THE CHALLENGE OF TECHNOLOGY-BASED LEARNING EVALUATION IN ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT

In order to develop a learning system in accordance with the applicable curriculum, namely the independent curriculum, where technology is one of the focuses that can be integrated. One system that can be integrated with technology is learning evaluation. Technonoly-based learning evaluation provides convenience for both educaators and students. However, in its implementation there ar certainly challenges to be faced. So because of this,this research presents challenges and solution for technology-based learning evaluation as well as several platforms that can be utilized, especially in Islamic religious education. The method use in this research is qualitative with a literature study approach. Data was obtained from various sources such as journals, proceedings, etc. Which were then analyzed using the content anlysis method. Some of the platforms described in this research include Google Form, Quizizz, Kahoot, Edmodo, Socrative, and Plickers. Challenges faced in implementing technology-based learning evaluations include being susceptible to cheating, students focus decreasing, network access having to be stable, assessments that are not optimal due to incompatibility between the platforms used and the exams carried out. The solutions provided or offered to be a step in dealing with this opposition include making special regulations when carrying out technology-based learning evaluations, providing equitable an quality facilities so that network access remains stable, as well as carrying out training or workshops for educators regarding the type of platform and its use. So that it can be implemented properly.

Keyword: Evalution Learning, Challenges, Technology

INTRODUCTION

The development of technology has a major impact in various fields, including the ield of education (Yanto et al., 2023). Technology in the field of education has an impact that is reflected in the curriculum or learning proces at the elementary school, secondary school, and university levels which strive to integrate technology into it so that the resulting human resource are able to adapt to the demands of the times (Salsabila et al., 2023). The increasing development of technology, especially in the field of education, requires all elements (stakeholders) in it to keep pace and keep up with the flow of technological advances, one of which is by actualizing technology into the learning process (Karimah et al., 2023).

The use technology in higher education, especially in study programs related to education, is carried out by making this technology one of the media tools for delivering material or evaluating learning outcomes. However, the integration of technology in learning is not infrequently experiencing certain challenges such as the lack of supporting facilities and participants who are less ready to accept technology in learning so that the mindset that is formed should be able to increase the breadth of thought and improve one's abilities but instead is considered something that is troublesome and puts pressure on itself (Sawitri et al., 2019).

One system that has adapted to the presence of this technology is learning evaluation. The implementation of technology-based learning evaluation has been widely implemented in all schools in Indonesia, including in PAI subjects (Virga et al., 2022). There are various platforms used by teachers as learning evaluation tools. Some of these platforms are Google Forms, Quizizz, or specialized platforms such as digital smart madrasah. Tehcnology-based learning evaluation certainly provides benefits to the implementation of the larning process, namely more efficient in time, easier to check answer, and so on (N, 2022). However, behind these benefits or advantages, yhere are also disadvantages obtained from digital-based learning evaluations, namely that students can be distracted from their focus because by using gadgets or computers students can see other activities on the gadget or computer screen, can open assistance applications in working on questions so that students are more prone to cheating, and workmanship depends on the internet network in their educational institutions (Lestari & Saputra, 2021). As observed by researchers when supervising the Midterm Examination at a faculty, several courses still use certain platforms or applications to work on questions and it turns out that some cheating is still found, such as exchanging messages via whatssapp, being able to open other windows or google, and so on. This shows that technology-based learning evaluation still faces several challenges in its implementation.

Discussions related to the challenges of technology-based learning evaluation have begun to be carried out judging form dome of the previous research literature that the author got and the author made as a reference or foothold in writing this article. One of them is an article written by Aini Zulfa Izza, Mufti

Falah, and Siska Susilawati with the title "Literature Study: Problematics of Learning Evaluation in Achieving Educational Goals in the Era of Independents Learning, the findings of which are that in the implementation of learning evaluation, teachers must be able to better understand the purpose and function of evaluation and improve the techniques used in implementing learning evaluation (Aini Zulfa Izza et al., 2020). In addition, there is an article written by Sefirindiyani, Wirdaningsih Husain, And Abdul Rahmat entitled "Implementation of the Kahoot Model Merdeka Curriculum as an Media in Teacher Learning Evaluation", the finding is that the presence of this kahoot apllication makes it easier for teachers to integrate technology into learning evaluation, but the use of kahoot requires high-speed internet so that if electricity and internet conditions are unstable or unavailable, the implementation of learning evaluation through kahoot media is not effective (Sefirindiyani et al., 2023). Research conducted by Nur Aisyah and Khoirul with the title "Google Form as a Learning Evaluation Media During the Pandemic at MIS Al-Hanafiyah" shows that google form can be one of the tachnology-based learning evaluation media which has the advantage of making it easier for students to answer question but has weaknesses on the form of storage that can only be done using google drive only (Aisyah & Khoirul, 2023).

This research is different from some of the previous studies presented above but still has some links. The difference is that the previous studies discussed several digital-based learning evaluation media separately and also the problems of learning evaluation, while this study examines the challenges of technology-based learning evaluation and its solutions and presents various media or platforms that can be used for technology-based learning evaluation. This research is important because the discussion focuses more on the challenges of technology-based learning evaluation couples with solutions. Therefore, this research examines a novelty that discusess the challenges and solutions of technology-based learning evaluation. berbasis teknologi yang disandingkan dengan adanya solusi.

This research uses a type of qualitative research with a literature study research method (Literature Study) in which data collection is carried out by collecting information from various references in the form of books and journals, both national and international journals related to the topic discusssed in this study

(Syafitri & Nuryono, 2020). The topic discussed in this study is the challenge of evaluating technology-based learning in Islamic religious education. The data that has been collected is then analyzed so as to produce a final conclusion to conclude this research (Latipah & Afriansyah, 2018)

DISCUSSION

Technology-based PAI Learning Evaluation

Learning evaluation is a process of collecting information, then processed, and analyzed to see the achievement of learning outcomes by students (Phafiandita et al., 2022). The purpose of PAI learning evaluation has a vital position in achieving the competency standards that must be possessed by students such as aspects of 'aqliya, 'amaliya, and qabliya. While the function of PAI learning evaluatuon is 1) to assess the achievement of competency standards and 2) as supporting material in preparing learning plans. Continuous learning evaluation can make it easier for both educators and schools to develop models of planning, implementation, and learning outcomes so that the process can support the creation of a better PAI learning program. The implementation of learning evaluation can be done both in writing and unwritten. Seeing the character of the independent learning policy, namely the flexibility of assessment design, learning evaluation can be collaborated with various existing system, one of which is technology   (Syamsul Arifin et al., 2012). Through the rapid development of technology, many platforms or applications have emerged that can be used as a means or facility that supports the implementation of effective and efficient learning evaluation. Some of these olatforms are summarized and presented below:

1. Google Forms
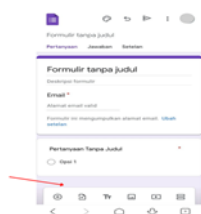
Learning evaluation can be done in various ways. The use of technology as a tool or media in the implementation of learning evaluation can facilitate educators and student. One of the platforms that can be used is google form, which is one of

the google applications in the form of a form template or worksheet that can be used individually or together with the aim of obtaining user information. This google form can be used as an evaluation medium for students where the evaluation is given in the form of multiple choice, short form, and description. In this google form, students can also directly see the scoe or value they gate (Mardiana & Wiyat Purnanto, 2017). For example, an assessment is carried out for the subject or moral aqidah education, then the educators prepares questions and answer directly on google form according to the directions given.

2. Quizizz
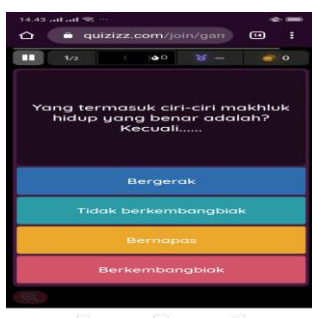
Another technology-based learning evaluation is quizizz. Quizizz is an application used for learning evaluation in the form of quizzes. How to use this quizizz application first prepares the material, then arranged in the form of questions and alternative answers. This interactive quiz in quizizz has 4-5 answer choice including the correct answer. In addition, a background image can also be added to the question which is then adjusted to the desired questiob setting. After the quiz is finished, it can be distributed to students by entering the 6 digit code generated by the quiz (Aditiyawarman et al., 2022). The use of the quizizz application as a learning evaluation media can increase students learning motivation because the appearance of quizizz is more refreshing, fun, creative, and adventurous so that students are not too heavy in thinking about answers. Quizizz can be used in learning evaluation for PAI subjects such as Al-Qur'an and Hadits, Aqidah Akhlak Education, and also Arabic Language. For example, used in Arabic lessons, students are presented with questions about Arabic which then after being answered can immediately know the correct answer so that students can easily remember the correct answer.

3. Kahoot
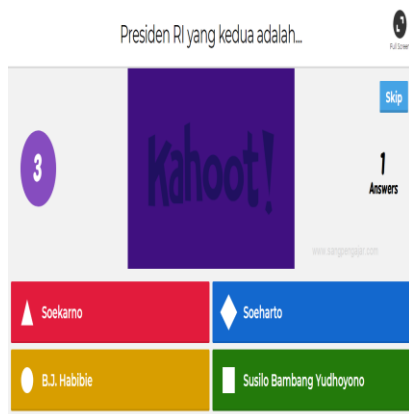
Adjusting to the current development, learning evaluation today must also be collaborated with new things such as technology and the internet, one of which is kahoot. Kahoot itself is a learning platform based on games and quizizz. The interesting side of kahoot is that when the questions have been answered by students, the computer or gadget screen will show the correct answer, the wrong answer and the score of each student so that it can be known whether the answer is correct or wrong (Sefirindiyani et al., 2023). The flexible use of kahoot is an advantage in itself and through this kahoot application educators can provide learning evaluations that are more effective, efficient, and of course interesting. In addition, through he quiz concept in kahoot, it can train the quick response of students. Kahoot can be used in all PAI subject but can be utilized more in Islamic Culture History subjects which can display Islamic heroes or setting in the history of Islamic culture.

4. Edmodo
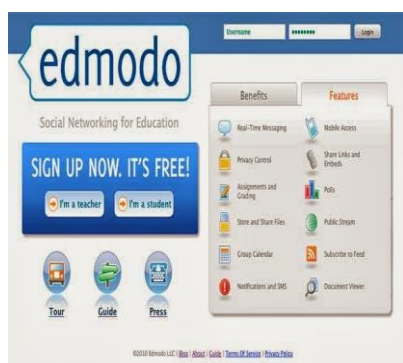
Edmodo is a learning platform for teacher, lectures, students, and parents. Edmodo is based on social media that makes it easy for students to connect with

schools by sharing content and learning outcomes, evaluation results, and information. Educators can create assignments, quizzes and other assessment using edmodo. Edmodo is include in the learning management system (LMS) which is used for the learning process (Azhar & Rahmawati, 2021). All subjects including Islamic Education (PAI) can utilize this application as a medium for evaluating learning. The features contained in edmodo are group, note, assignment, quiz, poll, library, and edmodo planner.

5. Socrative
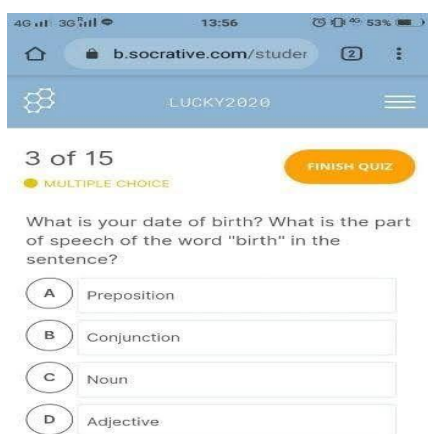
Socrative is one of the e-learning applications that can be ised in ICT_based learning. Through socrative, educators can create quizzes or interactive games where students can be directly involved so that learning evaluation can be carried out more challenging and fun. Answers that have been given by students can can be automatically calculated and presented in the form of excel files or google spreadsheets. Socrative can be applied in all PAI lessons but more specifically in Arabic language learning because the creation of this socrative application is indeed its main benefit to go deeper in language learning (Aeni & Lestari, 2018).

6. Plickers
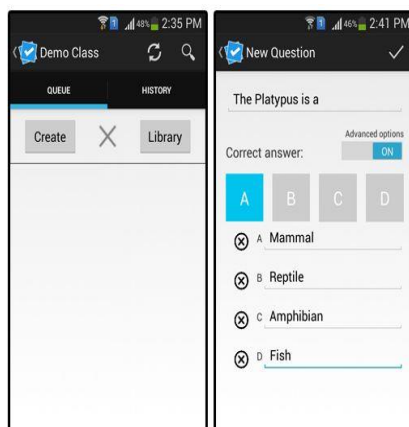
Plickers is one of the application used for assessment or evaluation by providing a quick knowledge test through multiple choice test types and wrong-correct answers and presented in graded and survey forms. The use of the plickers application makes it easier for educators to collect assessments without the need for devices from students. The assessment system in this plickers application no longer requires checking answer one by one but educators can immediately analyze students answer, there signs of cheating or not. This plickers application is an online appliaction that can interact between the cellphone and the camera and also with the plickers application itself in order to scan a QR code that has four sides which include answer choices A, B, C, dan D. the use of plickers is relatively easy, students simply answer question from the educator by lifting the plickers card in the form of a QR code on whose sides there are already answer choice, then the educator will check the answer by scanning the QR code through the plickers app that has been installed on the educators gadget (Alifa et al., 2020). This appliaction can be applied in all PAI lessons, because by assessing using plickers, student will be more challenged in their focus. But unfortunately, the use of this plickers application is still not widely utilized.

The Challenge of Technology-Based Learning Evaluation

Although technology-based learning evaluation provides many advantages and conveniences for both educators and students, it is certainly not free from the challenges faced in the implementation process (Syamsuar & Reflianto, 2019).

Some of the challenges of technology-based learning evaluation are explained as follows:

1. The challenge of technology-based learning evaluation is that when students work on questions or answer learning evaluation questions through a platform, they are vullnerable to cheating because when working using gadgets or computers, student can still access websites or other friends or search for answers through google (Mujahidin et al., 2012). This challenge that is often encountered due to the development of technology that is easily accessible so that of course it requires proper supervision.

2. Learners become less focused. The use of technology, especially gadgets, as a tool in learning evaluation can trigger students to be less focused because students consider the test carried out only as a formality and after that the gadget is used for purposes other than learning such as opening social media (Harahap, 2022). This happens because students are accustomed to using their gadgets everyday longer to play social media or games rather than learning.

3. The implementation of technology-based learning evaluation certainly requires access stability, especially in some applications that require high-speed access or large capacity (Gunawan & Amaludin, 2021). So that universities or schools must have or provide adequate supporting facilities for the implementation of these evaluations. If the evaluation is being carried out and then access is cut off, it can affect the collection of exams or even cancel them.

4. The assessment is less than optimal due to the incompatibility of the platform used with the exam being conducted. Actually, each platform or application has its own advantages and disadvantages, so educators need to have the knowledge and skills to adjust the assessment needs with the application used (Andari, 2022). The selection of an appropriate platform will also make it easier for educators to determine the desired type of assessment whether summative, normative, or something else.

Solutions to the Challenge of Technology-Based Learning Evaluation

Every challenge that exist certainly has a solution to seolve it, just as the challenges contained in the technology-based learning process also have several

solutions or strategies decribe as follows:

1. Educators need to aplly some special rules when implementing technology-based learning evaluations, such as compressing the time for working on questions by setting the time on the application where when the time to work is up, the answer will automatically be locked. In addition, if when working on the exam, you open a screen or windwos other tjan the exam question, you will be automatically logged out and cannot take the exam. Thus, students will be more focused and serious in taking their respective exams (Anwar, 2019). This certainly requires high accuracy for educators, thus educators must really have good skills related to the use od technology in learning evaluation.

2. Colleges or schools hsould provide adequate supporting facilities for the access stability required for technology-based learning evaluation (Mahfud et al., 2019). Providing wifi or the like evenly and goof quality internet access is a step that can be taken. This is important to note because for schools there is an independent curriculum that contains technology as one of the develpments that must be integrated into the learning system. In addition, in universities it is also important because the graduates produced must be able to adapt to existing developments, especially those related to technology (Yamin & Syahrir, 2020). In addition, educators must also be able to adjust the platforms used with the existing access conditions at schools and universities.

3. The implementation of training or workshop for educators related to various platforms and the effectiveness of their use in learning, especially for learning evaluation, must be held more frequently by schools or universities so that educators are able yo adjust the platform to be used with the type of assessment and subject or course (Fitriati et al., 2023). Like some of the platforms describe above, some are more likely to be suitable for the subject of Islamic cultural history, Arabic language, aqidah akhlak education, Al-Qur'an Hadith education and so on (Idris, 2022). Before implementing technology-based learning evaluation, educators must first understand how to use the platforms as a whole. Exam failure during learning evaluation can be caused by unstable network access so it is important to do this to prevent exam failure.

CONCLUSION

Learning evaluation can be done in various ways and also be integrated with several systems that have experienced development. Technology is one of the tools that can be used to facilitate the implementation of learning evaluation. Platforms have emerged that are used for technology-based learning evaluation in various subjects including Islamic Religious Education (PAI). Some of the platforms described in this study include Google Form, Quizizz, Kahoot, Edmodo, Socrative, and Plickers. These platforms have features with their own characteristics and uses. The convenience obtained from this technology-based learning evaluation is certainly not separated from the challenges faced, such as being prone to cheating, the focus of students decreases, network access must be stable, and the assessment is not maximize due to the mismatch between the platforms used and the test conducted. Then, the challenges that occur as described, of course there are solutions that are given or offered so that they can be a step in dealing with these challenges, including making special regulations when implementing btechnology-based learning evaluation, providing equitable and quality facilities so that network access is maintained stability, and conducting training or workshop for educators regarding the types of platforms and their uses so that they can be implemented appropriately.

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