



The Problems of Evaluation of Islamic Religious Education Learning after Online Learning during the Covid-19 Period

Irfa Miswanti¹, Aguswan Rasyid², Mahyudin Ritonga³

¹Program Pascasarjana Universitas Muhammadiyah Sumatera Barat, Indonesia

^{2,3}Universitas Muhammadiyah Sumatera Barat, Indonesia

irfamiswanti81@gmail.com

Abstract


This study examines the problems of evaluating Islamic Religious Education learning in face-to-face learning after online learning during the Covid-19 pandemic at SD Negeri 11 Pudung. This study aims to describe the implementation of PAI learning, the factors supporting and inhibiting the implementation of PAI learning evaluation, as well as efforts to increase the effectiveness of the implementation of PAI learning evaluation after online learning during the pandemic. The study adopted a qualitative approach based on descriptive methods. Sources of data were collected from primary and secondary data sources. Data collection is oriented to the technique of observation, interviews, and documentation. The data were analyzed through data reduction, data presentation, and conclusion drawing, while the data validity test used source triangulation. The results showed that the implementation of PAI learning evaluation after online learning at SD Negeri 11 Pudung was carried out referring to a series of predetermined learning evaluation procedures including the evaluation planning stage, the evaluation implementation stage, and the processing, reporting, and utilization stages of the evaluation results. Factors supporting the implementation of PAI learning evaluation include teacher competency factors, students' internal conditions, and the availability of learning resources, while the inhibiting factors for its implementation are related to the number of classes and students that must be handled by the teacher, limited time allocation, and parental care. Efforts to improve the effectiveness of the implementation of PAI learning evaluation are carried out by building synergies between teachers and parents, developing alternative assessments, and supporting school principals.

Keywords: Learning Evaluation; Islamic Religious Education; Post Online Learning

Article Info

Article History:

Recived: 12/02/2022 Accepted: 04/06/2022 Publish: 29/06/2022

 : 10.51590/waraqat.v7i1.240

Introduction

The Covid-19 pandemic has drastically disrupted various important aspects of life. The massive spread of the virus has had a significant impact on the implementation of national education. This change requires educators and learners to adapt to the transformation of the learning paradigm. Distance learning online (online) which is a solution during the pandemic turns out to provide extraordinary challenges for students - teachers, parents, the community, and the government. Policy-making in an emergency which tends to be in a hurry to make preparations in terms of teachers, curriculum, facilities, resources, and implementation seems forced. In the end, the nervousness and unpreparedness of various parties to face this situation had an impact on the overall quality and effectiveness of learning.

The dilemma of implementing online learning also affects the effectiveness and quality of Islamic Religious Education (PAI) learning. PAI teachers are required to be responsive and adaptive to changing learning situations to accelerate mastery of digital learning support technology as a necessity. Situationally, the online PAI learning policy is appropriate, but for the effectiveness of learning, many things need to be addressed. The teacher's uncertainty about the tendency of change creates confusion in managing the learning process which affects not achieving the learning objectives. In PAI learning, the teacher is not only in the form of a teacher who transfers knowledge alone but also has to show the face of an educator by carrying out the transfer of behavioral values in guiding students to learn PAI, all of which are very difficult to achieve through the online learning paradigm.¹⁻²

The metamorphosis of online PAI (Islamic Religious Education) learning program management has an impact not only on the planning and implementation of learning but also on the evaluation of learning activities. Evaluation of online PAI learning has not been carried out in a conducive and comprehensive manner, even though evaluation activities are an urgent part of implementing learning programs to ensure the achievement of learning objectives. This phenomenon is further exacerbated when viewed from the PAI learning content which is dominated by material related to affective and psychomotor aspects which of course requires an evaluation that does not only focus on aspects of theoretical achievement but must also be oriented towards evaluating learning practices. Learning evaluation is not just a strand of methods/techniques, but must be understood as a systematic and continuous process based on a whole series of activities in obtaining accurate information related to the learning program carried out.³

Evaluation is intended to find out comprehensively related to the level of achievement of learning outcomes⁴. The comprehensive in question includes measurements of the cognitive, affective and psychomotor aspects of students.⁵⁻⁶ The purpose of such an evaluation causes some

¹ Delimawarni, "Penggunaan Resitasi Di Masa Covid-19 Dan Dampaknya Terhadap Hasil Belajar Pendidikan Agama Islam Peserta Didik Sekolah Dasar," *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 6, no. 1 (2021): 24–31, <https://doi.org/10.51590/waraqat.v6i1.178>.

² Vasile Gherheș et al., "E-Learning vs. Face-to-Face Learning: Analyzing Students' Preferences and Behaviors," *Sustainability (Switzerland)* 13, no. 8 (2021), <https://doi.org/10.3390/su13084381>.

³ Kim Schildkamp et al., "Formative Assessment: A Systematic Review of Critical Teacher Prerequisites for Classroom Practice," *International Journal of Educational Research* 103, no. April (2020): 101602, <https://doi.org/10.1016/j.ijer.2020.101602>.

⁴ Linley Martin and Marian Mahat, "The Assessment of Learning Outcomes in Australia," *AERA Open* 3, no. 1 (2017): 233285841668890, <https://doi.org/10.1177/2332858416688904>.

⁵ I. Goksu, "The Evaluation of the Cognitive Learning Process of the Renewed Bloom Taxonomy. TOJET: The Turkish Online Journal of Educational Technology," *Turkish Online Journal of Educational Technology* 4, no. 15 (2016): 136.

⁶ Ismail Ismail, Indri Astuti, and Aloysius Mering, "Evaluation of Learning Outcome Assessment System in Health and Sports Physical Education Subject in Junior High School," *JETL (Journal Of Education, Teaching and Learning)* 3, no. 2 (2018): 296–301, <https://doi.org/10.26737/jetl.v3i2.767>.

aspects to be unable to be measured with a learning evaluation system that is carried out online as during the Covid-19 period.⁷

The implementation of the online PAI learning evaluation at SD Negeri 11 Pudung previously showed that changing the learning paradigm was a new challenge for teachers as evaluators which required some modification steps to several evaluation aspects such as changes in activity form, instrument orientation, and the design of learning evaluation reports. In carrying out the evaluation, the teacher no longer participates directly in supervising the evaluation process so they are less able to ensure that the instrument questions given are done by students themselves or only copy-paste answers from the internet. When viewed from the results of online evaluations, shows that in general the results of the assessment are quite good, giving rise to doubts about the validity, credibility, and objectivity of the evaluation itself. The process of evaluating PAI learning that does not run effectively and optimally eventually leads to ambiguity in the assessment due to teacher doubts in determining the achievement of learning outcomes accurately and objectively.

Judging from the ineffectiveness of implementing bold learning, which is diverse, both polemical and critical, and is considered to be the cause of the decline and the quality of education, it has prompted changes in government policy to allow face-to-face learning starting in the even semester of the 2020/2021 academic year. This change in government policy is based on the impact of the urgency of daring learning, where students lose their potential to grow optimally, psycho-social pressures that cause stress on students due to lack of interaction with the learning environment, difficulties in participating in distance learning, plus incessant vaccinations, so that it becomes a consideration. to decide policy by allowing the return of face-to-face learning.⁸ The policy change was warmly welcomed by various parties, although this permitted face-to-face learning still has various limitations and the technical implementation is still ambiguous, compared to previous online learning, face-to-face learning is thought to be more effective.

The transition process back to face-to-face learning requires adjustments, both in planning, implementing, and evaluating learning. Changes in the learning system create nervousness because this transformation has technical, practical, and psychological consequences for teachers in redesigning learning evaluation programs⁹. In this transitional period of face-to-face learning after online learning at SD Negeri 11 Pudung, teachers have the opportunity to implement an ideal learning evaluation which during online learning some aspects of the assessment have been neglected. However, the reality shows that PAI teachers at SD Negeri 11 Pudung still find it difficult to be creative and psychologically look bored with the dynamics of changing learning systems, so the implementation of the learning evaluation process still does not look effective in producing valid learning information. The learning evaluation process carried out is more oriented to the formality of fulfilling the workload, so the evaluation results have not been able to present a complete picture of the progress of the process and learning outcomes comprehensively. The results obtained from the learning evaluation have not been able to present

⁷ Syafnan, Mahyudin Ritonga, and Fitriani Surayya Lubis, "Student Perception of the Online Lecture System during the COVID-19 Period," *Journal of Innovation in Educational and Cultural Research* 3, no. 2 (2022): 80–85, <https://doi.org/10.46843/jiecr.v3i2.67>.

⁸ Jitendra Singh, Keely Steele, and Lovely Singh, *Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World*, *Journal of Educational Technology Systems*, vol. 50, 2021, <https://doi.org/10.1177/00472395211047865>.

⁹ Fitria Sartika, Mahyudin Ritonga, and Aguswan Rasyid, "Implementation of Islamic Religious Education in Madrasah Ibtidaiyah During Covid-19 Pandemic," *Khalifa: Journal of Islamic Education* 4, no. 2 (2020): 97–117.

a reflective guide that encourages improvement or improvement in the management of learning activities that have been degraded due to previous online learning.

Changes in dynamic learning paradigms that often take place quickly and suddenly should be an experience and momentum for teachers to always be adaptive, creative, and innovative in facing ever-changing situations and conditions. Various challenges and obstacles faced by teachers in implementing learning evaluations must be able to become a driving force for teacher competence in managing learning evaluations more effectively and efficiently according to the principles of continuity, comprehensive, valid, reliable, and objective. (objectivities), and practical (practicability), so that it can provide accountability to interested parties and can be used as a reflection and a reference for improving and improving the quality of learning. The transition of the learning paradigm back to face-to-face learning requires re-adaptation which certainly creates problems in implementing the ideal series of PAI learning evaluation processes at SD Negeri 11 Pudung. Through this study, it is expected to be able to provide a directed and comprehensive picture of the problems faced by PAI subject teachers related to the process of evaluating face-to-face learning activities after online learning during this ongoing pandemic. This research is categorized as the type of qualitative research using a descriptive approach because it aims to describe, analyze, and present natural situations, to be able to give meaning to naturalistic problems and phenomena, which are seen and experienced in the actual environment in-depth and comprehensively. The research took place at SD Negeri 11 Pudung, Ampek Nagari District, Agam Regency. Data sources utilize primary data sources collected through observation and interviews, while secondary data sources are obtained from school and teacher documents, books, and relevant research reports. Informants in the study included PAI teachers, school principals, students, and parents of students through purposive determination according to the focus of the study. Data collection adopted the technique of observation, interviews, and documentation, while the process of testing the validity of the data in this study utilized source triangulation. The data were analyzed using a series of interactive analyzes that included the stages of data reduction, data presentation, and drawing conclusions which were carried out repeatedly and continuously until they were completed.¹⁰

Research and discussion

The implementation of the PAI learning evaluation at SD Negeri 11 Pudung begins with the preparation of an evaluation plan. Planning is specially designed, systematic, consistent, and comprehensive in setting achievement indicators, benchmarking data collection procedures, as well as adjusting the timing of evaluation activities. Develop a procedural learning evaluation design starting with the steps of determining goals, determining evaluation aspects, compiling grids, compiling instruments, preparing questions, determining techniques and methods to be used, setting benchmarks as standard guidelines in providing an interpretation of evaluation data, and formulate distribution schedule of evaluation activities.

In accordance with the results of the interview, it is known that in order to carry out evaluation activities, the teacher and the leadership at SD Negeri 11 Pudung first conduct deliberations to equalize perceptions and views regarding the form of learning evaluation that will be applied in post-covid-19 learning.¹¹ Observational data also shows that teachers and leaders of SD Negeri 11 Pudung conduct deliberations regarding the form of evaluation that will be carried out in

¹⁰ Maxine Greene, *Qualitative Research and the Uses of Literature, Qualitative Research in Education: Focus and Methods* (New York and London: Taylor & Francis, 2004), <https://doi.org/10.4324/9780203645994-19>.

¹¹Kepala Sekolah, *Wawancara*, (Januari, 2022)

learning¹², The results of the observations and interviews described above prove that the deliberation activities related to evaluation activities that will be carried out are not only for PAI subjects in particular but for all subjects in SD Negeri 11 Pudung.

The deliberation activity in reaching an understanding regarding policies that will be carried out in carrying out evaluations at SD Negeri 11 Pudung is the right step in dealing with difficult situations during the covid-19 period. This pattern is also implemented in other institutions because the Covid-19 and post-covid-19 periods are difficult times for every element in the success of learning activities.

Planning for PAI learning evaluation activities at SD Negeri 11 Pudung under evaluation principles includes the formulation of detailed objectives listed in the substance of learning tools that are in harmony between the type of evaluation, evaluation techniques, evaluated aspects, as well as the instruments used with the time allocation of the subject matter. The planning of evaluation methods and techniques shows the suitability of evaluation techniques with the form and type of evaluation based on the aspects of the assessment that are carefully described in the syllabus and lesson plans. The learning evaluation design also shows a description of the preparation of the grid as a guide for making questions containing the distribution of items on various topics of discussion or subject matter under the lesson plan and curriculum.

The preparation of evaluation instruments has also been planned, although it does not refer to the grid as a reference standard. The instruments that are arranged show conformity with the objectives and aspects of the assessment, where the evaluation instrument for the cognitive aspect is oriented to a written test, the affective aspect uses an observation sheet, and the psychomotor aspect uses a performance test. However, if you pay close attention, the cognitive test instrument looks very textual which only focuses on source books and student worksheets without any contextual development efforts. In planning the evaluation, the teacher determines the weight of the assessment and the KKM as the standard for achieving learning evaluation as benchmarks, norms, and criteria in providing an interpretation of the evaluation data.

Formative, sub-summative, and summative evaluations are types of test components that are usually carried out in evaluating PAI learning at SD Negeri 11 Pudung. The evaluation of PAI learning is implemented through a series of process evaluations and results evaluations. The process evaluation consisted of a pretest, mid-activity test, and post-test, while the evaluation of results was carried out through daily tests, assignments, observations, practice, mid-semester tests, and end-of-semester exams. The implementation of process evaluation shows that some aspects that are planned are less accessible and more oriented to measuring cognitive aspects through post-test activities at the end of learning, while affective evaluations in the mid-activity and psychomotor tests at the time of the pretest are sometimes not carried out. The affective aspect is evaluated only on several occasions during the learning process so it is assumed that it is not able to measure attitudes and behavior in a valid, continuous, and comprehensive manner. Likewise in the implementation of the measurement of the psychomotor aspect, which is planned for each meeting at the time of the pretest, but is only carried out a few times, it may not be able to provide a complete picture of the development of student's abilities.

According to the data found, Islamic Religious Education teachers carried out a pretest by asking students in advance about their understanding of the material that had been studied.¹³, In addition, the teacher also conducts a pretest by asking students to practice directly the material

¹²Observasi, *Pengamatan terhadap Kegiatan di SD Negeri 11 Pudung*, (Januari 2022)

¹³Guru Pendidikan Agama Islam, *Wawancara*, (januari, 2022).

related to ablution¹⁴. The steps taken by the PAI teacher as described above have relevance to the pretest technique described by the experts, namely conducting a pretest in the form of a cognitive test on theoretical material and affective testing on practical material.¹⁵

Test and non-test techniques are used in a series of process evaluation activities for PAI learning at SD Negeri 11 Pudung. Several types of test techniques are used such as written tests, oral tests, and assignments. The written test is realized in the form of objective and subjective tests, while the oral test is in the form of questions that require oral answers, while assignments are in the form of individual or group homework. The implementation of learning evaluation is dominated by written test techniques, while assessments related to behavioral and skill observations are only carried out for a few teaching topics. The mechanism for implementing written tests in the form of an objective with multiple choice questions is a common practice, often used during the mid-semester and end-semester exams. For the form of a subjective test, it is often used during daily tests. The reason the teacher chooses the form of multiple-choice questions is that it is easy to make questions for all materials and the process of making the questions is also faster.

The use of non-test techniques in the evaluation of PAI learning at SD Negeri 11 Pudung was carried out through observations, interviews, and questionnaires. Non-test techniques are used in the assessment of aspects of attitude (affective) and skills (psychomotor). Observations were carried out through observation and recording of behavior and skills assisted by observation sheets in the form of a checklist (assessment scale), while interviews were conducted through questions and answers using interview guidelines, while questionnaires were used to strengthen observation and interview data. Although the observation assessment sheets, interview guidelines, and questionnaire sheets have been prepared, in practice they are rarely used and make more use of personal notes and documentation. The significant number of students with varying capacities of attitudes, behaviors, and skills will certainly be a difficulty in conducting an objective assessment, so the determination of the value of attitudes and skills is more speculative, not a reflection of the actual condition.

The process of evaluating PAI learning at SD Negeri 11 Pudung was followed up by processing the evaluation results comprehensively so that the assessment and measurement data could represent all the components and targets of the evaluation. The results of the assessment in the form of raw and separate data must be verified to present complete information. The use of statistical and non-statistical techniques is often used in the process of processing and analyzing the evaluation data. The data processing step of the evaluation results is carried out through the stages of giving a number (score), changing the raw score into a standard score according to the criteria for completeness, and converting the score into a value in the form of letters and numbers guided by *Penilaian Acuan Patokan* (PAP). The final step in processing and analyzing evaluation data is carried out through data interpretation activities so that students' abilities can be classified and concluded as the basis for reporting evaluation results. Although the evaluation data are interpreted as a whole, in conclusion, the evaluation results for reporting the final score are more directed at the accumulation of values in the cognitive domain, while the affective and psychomotor domains are only taken into account in calculating and determining the final score.

In the implementation of the evaluation of PAI learning at SD Negeri 11 Pudung, it was found that there were factors supporting the implementation of the evaluation. One of them is related

¹⁴Observasi, *Pengamatan terhadap Kegiatan Pembelajaran PAI di SD Negeri 11 Pudung*. (Januari, 2022)

¹⁵ Tayyaba Gul Malik and Rabail Alam, "Comparative Analysis Between Pre-Test/Post-Test Model and Post-Test-Only Model in Achieving the Learning Outcomes," *Pakistan Journal of Ophthalmology* 35, no. 1 (2019): 4-8, <https://doi.org/10.36351/pjo.v35i1.855>.

to the competence of teachers who have the capacity and capability of knowledge, skills, and attitudes. In the learning evaluation process, the teacher shows that the teacher is competent enough to implement various variations of test and non-test evaluation techniques, and can consider the characteristics, development procedures, and determine the feasibility of the instrument in terms of validity, reliability, differentiating power of questions, the difficulty level of questions, and ability to process, report, and take advantage of the evaluation results. The next supporting factor is related to students' internal factors which show students' readiness to face and follow a series of implementation of the learning evaluation process. In addition, the factor of the availability of learning resources, both textbooks, and textbooks available in libraries and relevant literature that can be accessed on the internet also supports the effectiveness and optimization of the implementation of learning evaluation.

In addition to supporting factors, there are also inhibiting factors in the implementation of PAI learning evaluation at SD Negeri 11 Pudung. One of them is related to the number of classes and students that must be handled by the teacher, where the PAI teacher, totaling 2 people, must support 6 study groups which have an impact on the teacher's ability to carry out the learning evaluation process optimally. The short and limited time allocation is also an obstacle in the implementation of the learning evaluation which leads to the neglect of the evaluation of the affective and psychomotor domains because of the large number of learning materials that must be delivered, making the teacher more concerned with delivering material than evaluating. The next inhibiting factor is related to the level of parental care and support that causes a decrease in children's enthusiasm for learning in preparing to study at home in the face of a series of evaluation processes at school.

Various efforts have been made by PAI teachers at SD Negeri 11 Pudung to face obstacles in the implementation of learning evaluation. One of the efforts is to build cooperation with parents through communication and providing information to parents in guiding and monitoring children's learning processes at home to prepare themselves for each series of evaluation processes at school. Outsmarting the limited time allocation and a large number of classes and students that must be handled in the learning evaluation process, an effort is made to develop alternative assessments in the activity unit assessment process by utilizing several previous online applications as well as consultation and communication with class teachers and parents. The following efforts were made to ask for the support of the principal as the head of the institution to overcome the complexity and complexity of the problems encountered in the series of evaluation activities to find alternative solutions to the problems of the effectiveness of the implementation of learning evaluation.

PAI learning evaluation activities at SD Negeri 1 Pudung are carried out with reference to the procedures and steps for implementing the learning evaluation that have been determined including the evaluation planning stage, the evaluation implementation stage, and the processing, reporting, and utilization stages of the evaluation results. This is in line with the views of experts who explain that a series of implementation of a systematic learning evaluation process and in accordance with the principles of evaluation is able to present a complete picture of the progress of the process and the learning outcomes achieved and provide feedback and credible information for use. various parties¹⁶⁻¹⁷, both for teachers, students, parents, schools, communities, and other interested institutions¹⁸.

¹⁶ Terence J. Crooks, "The Impact of Classroom Evaluation Practices on Students," *Review of Educational Research* 58, no. 4 (1988): 438–81, <https://doi.org/10.3102/00346543058004438>.

The series of learning evaluation processes cannot be separated from the support and obstacles in its implementation. The implementation of the PAI learning evaluation at SD Negeri 11 Pudung was supported by teacher competence factors, students' internal conditions, and the availability of learning resources, while the inhibiting factors for implementing learning evaluations were related to the number of classes and students that had to be handled by the teacher, limited time allocation, and parental care. This is in line with the view of the OECD Team which states that support and obstacles in the implementation of learning evaluation are a common process as reflection and self-improvement to always be competitive, innovative, creative, and adaptive in facing all challenges of implementing the learning evaluation process.¹⁹

Various efforts have been made by teachers to improve the effectiveness of the evaluation of PAI learning at SD Negeri 11 Pudung through efforts to build synergy with parents, develop alternative assessments, and ask for support from the principal. This condition is following the results of Usman's research which concludes that the various efforts carried out depart from the competence of teachers in managing the learning evaluation process based on motivation and a sense of responsibility to increase the effectiveness of the implementation of the learning evaluation process so that the evaluation goals and objectives can be achieved optimally and comprehensively.

Conclusion

From the data and analysis described above, it can be concluded that: first, the implementation of the evaluation of PAI (Islamic Religious Education) learning in the face-to-face learning system after online learning during the pandemic at SD Negeri 11 Pudung was carried out referring to a series of procedures for implementing the learning evaluation that had been set. includes the planning stage, the implementation stage, and the processing, reporting, and utilization stages of the evaluation results. Second, the optimization of the implementation of PAI learning evaluation at SD Negeri 11 Pudung is supported by teacher competence factors, students' internal conditions, and the availability of learning resources, while the inhibiting factors are related to the number of classes and students that must be handled by the teacher, limited time allocation, and parental care. Efforts to increase the effectiveness of the implementation of PAI learning evaluations are carried out by teachers by building synergies with parents of students, developing alternative assessments, and asking for support from school principals.

Reference

- Ahmad, Sharique, Saeeda Wasim, Sumaiya Irfan, Sudarshana Gogoi, Anshika Srivastava, and Zarina Farheen. "Qualitative v/s. Quantitative Research- A Summarized Review." *Journal of Evidence Based Medicine and Healthcare* 6, no. 43 (2019): 2828–32. <https://doi.org/10.18410/jebmh/2019/587>.
- Aini, Qurotul, Mukti Budiarto, P. O. H. Putra, and Untung Rahardja. "Exploring E-Learning Challenges During the Global COVID-19 Pandemic: A Review." *Jurnal Sistem Informasi* 16,

¹⁷ Johnkenedy A. Ozoemena, Festus U. Ngwoke, and Basil O. Nwokolo, "Prospects of Mother Tongue as a Medium of Instruction in Nigerian Primary Level Education," *English Language Teaching* 14, no. 4 (2021): 1, <https://doi.org/10.5539/elt.v14n4p1>.

¹⁸ Gary E. Loyd and Heidi M. Koenig, "Assessment for Learning: Formative Evaluations," *International Anesthesiology Clinics* 46, no. 4 (2008): 85–96, <https://doi.org/10.1097/AIA.0b013e31818623df>.

¹⁹ OECD Team, *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills* (Paris: OECD Publishing, 2016), <https://doi.org/10.1787/9789264265097-en>.

no. 2 (2020): 57–65. <https://doi.org/10.21609/jsi.v16i2.1011>.

- Crooks, Terence J. “The Impact of Classroom Evaluation Practices on Students.” *Review of Educational Research* 58, no. 4 (1988): 438–81. <https://doi.org/10.3102/00346543058004438>.
- Delimawarni. “Penggunaan Resitasi Di Masa Covid-19 Dan Dampaknya Terhadap Hasil Belajar Pendidika Agama Islam Peserta Didik Sekolah Dasar.” *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 6, no. 1 (2021): 24–31. <https://doi.org/10.51590/waraqat.v6i1.178>.
- Fauzi, Irfan, Herli Salim, and Ulwan Syafrudin. “Online Learning Paradigm in Elementary Schools: An Evaluation by Teachers in Indonesia during The COVID-19 Pandemic.” *Jurnal Iqra': Kajian Ilmu Pendidikan* 6, no. 2 (2021): 166–83. <https://doi.org/10.25217/ji.v6i2.1610>.
- Gherheş, Vasile, Claudia E. Stoian, Marcela Alina Fărcaşiu, and Miroslav Stanici. “E-Learning vs. Face-to-Face Learning: Analyzing Students’ Preferences and Behaviors.” *Sustainability (Switzerland)* 13, no. 8 (2021). <https://doi.org/10.3390/su13084381>.
- Goksu, I. “The Evaluation of the Cognitive Learning Process of the Renewed Bloom Taxonomy. TOJET: The Turkish Online Journal of Educational Technology.” *Turkish Online Journal of Educational Technology* 4, no. 15 (2016): 136.
- Greene, Maxine. *Qualitative Research and the Uses of Literature. Qualitative Research in Education: Focus and Methods*. New York and London: Taylor & Francis, 2004. <https://doi.org/10.4324/9780203645994-19>.
- Gusvita, Armi, Mahyudin Ritonga, and Wedy Nasrul. “Penggunaan Google Form Sebagai Media Evaluasi Pembelajaran Pai Di Sekolah Menengah Atas Negeri 1 Batang Anai.” *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial Dan Keislaman* 5, no. 2 (2020): 224–34. <https://doi.org/http://dx.doi.org/10.31604/muaddib.v5i1.224-234>.
- Ismail, Ismail, Indri Astuti, and Aloysius Mering. “Evaluation of Learning Outcome Assessment System in Health and Sports Physical Education Subject in Junior High School.” *JETL (Journal Of Education, Teaching and Learning)* 3, no. 2 (2018): 296–301. <https://doi.org/10.26737/jetl.v3i2.767>.
- Loyd, Gary E., and Heidi M. Koenig. “Assessment for Learning: Formative Evaluations.” *International Anesthesiology Clinics* 46, no. 4 (2008): 85–96. <https://doi.org/10.1097/AIA.0b013e31818623df>.
- Malik, Tayyaba Gul, and Rabail Alam. “Comparative Analysis Between Pre-Test/Post-Test Model and Post-Test-Only Model in Achieving the Learning Outcomes.” *Pakistan Journal of Ophthalmology* 35, no. 1 (2019): 4–8. <https://doi.org/10.36351/pjo.v35i1.855>.
- Martin, Linley, and Marian Mahat. “The Assessment of Learning Outcomes in Australia.” *AERA Open* 3, no. 1 (2017): 233285841668890. <https://doi.org/10.1177/2332858416688904>.
- Nita Kurniawati. “Rekonstruksi Pembelajaran Untuk Mengatasi Kesulitan Belajar Alquran Hadis Di Madrasah Ibtidaiyah Muhammadiyah Pada Masa Covid-19.” *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 6, no. 2 (2021): 1–9. <https://doi.org/10.51590/waraqat.v6i2.193>.
- Ozoemena, Johnkenedy A., Festus U. Ngwoke, and Basil O. Nwokolo. “Prospects of Mother Tongue as a Medium of Instruction in Nigerian Primary Level Education.” *English Language Teaching* 14, no. 4 (2021): 1. <https://doi.org/10.5539/elt.v14n4p1>.
- Pokhrel, Sumitra, and Roshan Chhetri. “A Literature Review on Impact of COVID-19 Pandemic

on Teaching and Learning.” *Higher Education for the Future* 8, no. 1 (2021): 133–41. <https://doi.org/10.1177/2347631120983481>.

- Ritonga, Mahyudin, Ahmad Lahmi, Riki Saputra, and Mursal Nofrizaldi. “Online Learning During the Covid-19 Pandemic Period: Studies on the Social Presence and Affective and Cognitive Engagement of Students.” *Pegem Egitim ve Ogretim Dergisi* 12, no. 1 (2022): 207–12. <https://doi.org/10.47750/pegegog.12.01.21>.
- Sartika, Fitria, Mahyudin Ritonga, and Aguswan Rasyid. “Implementation of Islamic Religious Education in Madrasah Ibtidaiyah During Covid-19 Pandemic.” *Khalifa: Journal of Islamic Education* 4, no. 2 (2020): 97–117.
- Schildkamp, Kim, Fabienne M. van der Kleij, Maaike C. Heitink, Wilma B. Kippers, and Bernard P. Veldkamp. “Formative Assessment: A Systematic Review of Critical Teacher Prerequisites for Classroom Practice.” *International Journal of Educational Research* 103, no. April (2020): 101602. <https://doi.org/10.1016/j.ijer.2020.101602>.
- Singh, Jitendra, Keely Steele, and Lovely Singh. *Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. Journal of Educational Technology Systems*. Vol. 50, 2021. <https://doi.org/10.1177/00472395211047865>.
- Syafnan, Mahyudin Ritonga, and Fitriani Surayya Lubis. “Student Perception of the Online Lecture System during the COVID-19 Period.” *Journal of Innovation in Educational and Cultural Research* 3, no. 2 (2022): 80–85. <https://doi.org/10.46843/jiecr.v3i2.67>.
- Team, OECD. *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*. Paris: OECD Publishing, 2016. <https://doi.org/10.1787/9789264265097-en>.
- Usman, Yunusa Dangara. “Educational Resources: An Integral Component for Effective School Administration in Nigeria.” *Research on Humanities and Social Sciences* 6, no. 13 (2016): 1–11. www.iiste.org.