

# The Concept of Evaluating the Fiqh Learning Process Using the CIPP Model

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## Abstract

The quality of education is influenced by many factors, including students, school administrators, the environment and quality of teaching, curriculum and so on. Efforts to improve education can be taken by improving the quality of learning and a good evaluation system. Both are interrelated in the learning system. This study aims to evaluate the Fiqh Akhlak learning process at SDIT Al Madinah Putra Nogosari Boyolali. The method used is qualitative research with the CIPP model which emphasizes the evaluation of the learning process. The results of the study, namely in learning preparation, found that teachers had prepared RPP consisting of 4 components, namely: Learning Objectives (SPP), Implementation, Learning Achievements (CP), and Assessment. This shows that the RPP prepared by teachers has been in accordance with the minimum component standards because the standards set by the government in Permendikbud Number 16 of 2022 include 3 components. Teachers have also implemented learning in accordance with the standards set in Permendikbud Number 22 of 2022. Namely, fulfilling 5 points out of 10 criteria points in the Permendikbud: 1) Contextual Learning Approach, 2) Utilization of Technology, 3) Utilization of Learning Resources, 4) Diversification of Learning, 5) Collaboration and Interaction. This research is expected to provide a significant contribution to the development of the quality of Islamic education, especially in learning Fiqh Akhlak. An in-depth evaluation of the learning process will produce a comprehensive understanding of the effectiveness of teaching methods, the suitability of the curriculum, and the achievement of student competencies in forming noble morals and characters.

**Keywords:** *CIPP, evaluation, fiqh learning*

## Introduction

In learning fiqh akhlak, there are some students who lack focus and do not show good manners to their teachers or their deskmates (Suharnis et al., 2023). Some students disturb their friends by talking or playing during the learning process. In fact, this is not in accordance with the purpose of learning fiqh akhlak, namely that students can practice good manners and be adorned with akhlak al-karimah. Akhlak al-karimah is a character of a Muslim that is very important for students to practice in the classroom, because if during learning students cannot focus because of distractions, then they cannot digest the learning properly (Dwiaryanti, 2018; Fadillah et al., 2023). If this is allowed to continue, it will make learning ineffective so that learning objectives and achievements cannot be met.

The quality of education is influenced by many factors, including students, school administrators, the environment and quality of teaching, curriculum and so on (Javornik & Mirazchyski, 2023). Efforts to improve education can be taken by improving the quality of learning and a good evaluation system. Both are interrelated in the learning system. Good evaluation will produce good quality education and a good assessment system will encourage teachers to determine innovative, creative, and effective teaching strategies. This can motivate students to study harder and more enthusiastically because the lessons they get do not feel

monotonous to them and they are motivated and already have a little self-awareness about the importance of seeking knowledge.

The quality of education is influenced by many factors including students, school administrators, the environment and quality of teaching, curriculum and so on. Efforts to improve education can be achieved by improving the quality of learning and a good evaluation system. Both are interrelated in the learning system (Fatimah et al., 2024; Fatoni, Fatimah, et al., 2024). Good evaluation will produce good quality of education and a good assessment system will encourage teachers to determine innovative, creative, and effective teaching strategies. This can motivate students to study harder and more enthusiastically because the lessons they get do not feel monotonous for them and they are motivated and already have a little self-awareness about the importance of seeking knowledge (Fatoni & Subando, 2024).

The teaching and learning process is essentially a formulation of behavior that is expected to be mastered by students after receiving or going through their learning experience. In this regard, the attitude and presence of teachers in the teaching and learning process still play an important role because a teacher not only teaches well, but is able to carry out evaluations well (Fatoni, Rohimah, et al., 2024). Evaluation activities in learning must be optimized.

Inayati's research (2023) entitled 'Evaluasi Media Pembelajaran Materi Fikih Madrasah Aliyah' material only focuses on learning media, has not discussed the evaluation of the learning process itself. In fact, evaluation of the learning process is important to do. For this reason, the researcher conducted a preliminary observation that the researcher conducted on April 27, 2024. It can be explained that students of SDIT Al Madinah Putra in implementing Fiqh Akhlak learning, they are very superior in cognitive aspects, but in affective, and conative-volitive/psychomotor aspects they still need to be improved. This is reflected in several students' attitudes which are not good in class, they do not respect teachers, and they do not respect their peers, so research needs to be conducted to strengthen students' morals or character.

Therefore, based on the above conditions, the researcher is interested in activating Fiqh Akhlak learning at SDIT Al Madinah Putra Nogosari Boyolali. The implications of this study are expected to provide a significant contribution to the development of the quality of Islamic education, especially in Fiqh Akhlak learning. An in-depth evaluation of the learning process will produce a comprehensive understanding of the effectiveness of teaching methods, the suitability of the curriculum, and the achievement of student competencies in forming character and noble morals.

## Method

This study uses the CIPP Model Evaluation which stands for context, input, process, and product developed by Daniel Stufflebeam and his colleagues in 1968 at Ohio State University and is oriented towards decision making. This study focuses on process evaluation which is one of the four components of the CIPP evaluation model (Kurniawati, 2020).

The location of this research is at SDIT Al Madinah Putra Nogosari, Boyolali, with the complete address Jengglong, Potronayan, Nogosari District, Boyolali Regency, Central Java. The evaluation time for learning fiqh ethics will be carried out by researchers in the even semester of the 2023/2024 academic year. In this presentation, data collection is carried out in natural conditions, primary data sources, and data collection techniques are more on observation. Observations were carried out in class 5A while interviews were conducted with the principal and fiqh akhlak teachers.

## Results

### ***Evaluation of Fiqh Akhlak Learning Preparation***

Based on data collection on Thursday, 4/28/2024 to Wednesday, 6/19/2024, it was found that teachers had prepared lesson plans consisting of 4 components, namely: Learning Objectives (TP), Implementation, Learning Achievements (CP), and Assessment. This shows that the teacher's lesson plan is in accordance with the minimum component standards because the standards determined by the government in Permendikbud Number 16 of 2022 include 3 components.

*"In Permendikbud Number 16 of 2022, the Lesson Implementation Plan or RPP contains at least 3 components which include learning objectives (TP), implementation, and assessments needed to achieve the learning outcomes (CP) that have been set."*

After conducting systematic observations of various aspects related to the preparation and implementation of learning, and data collection, and documentation at SDIT Al Madinah Nogosari Boyolali, it was found that the fiqh akhlak subject teacher had participated in a Workshop activity at school or what is called In House Training (IHT) on the Workshop on Compiling Teaching Modules and Differentiated Learning Practices in the independent curriculum.

*"The IHT activity took place on Sunday, June 2, 2024, from 07.00 WIB to 14.00 WIB with resource person Iqbal Khamdani, M.Pd.I. He serves as a lecturer at the Center for Moving Teachers (BBGP) of Central Java Province. In this activity, the researcher was also involved as a participant and also as an assistant resource person in presenting the results of the practice of making PAI and Budi Pekerti Teaching Modules in the Al Qur'an and Hadith subjects. The 5A class fiqh akhlak subject teacher, Ustadz Fulan, also asked the resource person during the discussion on "Implementation of the Independent Curriculum". He asked: "Does the P5 project in character formation have to have a product?" then the resource person answered with the answer "yes"."*

All teachers were very enthusiastic in listening to the presentation from the resource person and the majority of teachers understood the material presented. This was reflected in the questions by some teachers who were critical and did not spread to other discussions. After the event was over, the resource person gave the teachers an assignment to create a Teaching Module. The teachers' Teaching Modules will be corrected at the 2nd IHT activity, namely in early September 2024.

Based on the results of interviews conducted by researchers on Thursday, 6/20/2024, it was found that Fiqh Akhlak teachers understand how important learning strategies and methods are. The learning strategy used by teachers is a direct learning strategy or often called modeling. In this strategy, the teacher or instructor provides concrete examples of how to do a task or understand a particular concept. The goal is to provide clear guidance to students, so that they can imitate and understand the correct way to do something or solve a problem. This strategy is effective because it provides visualization and steps that students can follow. The following is an excerpt from the researcher's interview regarding this matter:

*"What is the view of the ustadz about the urgency of learning strategies and methodologies? Then, what is the strategy and methodology of the ustadz in explaining the material during the Fiqh Akhlak learning?" Then he answered: I think the Strategy and Method are very important, considering that they are still in elementary school age who still have feelings of playing and we cannot teach them with adult understanding. My Strategy and Methodology when teaching is I give examples in everyday situations so that they understand better and do not easily forget the things they learn in school. Then we try to teach the practice also related to the practice of worship, such as praying when sick, traveling, and the procedures for tayammum."*

### ***Evaluation of Fiqh Ethics Learning***

During the observation in learning fiqh akhlak, the teacher has implemented most of the process standards. So it can be said that the teacher's process standards are in accordance with the criteria set out in Permendikbud Number 22 of 2016. The following are 7 points that have been met from 10 points of criteria in the regulation of the minister of education and culture:

#### **1) Contextual Learning Approach**

The learning approach in the process of learning fiqh akhlak by teachers is a contextual approach. The contextual approach in learning, often referred to as Contextual Teaching and Learning (CTL), is a method that emphasizes the importance of linking learning materials to the context of students' real lives. Learning materials are linked to real-life situations that are relevant to students, making lessons more meaningful and easier to.

Based on observations in the classroom that researchers conducted by participating in learning on Wednesday, June 19, 2024, it was found that the teacher used a contextual approach technique where each material taught was linked to real events experienced by students in everyday life.

#### **2) Use of Technology**

The use of technology in the fiqh learning process that teachers use is a projector. Based on observations in the classroom that researchers conducted by participating in learning on Saturday, April 27, 2024, it was found that during the learning process, the Fiqh Akhlak teacher had used a projector as a form of learning variation, the teacher understood that students were bored with the classical learning model so that the use of a projector could increase student enthusiasm. The researcher witnessed that the teacher presented a video from YouTube that was adjusted to the discussion of the Chapter in the Fiqh Akhlak subject. Students saw how to perform ablution, pray while traveling, and pray during an eclipse in the YouTube video. Students saw on the big screen how to worship correctly and in accordance with the rules of fiqh and the understanding of the companions. In addition, students can also see Islamic stories that motivate them.

#### **3) Use of Learning Resources**

Based on data collection on Thursday, 4/28/2024 to Wednesday, 6/19/2024, it was found that the use of learning resources in the learning process was relevant to the learning material. The learning resource used was the book Fiqh Akhlak published by Al Madinah, 3rd edition in 2019. This Fiqh Akhlak book is a book translated from a book for Madrasah Ibtidaiyah in Saudi Arabia. The Al Madinah Foundation has an Al Madinah library located at Windan Baru RT 04/07, Dusun III, Gumpang, Kartasura District, Sukoharjo Regency, Central Java, where all books are printed and then distributed to several Al Madinah Elementary Schools, both in Nogosari and Kartasura.

#### **4) Diversification of Learning**

In the process of learning Islamic jurisprudence, educators have implemented methods and strategies to accommodate various learning styles and needs of students (Sukardi & Inayah, 2023). Although it still needs to be improved because students get bored easily and have difficulty digesting lessons when using the classical learning method, namely Direct Instruction, where the teacher is the center of learning and provides information directly to students through explanations and demonstrations.

Based on observations in the classroom that the researcher conducted by participating in the learning on June 19, 2024, it was found that the teacher mastered the material very well and seemed enthusiastic about explaining the material, but the learning model used still tended to be classical, namely the lecture model. This tends to be monotonous and makes students bored

and sleepy. It can be concluded that the learning method applied by the teacher is centered on the teacher or teacher-centered learning.

### **5) Collaboration and Interaction**

In the learning process, collaboration between teachers and students has been well established in enlivening the classroom atmosphere, and teachers have been able to build positive interactions, where teachers often ask about news and things that make students enthusiastic such as questions about hobbies, favorite foods, and things that can help students in learning such as questions about obstacles that make students less able to master the material (Pangesti & Mujiburrohmah, 2023). This is reinforced by observations of researchers who have observed the opening in the Learning Implementation Plan, and teachers have made an opening that is written in the Learning Implementation Plan (Makalalag et al., 2024).

### **6) Problem-Based Learning**

In the learning process, teachers can already use a problem-based learning approach and students are quite able to develop critical thinking skills and simple problem solving, such as learning style problems and how to deal with friends who interfere with teaching and learning activities (Widiastuti & Mantra, 2023; Wirakanta & Sukarno, 2022).

Based on observations in the classroom that the researcher conducted by participating in the learning on June 19, 2024, it was found that the teacher gave an example of a student who was not good at socializing and then gave a specific example, for example disturbing his friends during learning, then the teacher returned the problem to the students on how to overcome it, then the teacher corrected the most appropriate way from several methods that had been expressed by several students.

### **7) Learning Evaluation**

In the process of learning fiqh akhlak, teachers already have a learning evaluation program that includes the use of several evaluation instruments to measure the achievement of student competencies, namely in the form of written tests, oral tests (practice of worship), daily assignments in the form of portfolios, and summarizing and memorizing tasks (Firdaus et al., 2024).

Based on data collection on Thursday, 4/28/2024, it was found that written tests were conducted once a month in the context of daily assessments, practical tests were conducted after written tests in the final semester exams. After all chapters have been given their material by the teacher, students are given the task of memorizing important points in each chapter and then summarizing them in student notebooks.

## **Discussion**

The results of this study indicate that in preparing for learning fiqh akhlak, teachers have prepared a good Learning Implementation Plan (RPP) in accordance with existing standards. Teachers have also utilized lecture methods and learning strategies using clear examples and analogies to clarify the material. In addition, teachers have also visualized the material using pictures, diagrams, and videos to help students understand the topics presented. However, even though the preparation of the material and the use of media are good, teachers have not provided enough opportunities for students to interact, which can increase student attention and involvement in learning.

When compared to previous studies, such as research conducted by Jayadipura (2018), which stated that In House Training (IHT) activities in training different teaching modules and learning practices in the independent curriculum can improve teacher competence in preparing RPPs, this was also found in this study. Fiqh akhlak teachers at SDIT Al Madinah Nogosari have

participated in the IHT, which shows that teachers understand how to prepare RPPs that are in accordance with learning needs. This is in line with the findings in Jayadipura's research which also shows that IHT can improve teachers' abilities in preparing effective RPPs.

However, in practice, although teachers have conducted academic assessments in the form of daily assessments, as well as theoretical and practical assessments, the application of sanctions for student violations, such as forgetting to bring textbooks, has not been carried out properly. Assessment of student behavior that is not in accordance with learning objectives and achievements has also not been included in the teacher assessment criteria. This shows that although teachers have prepared the material well, there are shortcomings in the application of aspects of character building and student discipline. According to the results of this study, a more holistic approach, which includes the formation of student character and attitudes, is needed so that the objectives of *fiqh akhlak* learning can be achieved optimally.

As a solution, it is recommended that teachers not only focus on academic aspects, but also increase attention to the formation of student character through stricter behavioral assessments. In addition, teachers need to pay attention to providing opportunities for students to interact more actively in learning, so that they can increase their attention and motivation. Teachers also need to apply more consistent sanctions to student violations, especially those related to discipline, such as bringing textbooks and following class rules. In addition, a more in-depth and continuous evaluation of the learning process would be very beneficial. This evaluation can be done with more observations, and involve reflection from students and teachers periodically to identify deficiencies in the learning process and to formulate more appropriate solutions.

This study provides a positive contribution for teachers in transmitting *fiqh akhlak* learning and helps analyze weaknesses in learning that can cause bad attitudes in students. However, this study has a limited time limit only at the end of semester 2, and the evaluation process carried out is still subjective. Therefore, a more in-depth evaluation and a longer time will provide a more complete picture of the development of *fiqh akhlak* learning. A more comprehensive evaluation process is needed, covering the entire semester, and using a mixture of qualitative and quantitative methods so that the evaluation results are more objective and comprehensive.

## Conclusion

The purpose of this study was to evaluate the readiness of learning and teacher preparation in implementing learning according to the established standards. Based on the main findings of this study, it can be concluded that teachers have prepared a good Learning Implementation Plan (RPP), which includes four important components, namely: Learning Objectives (TP), Implementation, Learning Achievements (CP), and Assessment. The RPP prepared by teachers has met the minimum standards set in Permendikbud Number 16 of 2022, which only includes three components. In implementing learning, teachers have also implemented learning according to the standards set in Permendikbud Number 22 of 2022, where seven of the ten criteria set have been met, including a contextual learning approach, use of technology, utilization of learning resources, diversification of learning, and collaboration and interaction in learning.

Based on these findings, it is recommended that further research be more focused on answering important questions related to student readiness and teacher preparation, as well as addressing the shortcomings found in previous studies. It is hoped that more effective solutions can be found to address the problem of student readiness, so that the learning process can run

more optimally and effectively. The contribution of this study is to provide a clear picture of the implementation of learning standards that have been implemented by teachers and provide recommendations to improve the quality of learning, especially in terms of student readiness and improving teacher preparation to face challenges in more effective learning.

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