of each student when the evaluation process is carried out, because students become the main object in learning evaluation. So that the evaluation activities carried out can produce good changes.

  To find out how the evaluation model in learning Islamic Religious Education at SMA Mutual Magelang, this observation is directly on the subject and object of research. Observations were made in class XI. The results of observations can be seen from the following tables:

| Statements | Answers | |
|---|---|---|
| | Yes | No |
| The teacher gives a test at the beginning before starting the lesson | | √ |
| Teachers give tests after learning the material every time they finish studying the material | √ | |
| The teacher gives a written test to find out the students' comprehension | √ | |
| The teacher gives an oral test of the material that has been learned | √ | |
| The teacher gives a test in the form of practice on the subject matter that has been learned | √ | |
| The teacher gives tests that correspond to what is learned | √ | |
| The teachers give tests individually | √ | |
| The teachers give tests in groups | √ | |
| The teacher corrects any errors in the student's answer followed by an explanation | √ | |
| The teachers conduct tests continuously (continuously) in the form of semester exams on learning materials | √ | |
| Percentage | 90% | 10% |

  Table 1. shows statements and answers based on teachers' opinions about evaluating their learning.

  The evaluation model applied in evaluating this learning is the formative-summative evaluation model. This model is one of the models developed by Michael Scriven. Formative evaluation aims to improve the learning process and is carried out to find out whether there is still material that is unclear, difficult for students to understand or what problems are faced by students so that changes are then made according to needs. While summative evaluation aims to determine the success rate of learners. It consists of several measurement and assessment activities.

  Summative evaluation is carried out at the end of the learning activity. The purpose of summative evaluation is to measure the achievement of learning programs intended to determine the position of individuals in their

groups. Summative evaluation makes it easier for teachers to know the learning progress of their students. There are four stages of the summative evaluation model:

1. Needs assessment, evaluators need to consider the existence of the program, the needs needed for the existence of the program, and determine long-term goals in the program.
2. Program planning, evaluators collect data that leads to the needs of the first stage. At this stage, learning evaluation is carried out carefully to find out the analysis of learning needs that have been prepared.
3. Formative evaluation, at this stage the evaluator focuses on the implementation of the program.
4. Summative evaluation, evaluators collect data related to the results and impact of program implementation.

The implementation of learning evaluation is planned according to the procedure. Based on the results of the interview, the teacher mentioned that there are at least 3 stages in carrying out a learning evaluation including the planning, implementation, and assessment stages. These stages are well prepared to produce concrete evaluations.

a. Planning

The implementation of PAI learning evaluation must be planned as well as possible in order to get good results according to the target to determine the level of understanding of students related to the learning material that has been delivered. In the planning process, the teacher will make a RPP, then KD, after that synchronize the questions or instruments to be tested to students. The evaluation given must also have purpose, either affective, cognitive, or psychomotor assessments.

b. Implementation

The evaluation is given to students using either tests or non-tests. The implementation of tests and non-tests will differ according to their respective functions and objectives. Therefore, to achieve three domains in measuring the ability of students, teacher must be creative in carrying out learning evaluations by differentiating the types or techniques used in the assessment process.

c. Assesment

After doing those 2 stages, the next step is assessment. In this assessment, PAI teachers score by giving scores or grades to students. For this assessment domain, each teacher has the authority and policies tailored to the needs of the subject. These results will be adjusted by initial planning, if there are students who have not reached the target or have not passed the KKM then these students will get enrichment to improve the score.

In addition to cognitive assessments, teachers also provide affective assessments. Assessment is carried out through peers and makes observations of the behavior carried out by each student during class hours and outside class hours. For example, at school there is a time of prayer before starting learning, manners and ways of speaking to the teacher.

In the psychomotor test, the teacher previously gave a test blueprint as a hint or guide during the practice, for example, in the practical test in the corpse chapter. The teacher will give a test blueprint containing instructions and points that will be obtained via WhatsApp group. The students are asked to understand it so that the execution can be carried out coherently, starting from caring for the corpse to burying it. This has an impact on increasingly high student motivation, and they will try their best to comply with the guidelines to obtain maximal outcomes

"I always provide a guideline when going to evaluate children, both daily tests and midterm assessments until the end of semester assessment, I do this in the hope that children already know what will be tested and can focus on running evaluations according to the stages that have been given. (M. Azka, Interview, 2024)

The last aspect is the results of the implementation of the PAI learning evaluation, the final assessment results are obtained not only from independent assignments, group assignments, but also practice, daily life in the classroom and school environment such as during the implementation of congregational prayers zuhur and asr. The procedure takes place effectively and efficiently, because it is carried out in accordance with predetermined criteria, both starting from the provision and the conditions that must be met during the learning evaluation process.

As explained by one of the students respondents below:

"During the evaluation we did not find much difficulty, because the teacher had provided a guideline related to the questions that would be on the test sheet. For practice it is also the same, we are always given instructions so that we can be maximal in carrying it out. (Reyhan, Interview, 2024)."

**Learning Evaluation PAI of Student Learning Motivation at SMA Mutual Magelang**

Regarding the second qualitative study question, which focuses on students' learning motivation towards evaluation. Learning motivation has an important role for students in trying to achieve high learning outcomes. Students who have high learning motivation, tend to show enthusiasm and enthusiasm in following learning, they usually seem to pay more serious attention to learning and actively participate in learning activities, both in class and outside the classroom.

Learning assessment carried out at an educational institution can make student motivation motivated to improve improvement and maintain achievement. PAI teachers of SMA Muhammadiyah 1 Alternatif Magelang do several things to motivate students in learning assessments, namely there are several student activities that will be assessed with numbers related to learning such as cognitif, affective, and psychomotor assesment.

Next, the teacher will give a gift. Students tend to be more excited because they consider prizes to be something that is given on the basis of achievements that have been achieved by students. The award is special because it is given based on student performance.

Give tests and share the results of tests or assignments, by sharing the results of tests or assignments students feel appreciated for the results of their hard work.

Giving provides positive affirmations through praise to increase students' confidence and enthusiasm for active learning. The final step is to give punishment. Punishment or punishment is not negative but constructive for student discipline when learning. Rewards and punishments in the form of student attention to learning are increasing, the level of student confidence in the ability to do learning tasks, satisfaction with the learning process, and being able to determine the actions that must be done (Raihan, 2019).

The interview was conducted with Muhammad Azka Nazimuddin, S.Pd, as the Worship and Arabic subject of 11th grade in SMA Mutual Magelang. He explained how learning readiness related to learning evaluation has a significant impact on students' learning motivation to learn. This is in line with what Fatonah (2016) said: learning motivation is a very influential factor in students' learning outcomes, where the higher the students' motivation to learn, the higher the quality of learning outcomes achieved.

Motivation and the learning process are two aspects that cannot be separated because both of them will influence each other, so a person's willingness to learn is definitely influenced by motivation, both from themselves and external aspects.

Learning motivation can be created from intrinsic factors, in the form of desire and desire to succeed and the drive of learning needs, expectations of goals. While the extrinsic factors are the existence of rewards, a conducive environment, and interesting learning.

Indicators of learning motivation classified according to Uno (2008) are:

a) the existence of desire and desire to succeed, motives to succeed in performing a task and work or motives to obtain perfection. This kind of motive is an element of human personality and behavior, something that comes from "within" they self.

b) There is a desire and need to learn, sometimes an individual completes a job as well as a person who has a high achievement motive, precisely because the drive to avoid failure stems from the fear of failure. The learner may appear to be working diligently because if he cannot complete his task well then he will be ashamed of his teacher, or made fun of by his friends, or even punished by parents;

c) have hopes and ideals, expectations are based on the belief that people are influenced by their feelings about the results of their actions i.e. someone wants to be promoted will show good performance in order to be considered to have high performance, so that it is recognized and appreciated. Verbal statements or other appreciation of good student learning outcomes are the easiest and most effective way to increase student motivation towards better learning outcomes;

d) the existence of rewards in learning, statements such as "good", "great" etc. will please students, such verbal statements can contain the meaning of direct personal interaction and experience between students and teachers, so as to become social recognition. Especially if the verbal award is given in public;

e) the existence of interesting activities in learning, making the learning process meaningful. It will always be

remembered, understood, and appreciated. For example, learning activities such as discussions, role plays, or brainstorming;

f) the existence of a conducive environment so as to enable students to learn well. In general, personal impulses appear in individual actions after they have been shaped by the environment. For example, to be able to learn well, it can be developed, improved, or changed through study and practice, by getting the right help in overcoming difficulties in learning problems.

Based on interviews with students who attended PAI lessons at SMA Mutual, said:

"Teachers always motivate us and remind us of kindness, so that in learning we feel motivated. (Anisya, Interview, 2024)"

In this researchers, teacher must be able to make evaluations in learning that pay attention to the condition of students. This is consistent with Mulyasa's opinion (2011) learning is a complex process and involves various interrelated aspects.

"During learning activity in class, providing motivation is often related to materials that will be learned, either at the beginning or end of the learning activity, then paying attention to students by mingling but still proportional between teacher and students so comfortable and conducive class can be created. (M. Azka, Interview, 2024)"

From the results of the interview, learning evaluation has a significant impact on students' learning motivation according to the condition in the field at SMA Mutual Magelang, which is as follows: (M. Azka, Interview, 2024)

a. All activities in Islamic Religious Learning are assessed not only in the form of numbers but also by motivating students during the learning activities. Learning motivation from the affective aspect affects the level of educational success is less of a concern to be used in measuring an educational outcome.

b. Give simple gifts such as vouchers when conducting learning activities, usually according to students' grades or achievements. This is in line with Hasibuan and Moedjiono (2012), who stated that giving awards to students who are unable to answer questions correctly is carried out to make students put more effort into the next learning process. Awards have a positive impact on people's daily lives, encouraging individuals to improve their behavior and increase activities or efforts. Reward is a positive outcome that are earned because of an employee's performance and these rewards are aligned with organizational goals (Panekenan, 2019).

c. According to Rasimin and Imam Subqi, in general, the advantages of applying the reward method are twofold. Rewards can have a considerable influence on students to do positive and progressive actions. Meanwhile, rewards can also be an encouragement for other students to follow children who have received praise from their teachers; Both in behavior, manners or enthusiasm and motivation in doing better. This process greatly contributes to facilitating educational achievements.

d. Daily test/quiz This is conducted when a material has been delivered. In the daily test, the blueprint is still given for student learning guidance. The students' outcomes will be informed to each student as a independent evaluation tool in understanding Islamic religious subject. Quizzes really need to be given to students so that students' motivation to learn is better and can face the progress of the times. The rapid development of science and technology brings various problems that are increasingly complicated and complex (Nurkanti 2020). The teachers can apply appropriate learning evaluations in order to obtain good learning outcomes. One effective method is quiz giving. Giving quizzes will encourage students to cultivate learning motives and motivations (Raes, 2020).

e. Students' motivation at SMA Mutual Magelang is quite high and very ambitious because reference grades or final outcomes of learning evaluation can help students prepare for college. Competition between students is visible in the learning process, from the questions asked to completing assignments on time.

f. Giving punishment for students who violate the learning contract, where punishment is usually given in the form of memorizing Quran verses or hadith according to the learning theme. This expects students to be more understanding and meaningful learning. There is no physical punishment.

**Advantages and disadvantages of PAI learning evaluation implementation**

The researcher collected the data from the observation results on the teacher of the Islamic religious subject teaching in class. The factors are as follows:

1. Supporting Factors
   a. Great coordination with the principal, classroom teacher, and Islamic religious teacher at SMA

Muhammadiyah 1 Alternatif Magelang to participate in education coaching, training, and workshops held both at school and outside the school. One of the roles as an initiator of the school activity process properly is the supervisor, this is due to the direct relation to the process of implementing learning activities carried out by school resources (Prasetia, 2021).

The continuous supervision carried out by the principal at the beginning of each semester and the end of the semester is one of the best to develop teacher creativity and motivation in learning, by providing direction and develop a structured schedule and targets achieved through professional guidance activities so that learning remains effective (Kurniawan & Hasanah, 2021).

b.  Quite calm class conditions can help students to learn seriously. Students feel comfortable and have an inner awareness that makes them have a great desire to progress and develop in achieving achievements in school and outside of school. In schools there are also adequate facilities, for example about computer facilities, learning media, laboratory equipment and adequate library facilities. From these facilities, students are motivated to study harder to always improve their learning outcomes. However, these facilities are limited.

Based on research, classroom conditions, especially non-physical conditions of classes at SMA Mutual Magelang have good rules in managing classes including rules of discipline, cleanliness, comfort, and others, so that students are motivated to learn better. This means that there is a relationship between non-classroom physical conditions and the intrinsic motivation of students learning at SMA Mutual Magelang.

c.  Parents' participation in monitoring, from learning activity to students' outcomes. Harmonious communication between parents and students has an influence on learning motivation and can be one way to increase learning motivation by providing confidence and representation in the future (Mariyatul, 2015).

Teachers and parents must create a positive relationship in order to foster children's enthusiasm for learning. There are many ways that teachers can open doors to establish direct communication. Along with the advancement of information technology, teachers can social media to open communication with parents, or even if the above communication media are not yet possible to use, manual methods such as questionnaires containing information about cognitive, psychomotor, and affective development of children can be done by teachers. The teacher can make time or make an appointment to meet.

2.  Inhibiting Factor

Lack of adequate facilities, such as empty land for burial during funeral prayer practice. This has an impact on the lack of maximum students in experiencing learning practices.

From these two factors, it can be stated that realizing creative and clear learning will facilitate the learning process, resulting in maximal final outcomes of the learning activities supported by strong students' learning motivation.

Important aspects in conducting an evaluation are the objectives, approaches used, benefits, and providing impact both on a macro and micro scale (Mardapi 2017). Furthermore, educational evaluation must provide benefits to students and educational units. If you want to improve the quality of education or school, that is necessary to design the desired level of quality and continue with the preparation of achievement strategies through the learning process. So that the success rate of the learning process will be known from the evaluation.

## CONCLUSION

Evaluation is the final activity after the learning process, evaluating students' success or failure in achieving determined educational goals. Learning evaluation is carried out to ensure that students have appropriate learning outcomes after carrying out assignments. Final assessment also functions as evaluation, delivering information that students have learned.

According to the discussion above, increasing students' learning motivation through the evaluation of the

Islamic religious subject has been optimal from the aspects observed. To answer the first research question increasing students' motivation in Islamic religious learning through evaluation is due to the teacher's educational background the teacher understands of Islamic religious learning in teaching and learning, teacher sensitivity and readiness, and attention or monitoring of the school principal, and the school has experienced teachers to help novice teachers who need development in teaching. which is considered important to increase the teacher's knowledge in evaluating learning outcomes. Each student already has awareness regarding the importance of learning outcomes.

Based on the results of the study, discussion and conclusions as described above, the researcher submitted the following recommendations: that would be effective if the school could enforce regulations to give time to use student devices during the learning process so that students are more disciplined in using their learning time, so that they are more optimal in getting learning outcomes. For the next researchers, they can directly compare field activities to see teacher activities in evaluating learning so that they can notice the outcomes.

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