

**EVALUATION ON AFFECTIVE DOMAIN OF THE ISLAMIC
EDUCATION LEARNING WITH PROGRESS REPORT IN
SMP AL IRSYAD AL ISLAMIYYAH PURWOKERTO**



IAIN PURWOKERTO

THESIS

**Submitted to The Faculty of Tarbiya and Teacher Training
IAIN Purwokerto to Fulfill One of Requirements To Obtain a
Title in Education (S.Pd)**

IAIN PURWOKERTO

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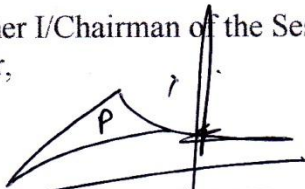
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Thesis entitled :

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LEARNING WITH PROGRESS REPORT IN SMP AL IRSYAD AL
ISLAMMIYAH PURWOKERTO

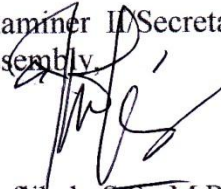
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Assalaamu 'alaikum Warahmatullain Wabarakaatuh

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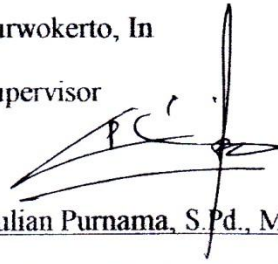
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MOTTO

(First)

الْعِلْمُ فِي الصِّغَرِ كَالنَّفْسِ عَلَى الْحَجَرِ

“Knowledge at litte (Kids) time like painting on a rock”

(Second)

“Value by like you do, talk, and think, then evaluate it with true”



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DEDICATION

With gratitude and all sincerity, the author presents this thesis to :

1. My Mother (Mastuti) and Father (Moch. Ujer) beloved who has been caring, always give love and prayer, motivate, advice, and supporting.
2. My family, who has an inspiration, passion and always supporting.



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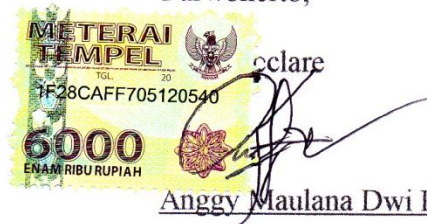
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There is nothing the author can express to be able to express gratitude, but only prayer. Hopefully the author mentioned above, good deeds get doubled reward from Allah SWT, Amiin yaa robb.

The Author realizes that in this thesis, still far from perfect word, for that, criticism and suggestion always writer expect from reader to perfection in this thesis. Hopefully this thesis is useful for writers in particular and for readers in general.

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EVALUATION ON AFFECTIVE DOMAIN OF THE ISLAMIC EDUCATION
WITH PROGRESS REPORT IN SMP AL IRSYAD AL ISLAMMIYYAH
PURWOKERTO

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ABSTRACT

Evaluation in Islamic education now is always implemented by all educational institutions in both of public and private school. Evaluation is very important that know the results as long as students do while the lesson. And the evaluation must be in every Islamic education learning , in evaluating must consider 3 important domains. The affective domain in real learning needs to be improved not only to see the cognitive and psychomotor domain aspects and results. So in the development of students, the value does not have to be displayed in the form of numbers, and writing only, but the teacher must be able to make a value that can show a positive attitude in the activities of students at home, school and society. To facilitate of the evaluation, affective needs a form of evaluation instrument, namely progress report, and this instrument must be carried out continuously, systematically by the teacher and parents.

The research is conducted in SMP Al Irsyad Al Islammiyyah Purwokerto. It aims to describe how the process of evaluation on affective domain of the Islamic education learning with progress report in SMP Al Irsyad Al Islammiyyah Purwokerto. The type of research used is field research, descriptive qualitative. Data collection methods used include observation, interview, and documentation. Meanwhile, to present the result, the researcher did collecting data, reducing data, presenting data, and analyzing data.

The results showed that the process of evaluation on affective of the islamic education learning in SMP Al Irsyad Al Islammiyyah Purwokerto done by habituation on *halaqah* while of Islamic education learning that practices of daily life and leads by student to have attitude value of Allah SWT, teacher, parents, friends, environment, society, and oneself. The activity of evaluation on affective domain include used is progress report instrument which take on daily life. This instrument as prove of implementation and process of evaluation and known as book of progress report. that used by parents in house and teacher in the school. Before the teacher evaluate of their activity, must look at the book and the material as a subject of learn sources. Then last reporting is while at semester in met and coordianation between teacher and parents of student.

Key word : *Evaluation, Affective Domain, Progress Report and Islamic Education*

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22. The Official Letter of Research Conduction
23. The Statement Letter of Book Donate
24. Certificate of OPAK
25. Certificate of BTA and PPI
26. Certificate of Arabic Language Development
27. Certificate of English Language Development
28. Certificate of Computer
29. Certificate of KKN
30. Certificate of PPL II
31. Certificate of Comprehensive



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Evaluation is the human nature provided by Allah Swt with intelligence and idea. The evaluation is usually always associated with consideration for judgement for decision making, before the humans do something which is planned it. Communication among people is guided by evaluation, what is that someone think good or evil, trusted or cheat etc. And the religious teaching is evaluate of good or bad, true or wrong, worthy or unreasonable, both in the relation of human or God with human.¹

The development of student learning needs to be considered and monitored in a periodically and continuously by teacher. Moreover, teacher has a job is very important in developing of student learning ability during the learning process. Both when that students in the school environment or in society. According to Norman E, Gronlund (1976) formulate the definite of evaluation as follows : “evaluation is a systematic process of determining the extent to which instructional objectives are acheieved by pupils”.²

In other person to definte of evaluation, according B.S. Bloom, et. al., (1971) : “evaluation, ass we see it, is the systematic collection of evidence to determine wether in fact certain change are taking place in the learns as well

¹Ismet Basuki and Hariyanto, *Asesmen Pembelajaran*, (Bandung : PT Remaja Rosdakarya, 2014), page 1-2

²Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung : PT Remaja Rosdakarya, 1994), page 3

as to determine the amount or degree of change in individual students”.³Then, the evaluation is important things in the educational administration are implemented by teacher on learning process because the evaluation can not be separated from learning system at the Republic of Indonesia.

W. James Pophan he said, its the meant of evaluation planning is “to facilitate gathering data, thereby making possible valid statements about the effect or outcomes of the program, particite, or policy under study. And then Robert H. Davis dkk. Propose of 3 purposes from first planning of evaluation there are :

1. Evaluation plan helps you to determine whether or not you have stated your objective in behavioral terms. If the conditions, behavior, or standards or objective have been stated ambiguosly, you will have difficulty designing a test to measure student achievement.
2. Evaluation plan early in the design process is that you will be preparad to collect the information you need when it is available.
3. Evaluation plan is that it providers sufficient time for test design. To design a good test requires careful preparation, and the quality of a test usually improves if it can be designed in a leisurely fashion.⁴

Affective domain taxonomy firstly is closed by David R. Krathwohl and his friends (1974) in the book of the theme is Taxonomy of Educational Objective : Affective Domain. The taxonomy is ordered according to the

³ Slameto, *Evaluasi Pendidikan*, (Jakarta : PT Bina Aksara, 1988), page 5

⁴Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 1996),

principle of internalization. Internalization refers to the process whereby a person's affect toward an object passes from a general awareness level to a point where the affect is internalized and consistently guides or controls the person's behavior. Affective learning result of type will appear in the students behavior as like : attention to the lesson, discipline, learning motivation, respect to the teacher and his friends, learning habits and social relation (Anas Sudjana, 1992).⁵

This affective domain according to Krathwohl (1974) and his friends on taxonomy is divided be 5 degree there is : (1) receiving, (2)responding, (3) valuing, (4) organization, (5) characterization by a value or value complex.⁶

The aims of national education according in the article 2 untill 3 Law Number. 3 2003 as : article 2 is about the National education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. The national education functions to develop the capability, character, and civillization of the nation for enhancing its intellectual capacity, and is aimed at developing learners potentials so that they become person imbued with human values who are faithfull and pious to one and only God, whopossessmorals and noble character, healthy, knowledgeable, competent, creative, independent, and as citizens are democratic and responsible.⁷

⁵ Mulyadi, *Evaluasi Pendidikan*, (Malang : UIN Maliki Press, 2010), page : 5

⁶ Anas Sudjana, *Pengantar Evaluasi Pendidikan...* page 54

⁷ Ridwan Abdullah Sani, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*, (Jakarta : PT Bumi Aksara, 2015), page 27

According to Zakiyah Daradjat (1987:87), Islamic Education is an effort for guiding and nurturing of students to always be able understand the content of religious teaching in completely, living of the meaning purpose, the last is be able to practice and make Islam a live view.⁸

In Islamic education, the aims of evaluation is more focused on controlling of affective and psychomotoric domain. it can take several conclusion of the aims as :

1. To determine the result of student learning progress, among as determining of increase class, graduating and the progress report for students parents.
2. To tighten of teachers feed back in order to fix of teaching processes and student successes.
3. To put of students situation on learning in order to suitable, save and comfortable.
4. To understand of the psychological background and student environment and to know learning trouble and the continue to repair of teacher teachings.⁹

Thus, evaluation of learning is needed in the program, process, and result of learning. As we know that of developing on our students learning at the school must to be monitored and observe in a periodically and continously. Teacher does not just monitor in the classroom but teacher must

⁸ Abdul Majid, *Belajar dan Pembelajaran Pendidikan Agama Islam*, (Bandung : PT Remaja Rosdakarya : 2014), page 12

⁹ Mulyadi, *Evaluasi Pembelajaran*,... page 10-11

observe in out of classroom or environment school and society. So teacher must make a much relation to know how is the grow of children with specifically like from friend of student, student parent, or by Islamic scholar of society. Then Finally, teacher can know of the achievement of student learning with benchmark of assesment that has been implemented.

Then with a qualification that has been formulated by teacher for student to take control of learning material and aims of learning which exist in every learning process. Teacher should arrange the systematical of learning process as implemented in the SMP Al Irsyad Al Islamiyyah Purwokerto. In the school, the teachers are very discipline, orderly, and adept to complete the task of educational administration which is implemented. SMP Al Irsyad Al Islamiyyah Purwokerto curriculum is used of assimilate curriculum, between 2013 curriculum and Islamic School Of SMP Al Irsyad Al Islamiyyah Curriculum.

Islamic education teacher of SMP Al Irsyad Al Islamiyyah there are 13 teachers and the subject of Islamic education which teached by teacher's are consist 6 (six) subject that is *Aqidah Akhlak, Fikih, Akhlak or Hadits, Al Qur'an, Arabic language and Tarikh*. And the subject is not only use for all 2013 curriculum but also school curriculum is used for system of learning and teaching.¹⁰

¹⁰Data observation with Mr Darsitun as Islamic education teacher, in SMP Al Irsyad Al Islamiyyah Purwokerto and take on february 26th 2018 at 09.10 A.M

As like as the evaluation of learning that exist. Evaluation learning in the SMP AL Irsyad Al Islamiyyah Purwokerto especially Islamic education where is the teacher offers an innovation or breakthrough of science to make simple of the learning system until more effectively and efficiently. Meanwhile, that instrument is used of progress report in evaluation. According to Mr. Darsitun, he is an Islamic education teacher in the SMP AL Irsyad Al Islamiyyah Purwokerto and he was said : “progress report is a form of evaluation system which is implemented as an effort to solve the student problem by time to time.”¹¹

According to saintific learning book : the progress report is a report which be extended to school parents in periodically and this important things by teacher view, after something learning process or several competence.¹²

The porgress report in relating of affective domain or behavior of student. It is able to maintain of the student ability and then to advance of education grade in school. He also said : “Teacher have to do a lot of the evaluation of learning because this is a very important things knowing the development and the level of quality learning is improve for student. He give one example of the behavior in following the Islamic education learning like a *shalat* prayer topic, where is not only student must dominate of material topic (scope of theory) but how to build of material to student learning

¹¹ Observation data with Mr Darsitun as Islamic education teacher, in SMP AL Irsyad Al Islamiyyah Purwokerto and take on february 26th 2018 at 09.15 A.M

¹² Ridwan Abdullah Sani, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013...* page 255

process as like the *dzikir* aspect after *shalat*, knowing to movement by *shalat*, *wudhu* (take a ablution), short daily pray, *adab* of eating, and increase of the memorization of Al Qur'an. With the existence of the good evaluation system in the SMP Al Irsyad Al Islamiyyah Purwokerto. So it is very interest to make this research and submitted as the thesis material. The real problem of progress report is done by Islamic education teacher as an evaluating of learning process and material assessment to make a different dimension of learning process in order to excellent school.

The progress report have a content about activity of students record in following of learning process and the result of this assessment will be given to student parents. Progress report is always used by teacher every week until one month and the review activity of student learning are implemented in the classroom and outside the classroom. And parents also can evaluate of their child on daily activity in the house with relational book is provided by Islamic education teacher. While the teacher is use of progress report in the class than before it to create of observation instrument to evaluate in learning process happened and this progress report same as summative evaluation. Summative evaluation is to evaluate student learning at the end of an instructional unit comparing it against some standard or benchmark.¹³ its same of implement outside of classroom but used the other place to make assessment like in auditorium, laboratory, mosque, library, etc and before this happen so teacher is announce a notifications to students.

¹³ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*. (Bandung: PT Remaja Rosdakarya, 2011), page 5

In SMP Al Irsyad Al Islamiyyah Purwokerto is apply of affective values aspect as like as the religious value, trustworthiness value (*amanah*), respect value, tolerance value, modest value, diligence value, responsibility value, emphatic value, teamwork value, etc. so its look at the evaluation of affective domain actually teacher can educate their students to change of positive attitude in learning process because everyone of students have a different problem that is brought and teacher have to solve it. Furthermore, evaluation in the SMP AL Irsyad Al Islamiyyah Purwokerto in implementing of progress report on affective domain should be undertaken by all of teachers and especially in Islamic education learning. and this progress report is have a big aims for teacher and student learn like to know of condition, save ability, and improve of learning quality for student in periodically and continuously.

B. Formulation of the Problem

The focus of the problem of research to the answer of question : How is the Evaluation on Affective Domain of the Islamic Education with Progress Report in SMP Al Irsyad Al Islamiyyah Purwokerto ?

C. The Purpose and the Benefits of the Research

1. The Purpose of the Research
 - a. To know evaluation of affective domain in SMP Al Irsyad Al Islammiyyah Purwokerto.
 - b. To know of progress report instrument is implemented of Islamic Education subject and teachers.

- c. To increase of Islamic education value with progress report instrument in affective domain aspect of learn.
2. The Benefits of the Research
 - a. Teach children with the islamic education value by aspect of affective domain in daily activity in the school, home, and society.
 - b. Know the learning process with evaluation in the classroom and outside classroom.
 - c. Obtain of relational book that is make much relating between children, parents, and teachers to take of progress learning of student in school.
 - d. To be able of providing participation for the development of Islamic education science or other scientific disciplines, especially in the majors tarbiyah of IAIN Purwokerto and to make fully human in building of good attitude (*ahlakul karimah*).
 - e. Add scientific insights for writers and readers in general, as well as enrich the collection of the library of IAIN Purwokerto.
 - f. To be able to implement and run of attitude independence in daily life.

D. Literature Review

The authors after reviewing in library IAIN Purwokerto did not find research about “Evaluation on affective domain of the Islamic education with progress report in SMP Al Irsyad Al Islammiyyah, Purwokerto”. The author just found some research that is almost sealur with the author’s research comes from thesis research in the library IAIN Purwokerto. As for the research include :

1. *Pelaksanaan Evaluasi Pembelajaran Ranah Afektif dan Psikomotorik pada Mapel Al Qur'an dan Hadits Di MTS N Model Purwokerto* written by Umi Mariyah (01261967) in 2006 years where is research focus of evaluating on affective and psychomotoric domain and just one scope of Islamic education learning is *Al Qur'an and Al Hadits*. But different with my research focus there is only on affective domain and all of scope of the Islamic education learning for evaluation with progress report instrument.
2. *Evaluasi Pembelajaran Pendidikan Agama Islam Di SMK Yos Soedarso Sidareja Kabupaten Cilacap* written by Nurohman (102331100) at 2016 years where is research focus about evaluating in the public school there are a much of school problem for Islamic education teacher and nothing facility for developing of learning process. And my research focus is about the Islamic school that gives a lot of facility for islamic education teacher. SMP Al Irsyad Al Islamiyyah is one of the excellent school in Purwokerto.
3. *Evaluasi Pendidikan Agama Islam di MAN Purbalingga* written by Siti Marjiyah (032634078) at 2017 years where the research focus is just only to know about implementation of evaluating process which is done by teacher and consist of cognitive, affective, psychomotoric domain. And my focus research is only affective domain of the Islamic education learning with progress report and how a step of implementing of evaluation.

4. *Evaluasi Pembelajaran Fikih Di MTS Al Hidayah Twelagiri Pagedongan Banjarnegara* written by Muhammad Yusuf Efendi (102338083) at 2015 years where the research focus is in evaluating one of scope of the Islamic education learning (*Fikih*) and its consist of cognitive, affective, and psychomotoric domain. But its different with my research focus that is in evaluating on affective domain and all of scope of the Islamic education learning with progress report instruments.
5. *Evaluasi Pembelajaran Mata Pelajaran Bahasa Indonesia kelas IV di MI Muhammadiyah Karanglewas Kidul Banyumas* written by Nurul Hotimah (1323305097) at 2016 years where the research focus is in evaluating of the Indonesian language learning by teacher. And my research focus is in evaluating of the Islamic education learning on affective domain with progress report review.

E. Systematic Of Discussion

Systematics of discussion is a framework of research that is used to provide an overview and instructions on the main points of discussion in this research.

Chapter I, contains an introduction which discusses the background problems, problems formulation, purpose and benefits of the research, a review of the literature, and Systematics of discussion.

Chapter II discusses the theory Foundation that consists of three subjects, namely the evaluation on affective domain, progress report, and Islamic education learning.

Chapter III discusses research method with qualitative approach with the method of survey and data retrieval with observation, interview and documentation in SMP Al Irsyad Al Islammiyah Purwokerto.

Chapter IV discusses the analysis part of the results of the research and the results of the data collection regarding the evaluation on affective domain with progress report in SMP Al Irsyad Al Islammiyah Purwokerto.

Chapter V describes consist of conclusions and suggestions.

The final part from

the thesis will consist from the bibliography and appendices related to research, author biography and curriculum vitae.

CHAPTER II

THE CONCEPT OF EVALUATION ON AFFECTIVE DOMAIN WITH PROGRESS REPORT IN ISLAMIC EDUCATION LEARNING

A. EVALUATION ON AFFECTIVE DOMAIN

1. The Meaning of Evaluation

Education is assistance which provided by adults to youth, in order to reach maturity. The assistance provided by teacher is in the form of guiding, which keeps student from learn of positive things, and it is really support of their development.¹⁴

So, in education to support of the development of students must recognize an educational evaluation. according to Griffin and Nix (1991) they said : measurement, assessment, and evaluation are hierarchial. The comparison of observation with criteria is a measurement, the interpretation and description of the evidence is an assessment, and the judgement of the value or implication of the behavior is an evaluation.¹⁵

The term “evaluation” is defined and used in a variety of ways. Webster’s New World dictionary defines evaluation broadly as judging or determining the worth, value, or quality of an entity.¹⁶

¹⁴ W.S Winkel, *Psikologi Pengajaran*. (Jakarta: PT Grasindo, 1991), page 19

¹⁵ Eko Putro Widoyoko, *Penilaian Hasil Belajar*. (Yoghyakarta: Pustaka Pelajar, 2014), page 6

¹⁶ Douglas horton et. al.,2007.“Evaluation, learning and change in research and development organizations concepts experiences, and implications for the CGIAR” Institutional learning and change (ILAC) working paper Rome, Italy was accessed in www.cgiar-ilac.org on 29 october 2018 at 16.15 P.M

Literally the word of evaluate comes from another state as like in Arabic language is *al-taqdir* in Indonesian means an 'evaluasi' or famous in English language as evaluation. The root word is value and in the Arabic is *al-qimah*. Thus literally, the evaluation of education can be interpreted as an evaluate in the field of education or evaluating of matters relating to educational activities.¹⁷

Therefore of, according to some scholars as like Blaine R. Worhen and James R. Sanders defines that evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.¹⁸

Then, Bloom et. al also define of evaluation as follow : evaluation, as we see it, is the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students.¹⁹

According to Ralph W. Taylor whom quoted by Brinkerhoff said evaluation as the process of determining to what extent the educational objectives are actually being realized.²⁰

In Indonesia, the national education minister's regulation (*Permendiknas*) number 20 of 2007 evaluation learning is a process of

¹⁷ Anas Sudjana, *Pengantar Evaluasi Pendidikan...* page 1

¹⁸ Rohmad, *Pengembangan Instrument Evaluasi dan Penilaian.* (Purwoketo: Stain Press, 2015), page 3

¹⁹ Daryanto, *Evaluasi Pendidikan .* (Jakarta : Rineka Cipta, 1999), page 1

²⁰ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta : PT Bumi Aksara, 2016), page 3

gathering and processing information to determine the achievement of student learning outcomes. Evaluation of learning is conducted by teacher uses a variety of evaluating techniques, namely in the form of tests, observations, assignments either individually or in groups, or another forms that are in accordance with the characteristics of competencies and the level of development students. Meanwhile, in *Permendiknas* number 16 of 2007 it was stated that in learning activities, evaluation is one of the important elements that must be mastered by a teacher in carrying out of his work at school.²¹

Meanwhile, in the new regulation of the national education system namely *Permendikbud* number 81 A of 2013 concerning of general guidelines for the implementation of the 2013 curriculum, evaluation is a series of activities to obtain, analyze, and interpret data about the learning process and outcomes of students who are systematic and continuous. then meaningful in decision making.²²

According to the concept of E. De Corte, evaluation means determining how far something valuable, quality, or precious. Evaluation of learning outcomes is achieved by students and the teaching-learning process contains the evaluation of learning outcomes (products) and also

²¹ Ali Hamzah, *Evaluasi Pembelajaran Matematika*. (Jakarta: Raja Grafindo Persada, 2014), page 21

²² Eko Putro Widoyoko, *Penilaian Hasil Belajar...* page 4

the teaching-learning process.²³ And these two links are very influential in the progress of the learning process at school.

And generally to take view of this, process of evaluation helps teacher and the early childhood/school communities examine the extent to which they are achieving their goals. Evaluation can be formally and informally conducted and can be at the system, school and/or teacher program level. Michael Scriven, evaluation is the process of determining the merit or worth or value of something.²⁴

2. Subject and Object of Evaluation in Learning

The meaning of the evaluation subject is the person who does the evaluation work. Who can be called the subject of evaluation for each test, is determined by a rule that applies for example :

- a. To take an evaluation of learning achievement then as a subject is a teacher.
- b. To carry out an attitude evaluation related to the affective domain, the subject can ask the appointed officer, such as the class teacher, parents, and the community. And preceded by an exercise take in evaluation.
- c. To assess personality evaluation the subject is a psychologist and teacher.

²³ W.S Winkel, *Psikologi Pengajaran...*page 313

²⁴ C. Mclachlan, M. Fler, and S. Edwards, *Early Childhood Curriculum: Planning, Assesment, and Implementatio*, (Melbourne : Cambridge University Press). Page 127

While the object of evaluation in learning is the things become are the center of attention for evaluation. In this case the object of evaluation relates to: raw input (students), instrumental input (evaluation tool), environmental input, transformation process (methods, strategies, facilities, and curriculum of learning), outputs or results of transformation.²⁵

3. The Aim of Evaluation

Evaluation aims to see the learning abilities of students in terms of mastering the learning material that has been learned in accordance with the goal that have been set.

- a. The objective of the evaluation or object of evaluation is students with a change in behavior that includes the fields of cognitive, affective, and psychomotor in a balanced manner.
- b. An assessment tool is using a test or not a test to obtain an objective picture of learning outcomes. And assessment of learning outcomes must be carried out continuously in order to obtain results that describe the ability of actual students as well as a tool to increase learning motivation.

Procedures for taking tests, evaluation of learning outcomes carried out in formative and summative forms. Formative evaluation is carried out in each teaching process, namely at the end of the teaching. And the aims to tighten of teaching process and increase student motivation and learning

²⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan ...* page 29-30

efforts. Summative evaluation is usually done at the end of a learning program or in the middle. The aims to find out which programs have not been mastered by students and to what extent the ability of students in mastering the material in that period.²⁶Formative evaluation according to Michael Scriven (1967) formative evaluation is carried out during the development or improvement of programs or products, while summative evaluation is the collection of information about adequacy for decision making in terms of utilization.²⁷

If the purpose of the evaluation is report to the parents of the students about the progress achieved by their children at school then at the end of the evaluation action, the evaluation must prepare a form of report to the parents of the students.²⁸

The purpose of evaluation is generally in education, namely :

- a. Knowing the extent to students mastering of the material that has been given.
- b. Knowing the extent to the abilities, discipline, management of students towards learning material.
- c. Knowing whether the level of progress of students is in accordance with the progress according to the work program

²⁶ Ahmad Rohani , *Pengelolaan Pengajaran*. (Jakarta : PT Rineka Cipta, 2004),
page179 -180

²⁷ Deni Dermawan, *Inovasi Pendidikan*. (Bandung: PT Remaja Rosdakarya, 2014), page
34

²⁸ Wayan Nurkencana, *Evaluasi Pendidikan*. (Surabaya: Usaha Nasional ,1986), page 12

- d. Knowing the efficiency degree and effectiveness of teaching strategies that have been used, both concerning teaching methods and techniques.²⁹

Chabib Thoha revealed, the purpose and function of evaluation are:

a. For teachers:

- 1). To know the progress of student learning.
- 2). To know the position of each individual learner in his group.
- 3). To know the weaknesses in how to learn to teach.

b. For learners:

- 1). To know the ability and learning outcomes.
- 2). To improve the way of learning.
- 3). To foster motivation to learn.

c. For parents:

- 1). To know the learning outcomes of their children.
- 2). Improving supervision and guidance and assistance to their children in learning efforts.
- 3). Directing the selection of majors / types of secondary education schools for their children.³⁰

²⁹ Zainal Arifin, *Evaluasi Instruksional, Prinsip, Teknik, dan Prosedur*. (Bandung: PT Remaja Rosdakarya, 1998), page 5

³⁰ Sulistyorini, *Evaluasi Pendidikan Dalam Meningkatkan Mutu Pendidikan...* page 56-59

4. The Principles of Evaluation

To get better evaluation results, the implementation of evaluation activities should start from the following principles :

a. Principle of Continuity

Evaluation should not be done incidentally, because education itself is a continuous process, so evaluation must be carried out continuously.

The results of the evaluation at a time must be related to the evaluation at the previous time, so that it knows the value of the changes that occur from students.

b. Principle of Universal

In evaluating an object, we take all the objects as evaluation material, for example personality, intelligence, and attitude towards the teacher.

c. Principle of Objectivity

Evaluating should not discriminate objects according to our will as teacher evaluators but based on tangible results from students on learning outcome.

d. Principle of Cooperative

The existence of a relationship or good communication between teachers and students in conducting an evaluation activity.³¹

In her book Nana Sudjana the principles in conducting evaluations are to pay attention to the following matters:

³¹ Zainal Arifin, *Evaluasi Instruksional, Prinsip ,Teknik, dan Prosedur...* page 11-12

- a. In evaluating the results of learning students should be clearly designed to have the ability to be assessed, subject matter, assessment tools and interpretation of the results of the evaluation.
- b. Evaluation must be an integral process, that is, assessment is always carried out continuously in the teaching and learning process.
- c. In order to obtain objective learning outcomes in describing the abilities and achievements of students, then the assessment must pay attention to the tools and the overall domain both cognitive, affective, and psychomotor.
- d. Evaluation must be followed up, namely as a means of reporting data that has been received by the teacher to be conveyed to parents.³²

5. The Function of Evaluation

According to Julian C. Stanley and Kenneth (1978) the evaluation function will be interrelated with the purpose of educational evaluation, then the evaluation function is :

- a. Instructional
- b. Administrative
- c. Guidance.³³

According to Suharsimi Arikunto in her book, the function of evaluation is 4, namely:

- a. Evaluation function is selectively

³² Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar...* page 8-9

³³ Chabib Toha, *Teknik Evaluasi Pendidikan*. (Jakarta: Pt raja grafindo persada, 1994)

With the selection system, the teacher can determine the objectives of the Evaluating including:

- 1) To choose students who can be accepted at school
- 2) To choose students who can rise to the upper class or the next class
- 3) To choose students who can receive awards such as scholarships or other benefits
- 4) To choose students who have the right to leave school (graduating).

b. Evaluation functions as diagnostic

Diagnosis is needed in the evaluation that is aimed at knowing the weaknesses or strengths of learning that students have so that the teacher can make further guidance to these students.

c. Evaluation function as positioning

With evaluating from all students, the teacher can take conclusions to make student learning groups according to their skills or learning abilities. The aims to place students who have mastered learning with students who have not been able to master learning.

d. Evaluation functions as sucsessing assessor

Evaluation is intended to determine the extent to which a program has been successfully implemented. And the success factor of a program is determined by the teacher, teaching methods, curriculum, facilities, and administrative systems.³⁴

³⁴ Suharsimi arikunto, *Dasar-Dasar Evaluasi Pendidikan* .(jakarta: Bumi Aksara ,2005)page 10-11

6. Procedures of Evaluating

Procedures in conducting evaluations can be divided into several steps, in this division there are several opinions, according to Julian C. Stanley said that the steps in conducting an evaluation are :

- a. Set of the program objectives.
- b. Choose the right tool.
- c. Implementation of the measurements.
- d. Giving score.
- e. Analyzing and interpreting score.
- f. Make the good notes, and
- g. Use of the measurment result.³⁵

Meanwhile, according to Mochtar Buchori, M.Ed. the steps in the learning evaluation consist of:

- a. Planning steps
- b. Step of data collection
- c. Step of data verification
- d. Step of data processing
- e. Step of interpretation data .³⁶

7. Affective Domain Concept

- a. The Meaning of Affective Domain

Affective domain is the domain which relates with attitudes and values. Affective domains include the nature of behavior such as

³⁵ Wayan nurkencana, *Evaluasi Pendidikan ...* page6-7

³⁶ M Buchori, *Teknik-Teknik Evaluasi dalam Pendidikan*. (Bandung: Jemmars, 1980), page21

feelings, interests, attitudes, emotions, and values. The characteristics of Affective learning outcomes will be seen in students in various behaviors. Such as: attention to subjects, discipline in following subjects at school, high motivation to know more about the lessons they receive, appreciation or respect for teachers and parents.³⁷

b. Taxonomy of Affective Domain

Affective domain according to taxonomy Krathwohl, Bloom, and Gage as follows :

1) Receiving

Includes sensitivity to an incentive and willingness to pay attention to the stimulation.

2) Responding

Includes willingness to pay attention actively and participate in an activity.

3) Valuing

Includes the ability to give an evaluation of something and bring themselves in accordance with that assessment.

4) Organization

Includes the ability to form a value system as a guide and handle in life.

5) Characterization by a value or value complex

³⁷ Eko Putro Widoyoko, *Penilaian Hasil Belajar ...* page 40

Includes the ability to inspire the values of life in such a way that they become private property (internalization) and become a real and clear grip on managing their own lives.³⁸

c. Characterization in Affective Domain Importance

There are at least five important characteristics, namely attitudes, interests, self-concepts, values and morals. Some scholars add that some aspects of affective characteristics include preferences (good and bad considerations), self-control, emotional development, classroom environment, opinion, motivation, social relations, and altruism.³⁹

d. The Purposes of Affective Domain

- 1) Improve existing behavior from management of learning programs.
- 2) Being a useful tool for opening and improving communication channels between teachers and students.
- 3) Helps students learn how to interact appropriately with each other.
- 4) To tighten students' self concepts.
- 5) Helps students realize that everyone is important and respects their opinions.⁴⁰

e. The Various of Attitude in Affective Domain

In the 2013 curriculum in affective domain evaluation is divided into 2 types, namely:

³⁸ W.S Winkel, *Psikologi Pengajaran...*page 150-153

³⁹ Ismet basuki, and Hariyanto, *Assesmen Pembelajaran...* page 189

⁴⁰ Ismet basuki, And Hariyanto, *Assesmen Pembelajaran...* page 208

1) Spiritual Attitude

Spiritual attitudes related to the formation of students become people who believe in God. In this attitude referring to the core competence I (KI 1) states that a spiritual attitude is an attitude to accept, appreciate, appreciate, and practice religious teachings.

2) Social Attitude

The social attitude is related to shape of students who are noble, independent, democratic and responsible. In social attitudes referring to core competency II (KI 2) which states that this attitude consists of attitudes: honesty, discipline, responsibility, tolerance, mutual cooperation, courtesy, and confidence in interacting with the social environment such as with family, friends, teachers and society.⁴¹

f. Developing of Affective Domain Evaluation Instrument

Evaluation of affective aspects can be done using affective instruments. Instrument that can be used to measure affective domains is by using attitude scale, observation, self-report, and interview.⁴²

There are 10 steps that must be followed in developing an affective assessment instrument, as follow :

- a. Determine of instrument specifications
- b. Writing instruments
- c. Determine the measurement scale

⁴¹ Eko putro widoyoko, *Penilaian Hasil Belajar...*page 44

⁴²Tri kusumawati.,2015. "Pengembangan Instrument Penilaian Ranah Afektif Mata Pelajaran Aqidah Akhlak"Jurnal Smart Vol. 01, No. 01, Fakultas Agama Islam UWH Semarang, page 113 was accessed in <https://Blasemarang.kemenag.go.id> onn 29 october 2018 at 09.15 A.M

- d. Determine the scoring system
- e. Reviewing instruments
- f. Do a trial
- g. Analyze instruments
- h. Assemble instruments
- i. Carry out of measurements.⁴³

Instructions for preparing observations in the assessment according to Thorndike and Hegen (1955), 311-331. There are 4 practical instructions, as follow :

- a. Selecting aspects of behavior that must be considered during evaluation observation.
- b. Limiting the types of behavior that must be included in each evaluation category.
- c. Practice encouragement before making actual observations.
- d. Determine procedures that will facilitate recording methods.⁴⁴

Interpreting of evaluation as evidence is used by learners and teachers to determine whether learners are involved in learning, where learning objectives are, and how the best way to achieve those goals. Black and William (1998) education expert from King College,

⁴³ Sukanti.,2011. “ *Penilaian Afektif dalam Pembelajaran Akuntansi*” jurnal vol. IX. page 78 Universitas Negeri yogyakarta it was accessed in <https://journal.uny.ac.id> on 29 october 2018 at 14.15 P.M

⁴⁴ M Buchori, *Teknik-Teknik Evaluasi Dalam Pendidikan...*page 147

London. they also defines evaluation as all activities carried out by teachers and students in assessing themselves, which are then used as information that can be used as feedback to change, make modifications to teaching activities, and learning .⁴⁵

B. PROGRESS REPORT

1. The Meaning of Progress Report

The progress report is a report which be extended to school parents in periodically and this important things by teacher view, after something learning process or several competence.⁴⁶

Reporting is the final stage of the evaluation process, so in reporting the teacher synthesizes, interprets the data, and communicates the results of evaluations to all stakeholders such as students, parents, education offices, education councils, supervisors, teachers, and principals . Reporting on student learning outcomes includes cognitive, affective aspects, and psychomotor aspects.

Assesment is also necessary in order to report progress to parents and to provide reports for the next teacher or school when children change classes or schools at the end of the school year. Where the teacher is trying a new approach or tackling a new project with the class s/he will want to test how successful the experiment has been. The teacher will also be

⁴⁵ Ismet Basuki, and Hariyanto, *Assesmen Pembelajaran...* page 7

⁴⁶ Ridwan Abdullah Sani, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013...*

keeping various kind of record of children's performance and progress and will want you to contribute to these.⁴⁷

2. The Benefit of Progress Report

Report on student learning outcomes which essentially provides evaluation information, and can be used by students to:

- a. Knowing the progress of self-learning results
- b. Knowing learning concepts or theories that have not been mastered
- c. Motivate yourself to learn better
- d. Improve learning strategies.⁴⁸

Whereas, in the Suharsimi Arikunto book reports about students are beneficial for several parties, namely:

- a. Own students
- b. Lesson teacher
- c. Another teacher
- d. Principal or Officer at school, and
- e. Parents.⁴⁹

3. The Kind and Procedure of Progress Report

Reports about students can be made with 2 types, namely complete reports and incomplete reports. While the progress report is a form of a

⁴⁷Joan Dean, *Teaching Assistant's : Guide to Primary Education*, (New York : Routledge's or Taylor & Francis). page 125

⁴⁸Ismet Basuki, and Hariyanto, *Assesmen Pembelajaran...* page 224-226

⁴⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan...* page 316

complete report. Complete report or progress report is a report about students that contains both achievements and other personal aspects, such as honesty, cleanliness, craft, social attitudes, work habits, self-confidence, discipline, accuracy, and so on.⁵⁰

C. ISLAMIC EDUCATION LEARNING CONCEPT

1. The Meaning of Islamic Education

In the book of Brubacher, modern philosophies of education, he said : “education is the organized development and equipment of all the powers of a human being, moral, intellectual and physical, by and for their individual and social uses, directed toward the union of these activities with their creator as the final.”⁵¹

Religion is a message by the God sent to the Prophet as a guide for humans and perfect laws to be used by humans in carrying out real life procedures and regulating relations with and responsibilities to God, the community and the surrounding environment. Whereas Islam is the Religion of Allah delivered to the Prophet Muhammad, to be passed on to mankind, which contains the provisions of faith (*aqidah*), *ibadah* and *mu'amalah* (*sharia*), which determine the process of thinking, feeling and acting and the process of forming conscience.⁵²

⁵⁰ Suharsimi arikunto, *Dasar-Dasar Evaluasi Pendidikan...* page 319

⁵¹ M Bashori Muchsin, et, al., *Pendidikan Islam Humanistik Alternatif Pendidikan Pembebasan Anak*. (Bandung: PT Refika Aditama, 2010), page 2

⁵² Abu Ahmadi, and Noor salimi, *Dasar-Dasar Pendidikan Agama Islam* (Jakarta: PT Bumi Aksara, 2008), page 4.

According to Abdurahman An Nahlawi, *al-tarbiyah* is more appropriate to be used in the terminology of Islamic education. *Al tarbiyah* can be *rabba-yarabbu* with *wazan madda-yamuddu*, meaning is to repair, control affairs, guide, and maintain. While Imam Al-Baidhawi said, the original meaning of *al-rabb* is *al tarbiyah*, which is to convey something little by little to perfect.⁵³

Based on Abdurrahman An Nahlawi's words, Abdurrahman Al Bani concluded that education (*At-tarbiyah*) consists of 4 elements, namely

- a. First, protect and maintain the nature of children before adulthood (*baligh*)
- b. Second, developing of all potential
- c. Third, directing human nature and potential towards perfection
- d. Fourth, carried out gradually.⁵⁴

According to Yusuf Al-Qardawi, Islamic education is a whole human education, mind and heart, spiritual and physical, morals and skills. Because of that Islamic education prepares people to live well in a state of peace and prepare to face the community with all its goodness and evil, sweet and bitter.⁵⁵

⁵³ Khoiron Rosyadi, *Pendidikan Profetik*. (Yogyakarta: Pustaka Pelajar, 2004), page147-148

⁵⁴ Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam*. (Bandung : PT Remaja Rosdakarya ,2004), page 29

⁵⁵M Bashori Muchsin, et. al, *Pendidikan Islam Humanistik Alternatif Pendidikan Pembebasan Anak...* page 6

Islamic education scholar Dr. Muhammad S.A Ibrahimy (Bangladesh) reveals broad range of Islamic education, as follows: Islamic education in true sense of the term is a system of education which enables a man to lead his life according to the islamic ideology, so that may easily mould his life inaccordance with tenets of Islam. And thus peace and prosperity may prevail in his own life as well as in the whole world. These Islamic scheme of education is, of necessity an all embracing system, for Islam encomphasses the entire gamut of moslem's life. It can justly be said that all branches of learning which are not Islamic are included in the Islamic education. The scope of Islamic education has been changing at different times. In view of the demands of the age and the development of science and technology, its scope has also widened.⁵⁶

And different with according to Dr. Mohd Fadil Al-Djamaly, he said, Islamic education is a process that directs people to a good life and who elevates their humanity, according to their basic abilities (*fitrah*) and their teaching abilities (external influences).⁵⁷

2. The Base of Islamic Education

Islamic education as an effort to form a human, must have a foundation where all activities and all the formulation of the objectives of Islamic education are connected, then the foundation of Islamic education

⁵⁶ Muzzayyin Arifin, *Kapita Selektta Pendidikan Islam*. (Jakarta : PT Bumi Aksara, 2008), page 5

⁵⁷ M. Arfin, *Filsafat Pendidikan Islam*. (Jakarta : Bumi Aksara ,1994), page 37

namely the Qur'an, the Sunnah of the Prophet Muhammad can be developed with *ijtihad, al maslahah mursalah, istihsan, qiyas*, and so on.⁵⁸

3. The Aimed of Islamic Education

In the results of the world Islamic education seminar formulation in 1980 in Islamabad, the aim of Islamic education was : Islamic education aims at the balanced growth of total personality of man though the training of man's spirit, intellect, the rational self, feeling and bodily sense. Education should, therefore, cater for the growth of man in all aspect spiritual, intellectual, maginative, physical scientively, and motivate all these aspect toward goodness and attainment of perfection.⁵⁹

And in another book is explained that the ultimate aim of education lies in the realization of complete submission to Allah on the level of individual, the community and humanity at large.⁶⁰

The purpose of Islamic education according to Athbiya 'Al-abrasy are five, namely:

- a. Helping a noble moral formation
- b. Preparing for the life of the world and the hereafter
- c. Form a whole person, physically and mentally healthy
- d. Growing the scientific spirit, allowing students to study science solely for science itself.

⁵⁸ Zakiah Daradjat, *Ilmu Pendidikan Islam*. (Jakarta : Bumi Aksara , 2016) page 19

⁵⁹ Khoiron Rosyadi, *Pendidikan Profetik...* page 152

⁶⁰ Muzzayyin Arifin, *Kapita Seleкта Pendidikan Islam...*page 6

- e. Prepare students to have certain professions so that they can carry out world duties properly or in preparation for sustenance.

4. Islamic Education Position in National Learning System

Islamic religious education can be interpreted as a planned program in preparing students to recognize, understand, appreciate, to believe in the teachings of Islam and be followed by guidance to respect the adherents of other religions in relation to harmony between religious groups to the unity and unity of the nation. as described in Laws No. 2 of 1989, in article 2 explained that national education is to form Indonesian humanity in its entirety, namely humans who believe and fear God the Almighty, noble character, intelligent and skilled, physically and mentally healthy, have a sense of social and national responsibility.⁶¹

Therefore, more specifically in Laws No. 20/2003 on the national education system, especially in the explanation of article 37 paragraph 1, Islamic Education is intended to form students become human beings who believe and fear God the almighty and noble.⁶²

5. Islamic Education Model Oriented

In Islamic education must have a direction that is in accordance with human life and the way of human life, then the orientation of Islamic

⁶¹ Muhammad Alim, *Pendidikan Agama Islam Upaya Pembentukan Pemikiran dan Kepribadian Muslim*. (Bandung : PT Remaja Rosdakarya ,2011), page 6-7

⁶²Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam*. (Jakarta : Raja Grafindo Persada, 2005), page 59

education is very necessary in carrying out the commands of Allah and his Prophet, the orientation must have a basic value, as follows:

a) Philosophy

Viewing students is a servant of God who is given physical, dynamic and social-religious abilities and psycho-physical abilities. Tend to submission in total to all creators.

b) Etymology

The knowledgeable potential that rests on the faith and knowledge to uphold a monotheistic faith, which is *Sharia-dharuriah*, becomes a true Moslem human with a noble degree.

c) Pedagogy

The process of human development is based on Islamic values that are dialogic towards the guidance of God and the guidance of social change, more inclined to a harmonious pattern of life equal to worldly and religious interests.⁶³

6. The Principles of Islamic Education

In Islamic education as a Moslem, it must understand the principle of implementing Islamic rules, so that principle needs to be known as follows:

⁶³ Muzzayyin, *Kapita Selektta Pendidikan Islam...* page 32

- a. Islamic education is part of the Islamic life system, which is a process of internalizing and socializing Islamic moral values through a number of information, knowledge, attitudes, behavior and culture.
- b. Islamic education is something that is integrated meaning that it has links that form an integral unit with other sciences.
- c. Islamic education is a life long process early in human life.
- d. Islamic education takes place through a dynamic process, which is able to create a dialogical and interactive climate between educators and students.
- e. Islamic education is carried out by giving more about moral messages to students.⁶⁴

The principles in Islamic education include the following:

- a. The principle of long life education
- b. Principle of balancement (*tawazun*)
- c. Principle of equality
- d. Principle of integration.⁶⁵

7. Islamic Education Method

- a. Exemplary method (*uswah hasanah*)

That is to give an example first in the form of good practice so that students are able to emulate the teacher who teaches.

⁶⁴ M Zainudin, *Paradigma Pendidikan Terpadu, Menyiapkan Generasi Ulul Albab.* (Malang : UIN-Malang Press, 2010), page 89-90

⁶⁵ Soleh Subagja, *Gagasan Liberalisasi Pendidikan Islam.* (Malang : Madani, 2010), page 36-42

b. Habitual method

That is to train students to do things continuously so that they can get used to the good teachings.

c. Advice Method

That is to give positive sayings that can build and motivate students to improve their performance or improve their morals.

d. Giving attention Method

That is giving praise or action to the response made by good or bad students.

e. Reward and punishment Method

That is to give value to the behavior that students perform during learning and as a form of more attention to them.⁶⁶

8. Function and Position of Islamic Education Teacher

In a study of the role of teachers is held by the Religion *Litbang* agency (1984), it was evident that the teacher held a dominant role in his responsibilities as an educator to educate the Indonesian children. While the teacher function is described by Pullias and Young (1968) in their book "A teacher is menu things" the teacher is as "many things' or" many persons "which is because it has 14 functions namely :

- a). A teacher is a guide,
- b). A teacher is Teacher,
- c). A teacher is modernizer,
- d). A teacher is an example,
- e). A teacher is searcher,

⁶⁶ Heri Jauhari Muchtar, *Fikih Pendidikan*. (Bandung : PT Remaja Rosdakarya , 2012), page 19

- f). A teacher is a counselor,
- g). A teacher is creator,
- h). A teacher is an authority,
- i). A teacher is an inspirer of vision,
- k). A teacher is doer of routine,
- l). A teacher is a breaker of camp,
- m). A teacher is storyteller and an Actor,
- n). A teacher is facer of reality,
- o). A teacher is an evaluator.⁶⁷

9. The Scope of Islamic Education Material

In general, the scope of Islamic education material according to Dr. Abdullah Nasikh Ulwan consists of 7 elements, namely:

a. Moral Education

This education trains to do noble character such as honest, patient, humble, helpful and keeps away from despicable morals such as lies, infidelity, betrayal.

b. Faith Education

This education includes faith in God, angels, God's book, prophet, final day and destiny. And carrying out worship is like *Shalat*, *zakat*, *puasa*, and *haji* and the worship of *ghairu mahdlah* is like doing good to others.

c. Physical Education

This education aims to train the body to have optimal health and have basic skills such as running, jumping, and swimming. The education

⁶⁷ Chabib Thoha, and Abdul Mu'ti, *PBM-PAI Disekolah*. (Yogyakarta : Pustaka Pelajar, 1998) page 24-25

exemplified by the apostles is like archery, swimming, riding horses, and martial arts.

d. Mindset Education

This education trains the ability to reason / understand, recognize, remember, and process all actions that have been and will be done. The aim is a students become smart and can solve the problems they face.

e. Psychology Education

This education is to guide the human heart to be able to distinguish between good and wrong so that he can choose the best for himself.

f. Social Education

This education is in people's lives so they can train in to interact and communicate as social beings and can help work together.

g. Sexual Education

Islamic sexual education is different from the one in the west, this education is intended to make parents aware of the importance of maintaining and caring for our rights (genitals) to avoid something bad.⁶⁸

Generally the subjects taught in the middle school coverage of Islamic education are as follows: *Al qur'an, Bahasa Arab, Fikih, Tafsir, Hadits, Tarikh, Nahwu dan Sharaf*.⁶⁹

10. The Responsibility of Islamic Education

⁶⁸ Heri Jauhari Muchtar, *Fikih Pendidikan...* page 15

⁶⁹ Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam...* page 62

In the *GBHN* (decree of MPR No. IV / MPR / 1978), with regard to education, the following are stated: Therefore education is a shared responsibility between family, community and government ". Then the responsibility of education in Islam is as follows :

a. Parents

Parents are the main and first educators for their children, because from them the children first receive education. So the influence of father and mother is very big in educating their children in the family environment.

b. Teacher

The teacher is a professional educator, because implicitly he has volunteered himself and accepted part of his educational responsibilities from their parents. And the teacher becomes the second parent after their father and mother. The teacher functions in fostering and educating children to be better.

c. Society

The community has a great influence in giving direction to children's education, especially community leaders or rulers who will be an example in building children's personality.⁷⁰

⁷⁰Zakiah Daradjat, *Ilmu Pendidikan Islam...*page 34-45

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research is a field research that is by doing research directly to Researchers use a qualitative approach. Qualitative approach is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and have a same aim : to understand the social reality of individuals, groups, and cultures. But with different framework of this type to another research. And use grounded theory, grounded theory is one of the qualitative methods are make of product like as general theory and abstract from a process, action, or interaction of program participant views.⁷¹

Qualitative approach is social inquiry, so with this reasearch will be descriptive qualitarive research. Descriptive qualitative research according to Moh. Nazir is to learn of social problems, implementation and situational that happen in society, includes of activity, behavioral, opinions, or process relation and influence of phenomenon.⁷²

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to each subject matter. This means that qualitative researchers study things in their natural setting, attempting, to make sense of, or interpret phenomena in terms of the meanings people bring

⁷¹ Samsul Hadi, *Metode Riset Evaluasi*. (Yogyakarta: Laksbang Grafika, 2011) page 222-223

⁷² Sojoeno, and Abdurrahman, *Metode Penelitian Suatu Pemikiran dan Penerapan*. (Jakarta : Rineka Cipta,1999), page 21

to them. Qualitative research involves the studied use and collection of variety of empirical material- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text – that describe routine and problematic moments and meanings in individual's lives (Denzin and Lincoln, 2004: p.2).⁷³

According to Bogdan and Biklen (1982) qualitative have a characteristic as follows :

1. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.
2. Qualitative research is descriptive. The data collected is in the form of word of pictures rather than number.
3. Qualitative research are concerned with process rather than simply with outcomes or products.
4. Qualitative research tend to analyze their data inductively.⁷⁴

The qualitative approach that the researcher uses is a case study method, where researchers carefully investigate a program, event, activity, process, or group of individuals. Related to this research, the researcher will use case study of evaluation on affective domain of the Islamic education with progress report in SMP Al Irsyad Al Islammiyyah Purwokerto.

⁷³Sari Wahyuni, *Qualitative Reseach Method...* page 2

⁷⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D...* page 21

B. Time and Location of Research

1. Time of Research

The time of this preliminary of research was begun on March 10, 2018 until August 31, 2018.

And research observation was conducted in 16 November- 13 December 2018

2. Location of Research

The location of research that the authors did in SMP Al Irsyad Al Islammiyah Purwokerto. This school is junior high school for learners which will make of progress of the Islamic religion state. The school always create for students to be good attitude, responsibility, moral, and live for Islamic ways practice it. And its different to another school there is use progress report for evaluating of students learn. Not only the teacher have a role of centerring of the learn result but student's parent and student self who help of the success in learning process.

C. Data Source

The author in this research use of two data source as follows :

1. Primary data is an information obtained directly from actors who see and be directly involved in research conducted by researchers. Primary data is a source of data obtained directly from the original source (not through intermediate media). Primary data can be subject opinion (person) individually or in groups, observation of an object (physical), event or

activity, and test results. Primary data is also referred to as original data or new data that has up to date properties. To obtain the primary data, the researcher must collect it directly.⁷⁵ In this research the primary data are students of class VII, VIII, and Islamic education teacher in SMP Al Irsyad Al Islammiyyah Purwokerto.

2. Secondary data is an information obtained of researcher as supporting of primary data collection. And is also mentioned as the documents data. In this reseach the secondary data is form of letters, attendance list, statistic data, or any documentation related to research focus.⁷⁶

D. Data Collection

1. Observation

Observation is the selection and recording behaviors of people in their enviroment. This method is useful for generating in-depth descriptions of organizations or events, for obtaining information that is otherwise inaccessible and for conducting reaserch when other methods are inadequate. Observation fosters an in depth and rich understanding of a phenomenon, situation and/or setting and the behavior of the participants in that setting. Observation can also provide that foundation for theory and hypothesis development.⁷⁷

⁷⁵Hadari Nawawi, *Metode Penelitian Bidang Sosial...* page 117

⁷⁶ Winarno Surakhmad, *Pengantar Penelitian Ilmiah, Dasar, Metoda, Teknik.* (Bandung: Tarsito , 1980) page 163

⁷⁷Sri Wahyuni, *Qualitative Reaserch, ...* page 21

In this research use direct observation, direct or participant observation is one of the most demanding methods. Participant observation is the observation that involves researchers in the daily activities of the person being observed or used as a source of research data. Researchers join what is done by the data source, and felt like his grief.⁷⁸

Researchers chose to use this participant observation because the affective domain evaluating of the Islamic education with progress report. As The class that the observational observer is a class in VII And VIII while of learning process.

2. Interview

Interview is dialogue between interviewer and interviewee with something problem or purposes. Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face to face interviews and face to face group interviewing. The asking and answering of questions can be mediated by the tape recorder or other electronic devices. Interviews include both individual interviews as well as group interviews.⁷⁹

And this interview is submitted by reseacerher to students, parent (mother or father of student), and Islamic education teacher in SMP Al Irsyad Al Islamiyyah Purwokerto.

⁷⁸Sugiyono, *Metode Penelitian Pendidikan...*page 310

⁷⁹Lexy J Moleong, *Metodologi Penelitian Kualitatif*. (Bandung : PT Remaja Rosdakarya, 2001), page 135

3. Documentation

The document is a record of past events. Ordinary documents are writings, drawings, or monumental works of a person. Document study is a complement of the use of observation and interview methods in qualitative research. The results of the observations or interviews will be more credible / trustworthy if supported by the document.⁸⁰

So the documentation in this study is researchers collect data or to obtain information by book, progress report book, and monitoring book. During researching of affective domain evaluating in the classroom and outside the classroom in SMP Al Irsyad Al Islamiyah Purwokerto. This technique is also used to strengthen a researcher in the research complete the data and also to find or complete data related to the place of research, including the history of establishment, geographical position, vision and mission, organization structure and infrastructure.

E. Analysis of Research Data

1. Data Reduction

Reduction in qualitative research can be aligned with the meaning of data processing terms. It includes the activity of making the data collection as complete as possible and sorting in to a particular concept, certain category, or theme.⁸¹

⁸⁰Sugiyono, *Metode Penelitian Pendidikan...* page 329

⁸¹ Sugiyono, *Metode Penelitian Pendidikan...*page 338

Therefore all the data collected have been analytical researchers by sorting out which data are needed and which are not. The data are then separated, which is the focus of research in accordance with the problems that researchers put forward the Evaluation on Affective Domain of the Islamic Education Learning with Progres Report in SMP Al Irsyad Al Islamiyyah Purwokerto.

2. Presentation Data

After the data is reduced, the next step is to present the data. In qualitative research, the presentation of data can be done in the form of brief description, charts, relationships between categories, flowcharts and the like.⁸²

In this research, the research present the data from of narrative on the Evaluation on Affective Domain of the Islamic Education Learning with Progres Report in SMP Al Irsyad Al Islamiyyah Purwokerto.

3. Conclusion

The third step in qualitative data analysis according to Miles and Huberman is the conclusion and verification. The preliminary conclusions raised are temporary, and will change if there is no strong and supportive evidence at the next data collection stage.⁸³

Conclusions in qualitative research may be able to answer the formulation of the problem formulated from the beginning.

⁸² Sugiyono, *Metode Penelitian Pendidikan...* page 341

⁸³ Sugiyono, *Metode Penelitian Pendidikan...* page 345

CHAPTER IV

RESEARCH FINDING

This research have an aim of knowing the evaluation on affective domain of the Islamic learning with progress report. In the learning evaluation, there are learning procedures such as the planning phase, the implementation phase, the data processing phase, the data interpretation phase and the reporting phase of the learning evaluation results. However, in this research, the focus was more on the reporting phase of the learning evaluation results because it is appropriate to the relationship with the formulation of the base problems, that is how to evaluate on affective domain of the Islamic education learning with progress report in SMP Al Irsyad Al Islamiyyah Purwokerto.

To know the purpose of this study, then in the research to obtain data, collecting data is used by means of observation, interview, and documentation. Observations were carried out during learning both in class and out class by the teacher, interviews were conducted with five (5) Islamic teachers, two (2) students from grade seven (7) and one (1) student from eight (8) grade, and 2 parents of students. And documents are taken in the form of books and school data related to research from teachers and employees.

Data analysis is a process of sorting and compiling research results systematically in accordance with the process of collecting data in the form of observation, interview, field notes related to the research data. So that is easy to

read, and understand the results of research and the next can to be information for others.

A. Profile of SMP Al Irsyad Al Islammiyyah Purwokerto

SMP Al Irsyad Al Islamiyyah is an extraordinary school that produces graduates who are noble, have a high achievements and have a leadership skills. This school has achievements from students both nationally and internationally. Then it has a lot of educational programs offered with professional and competent educators / teachers both of domestic and foreign graduates, very complete of education facilities in schools, and various kinds of extracurricular activities. so that can grow various kinds of talent that each student has.

This school is educational institution under fondation of "Al Irsyad Al Islamiyyah". In education system of schools, it is divided into three (3) level classes from grade seven (7) to grade nine (9) where the vice of principal consists three (3) each class levels.⁸⁴

1. Geographical Location⁸⁵

This school is private (*Swasta*) school owned by the Al Irsyad Al Islammiyah Purwokerto foundation. This school is located at Street of Prof. Dr. Soeharso Purwokerto, Arcawinangun, east Purwokerto .

⁸⁴ Based on Observation in SMP Al Irsyad Al Islammiyyah Purwokerto with Mr. Mustamim Luthfi as vice chairman of 7 level on Friday, November 16, 2018 at 09.00

⁸⁵ Documentation results from Mr. Priono Dwi Arifin as Adminisitation staff on Saturday, November 24, 2018 at 09.00

For more information about this school can access it at <http://www.smpalirsyadpwt.sch.id>. This school has a area of 2700 square meter, which is located in latitude and longitude, that is - 7.4189630 and 109.2526320. Geographical located within the boundaries of the SMP Al Irsyad Al Islammiyyah Purwokerto are as follows :

North = Garden

South = Rice fields

West = St. Gelora Indah

East = High School of Al Irsyad Al Islammiyyah Purwokerto

2. Vission and Mission⁸⁶

a. Vission

Be a modelling and leading school that produces graduates of noble character, high achievement and spirit of leadership.

b. Mission

- 1) take a religious practices and noble character
- 2) take an active, creative, fun and Islamic learning
- 3) take the potential development of students academically and non-academically
- 4) Develop a student leadership education system

⁸⁶ Documentation results from Mr. Priono Dwi Arifin as Adminisitrataion staff on Saturday, November 24, 2018 at 09.00

3. School Organizational Structure

SMP Al Irsyad Al Islamiyyah has a lot of human resources in developing of education system which an advance and excelllent. To implement of school rules and regulations, experts who are reliable in their fields are needed, so to know the organizational structure of this school is :

Table. 01
List of Teacher And Employees
SMP AL IRSYAD AL ISLAMIYYAH AL PURWOKERTO
Lesson Year 2018/2019⁸⁷

No.	Name	Position	Address	Phone
1	Sudrajat, S.Sos	Chairman	St. Gerilya No. 267 3/2 Tanjung Banyumas	085100933034
2	Nur Aisyah Amini, S.Si	Waka Level 9 &Kurikulum	Bersole Indah residence B. 1-2 Karang Pucung Purwokerto	082134802511
3	Eko Suwardi, S.Pd.	Waka Level 8 & <i>Bina Prestasi</i>	St. Bougenvile 1/3 Grendeng Purwokerto	082134802636
4	Mustamim Luthfi, S.Pd.I	Waka Level 7 &Kesiswaan	Pasiraman Kidul 2/1 Pekuncen Banyumas	085643180007
5	Abdul Latif Akhmad, M.Pd	English Teacher	Kalibangkang 01/02 Ayah, Kebumen	085747326414
6	Abdul Manan, Lc	Islamic education teacher	Griya Satria Bukit Permata residence	081251268289
7	Abu Bakar, Lc., M.H.	Arabic teacher	Karangkemojing 02/02 Gumelar Banyumas 53165	085742511231
8	Al Maidah, S.Pd	English teacher	Kalibenda 020 02 Ajibarang Banyumas	089670711706
9	Almiya Safitri, S.Pd	Alquran teacher	Purwanegara Gg. Karng Indah 03/ 07	085647926617
10	Andika Indra N, S.H.I	Arabic teacher	St. Kerinci, Mujur 02/02 Kroya – Cilacap	082134802643
11	Anis Al Aini, S.Pd	Math teacher	St. Gerilya No. 31 3 / 4 Kelurahan Karangpucung Purwokerto 53142	085643036010

⁸⁷ Documentation results from Mr. Priono Dwi Arifin as Adminisitation staff on Saturday, November 24, 2018 at 09.00

12	Anis Tri Wulandari, S.Pd.I	Scientist teacher	Griya Satria Mandalatama residence B. 45 No. 5 Purwokerto	085720162307
13	Apri Supriyanto, S.Pd	Social and kewarganegaraan teacher	Dukuh Cilakar 01/06 Pangebatan Bantarkawung Brebes 52274	087736681923
14	Aprilian Ade Putra, S.Pd	English teacher	St. Seruni 03/02 Kembaran Kulon Purbalingga	08993810304
15	Apriliana Rahayuningsih, M.Si	Scientist teacher	Kracak 01/01 Ajibarang Banyumas	082326425427
16	Aprilyana Lintawati, S.TP	Scientist teacher	Griya Satria Bantarsoka residence B. F No. 15 Banyumas	085282472654
17	Argo Suseno, S.T	Prakarya teacher	Sawangan 1/4 Kebasen Banyumas	081225233697
18	Arifah Wahidaturrohmah, S.Pd	Alquran teacher	Pasir Kidul 3 / 6 Purwokerto	085747788044
19	Arina Amalia, S.Pd	Scientist teacher	Sirau 2 / 3 Kemranjen Banyumas	085325761153
20	Dani Kurniawan, S.Pd.Si	Math teacher	Wiradadi 01/02 Sokaraja Banyumas	085738141229
21	Darmanto	Alquran teacher	St. Ks. Tubun Gg. Sawi 11/ 6 Kober Banyumas	085747902762
22	Diana Tri Rahayu, S.Pd	Indonesia language teacher	Karangnanas 6/2 No. 47 Sokaraja-Banyumas	085747202603
23	Dian Isti'anah, S.Pd.I	Alquran teacher	Kedungwuluh Lor 6 / 2 Banyumas	083108247163
24	Dede Hermawan, S.Pd	Social and kewarganegaraan teacher	St. Rajawali 2 / 3 Karang Salam Kidul Kedung Banteng	082134379981
25	Ferina Kristinawati, S.Pd	Indonesia language teacher	Griya Satria Indah residence 2 B. F21 Sumampir	082134802631
26	Fiqih Arizni Jannatun Nangiimah, S.Pd	Indonesia language	St. Balai Desa 02/06 Patikraja Cilacap	089627027949
27	Fitriani Chusnul Chotimah, S.Pd	Alquran teacher	St. Temulawak 02/04 Bayeman Lor Gentasari Kroya	085743242000
28	Giyarin Ebtika Ningtyas, S.Pd	Scientist teacher	Desa Karangbanjar 07/03 Bojongsari Purbalingga 53362	085727537896

29	Hendra Yogatama, M.Pd	Scientist teacher	Sarwadadi 02/05 Kawunganten Cilacap	08562807217
30	Heti Nuraeni, S.Pd	Indonesia language teacher	Kebasen 09/II Kebasen	085290379001
31	Ilham Sujud Suwargi, S.Pd.I	Alquran teacher	Lamban 04/VIII Karangklesem, Pekuncen, Banyumas	085869753466
32	Iqbal Huda Amanullah, S.Pd.I	Alquran teacher	St. WR. Supratman, Panjang Wetan 7/11 Pekalongan 51114	085868845452
33	Isti Khosiyatun, S.Si	Alquran teacher	St. Karangmoncol 2 03/04 Lebaksiu Lor, Tegal	085724137803
34	Khusniyatun, S.Pd.I	Islamic education teacher	PGTSI St. Trikora B. U4 No. 21 Bojongsari Kembaran	085647883370
35	Lutfia Afifatul Ainiyah, S.Pd	Math teacher	Majapura 03/02 Bobotsari, Purbalingga	089676574862
36	Lutfi Hidayat, S.Pd.	Islamic education teacher	Panembangan 01/02 Cilongok Banyumas	085786456511
37	Maftukha, S.Ag	Alquran teacher	Wanatirta 05 / 01 Paguyangan Brebes	082343946242
38	Marlina Sahara, S.Pd	Social and kewarganegaraan teacher	Dukuh Kosambi 01/07 Jipang Bantarkawung Brebes	085647795828
39	Maulida Eri Isnaeni, S,Pd	English teacher	Tambak Negara 03/04 Rawalo Banyumas	089670711706
40	M. Irkham Hidayatulloh, S.Kom	Alquran teacher	Kalipoh Langgongsari 04/II Cilongok	082134802498
41	Muallidin Al Ayyubi	Alquran teacher	Bantek 10/04 Bagik Payung, Suralaga	087763264149
42	Muh. Sohibi, S.Pd	Scienctist teacher	Bumirejo 07/03 . Ulujami Pemalang	085726603477
43	Narsiti, S.Pd	Alquran teacher	Banjarsari Wetan 03/05 Sumbang, Banyumas	081329093669
44	Nila Anggriyani, S.Si	Math teacher	Kenteng 01/02 Madukara, Banjarnegara	085606832545
45	Novelita Mayasari, S.Pd	Social teacher	St. Gatot Soebroto No.58 27/I Kroya 53282 Cilacap	085289916686
46	Novie Wijayanti, S.Si	Scienctist teacher	Saphphire Residence Ruby Q10	085747867335
47	Nur Amalina, S.Psi	Counseling and guiding teacher	St. KS Tubun Saphire Regency C.54 Purwokerto	08156674729
48	Nur Hadiyatun, S.Pd.I	Alquran teacher	Grand Satria residence Wiraadadi B3 Sokaraja	082134802634

49	Nur Laely Fatimah, S.Pd	Technology information and communication teacher	St. Vihara No. 1500 02/09 Purwokerto 53111	085742513662
50	Nurlaela, S.Pd	English teacher	Datar 02/03 Sumbang	082134802656
51	Nurmalya Melati, S.H.I	Alquran teacher	St. Pahlawan Gg. VII A Tanjung Purwokerto	085726308836
52	Nurul Dwi Hayati, S. Pd. I.	Alquran teacher	Kaliori 01/VII No. 27 Kalibagor Banyumas	085385393383
53	Prasetyo Dhoni Septanto, S.Pd	Social and kewarganegaraan teacher	Adisara 05/02 Jatilawang Banyumas	08980232939
54	Prita Meiga Ayunanda, S.Pd	Math teacher	St. Perintis Kemerdekaan Gg. 23 No. 28 03/06 Panggung, Tegal	087737057090
55	Rara Khenti, S.Si	Scientist teacher	Penaruban 03/08 Kaligondang Purbalingga	08996659434
56	Rina Anjarwani, S.Pd	Scientist teacher	Bantarbarang 01/06, Rembang, Purbalingga	085640077522
57	Rini Fatimah, S.Pd	Quran teacher	Karangpucung 01/01 Cilacap	083840253067
58	Sekar Dyah Pramesti, S.Pd	Scientist teacher	Banteran 01/03 Sumbang Banyumas	085777829489
59	Siti Mardiyah, S.Pd.SD	Sports teacher	St. Penatusan 2, 01/07 Purwokerto	082134802617
60	Sri Lestari, S.Pd	Counseling and guiding teacher	Perum Grand Safira Blok J.12 42 /11 Babakan Kalimanah, Purbalingga	085640647753
61	Sri Wahyuni, S.Pd	Javanese teacher	Pernasidi 01/03 Cilongok, Banyumas 53162	085743551588
62	Sulistiyani, S.Si	Math teacher	St. Gerilya 8/I No. 18 Tanjung Purwokerto	085291391149
63	Sumintarsih, M.Pd	Indonesia language teacher	Griya Satria Madalatama residence 33/14 Karanglewas Lor Purwokerto	085726427549
64	Taufik Adi P, S.Pd.Jas	Sports teacher	St. Soka Indah No. 33 3/6 Sokawera Berkoh	085228040046
65	Teguh Susila, S.Psi	Counseling and guidng teacher	Griya Satria K.12 Bantarsoka Purwokerto	081327706117
66	Tunjung Salastina, S.S	English teacher	St. Riyanto 2/6 Sumampir - Purwokerto	081804880084
67	Tutut Andriani, S.Sos	Social and kewargenagaraan teacher	Gg. Duku 6/III Ciwarak Karanggintung Sumbang	081327323585
68	Untari Sri Hariani,	Scientist teacher	Kedungmalang 01/01	085725607219

	M.Si.		Sumbang Banyumas	
69	Wahyu Mayranti, S.Pd.	Indonesia language teacher	Pamujan residence No. 293 2/X	081327783720
70	Wahyudiono, Lc	Arabic teacher	Pasir Muncang 01 / 03 Purwokerto	085218291298
71	Wahyuni Lestari, S.Si	Math teacher	Kedungwuluh 07/01 Kalimanah Purbalingga	087719529797
72	Waryanti, S.Pd	English teacher	St. Sidamulya No.15 02/16 Karangjati, Sampang, Cilacap	081327713482
73	Yanto, S.Pd.I	Alquran teacher	St. Raya Keniten 01/06 Keniten . Kedungbanteng	082243441900
74	Zaki Hamid Basyrahil, Lc	Scientist teacher	St. Riyanto No. 50 2/6 Sumampir Purwokerto	085325250223
75	Dwi Supriyanto	Chairman of TU	Perum Bersole Indah B.5 02/09 Karangpucung Purwokerto	085291804088
76	Djoko Utomo, S.Kom	Financial staff	St. Raya Karang Sari 04/II Karangsari Kembaran	081391462346
77	Wahyu Susanto, A.Md	Administration staff	Siwarak 01/01 Karangreja-Purbalingga	087719499916
78	Novariyanto Alit Sasongko	Administration staff	St. Kol. Sugiono I No. 13 04/01 Purwokerto	085747017023
79	Zanamizil Permana Sukanto	Administration staff	St. Diponegoro 04/04 Pamijen Sokaraja	081567777821
80	Priono Dwi Arifin	Administration staff	Sindang 03/05 Mrebet Purbalingga	085643150540
81	Ichwan Nur Fauzal	K 5	Patikraja 02/10 Banyumas	085659804705
82	Abdul Kholiq Chasani	K 5	Pasir Kidul 2/2 Purwokerto Banyumas	08986660325
83	Lukman Fauzan	K 5	Gandatapa 06/02 Sumbang Banyumas	08561875577
84	Nosa Desianto	K 5	Notog 01/02 Patikraja Banyumas	089699306843
85	Rasto	K 5	Limpakuwus 03/II Sumbang, Banyumas	08154820631
86	Abdul Rokhim	Security	Linggasari 07/01 KembaranBanyumas	085726309595
87	Yogie Dwi Prakoso	Security	St. Pahlawan. IX 02 / 05 Tanjung south Purwokerto	081381735974

4. Student Data

Data on students in the SMP Al Irsyad Al Islamiyah School

Purwokerto is in increase from year to years are as follows:

Table. 02

Differencies of student gender in SMP AL Irsyad Al Islammiyyah Purwokerto⁸⁸

Lesson Year	Student Total		
	Male	Female	Total
2012/2013	271	278	549
2013/2014	324	332	656
2014/2015	351	337	688
2015/2016	379	351	730
2016/2017	367	351	718
2017/2018	358	349	707
2018/2019	370	368	738

5. Facilities and Infrastructure

To support of the learning students, thus is also requires school facilities that support all learning activities and facilities that can be used by teachers and employees, then are as follows:

Table. 03

Facilities and Infrastructure in SMP Al Irsyad Al Islammiyyah Purwokerto⁸⁹

No	Building	Total
1.	Classroom	26
2.	Library	1
3.	Science laboratory	1
4.	Computer laboratory	2
5.	Hall room/praying room	1
6.	Medical room	2

⁸⁸ Documentation results from Mr. Priono Dwi Arifin as Adminisitratio staff on Saturday, November 24, 2018 at 09.00

⁸⁹ Documentation results from Mr. Priono Dwi Arifin as Adminisitratio staff on Saturday, November 24, 2018 at 09.00

7.	Guiding and conseling room	2
8.	Headmaster room	1
9.	Teacher room	1
10.	Administration room	1
11.	Toilet for male teacher	3
12.	Toilet for female teacher	4
13.	Toilet for male student	6
14.	Toilet for female student	8
15.	Warehouse	1
16.	Kitchen	1
17.	Security room	1

B. Presentation of Data

1. Evaluation of The Islamic Learning in SMP Al Irsyad Al Islamiyyah

Purwokerto

Evaluation of learning is an important instrument in learning, as in this School. Teachers must provide guidance among in cognitive, affective, and psychomotor domain of students developments.

This school is promote of noble character formation.⁹⁰ thus implementation in the school, children will actually have a lot of positive influence both of learning achievements and have leadership skills. Not only advance in terms of academic achievement at school, but every learning activity in the classroom. This school use different ways of teaching material to be effective and efficient.

In learning of each class there is a companion (*murrobi*) and homeroom teacher who will always oversee *Akhlaq* of students in the

⁹⁰ Observation in SMP Al Irsyad Al Islamiyyah Purwokerto with Mr. Mustamim Luthfi on Friday, November 16, 2018 at 09.00

class. Whereas if the learning occurred, teacher who teaches material such as math, science, and social, then will enter and teach material like an ordinary teacher. And be supervised by the homeroom teacher and classmates, so the classes will be more conducive.⁹¹

To know Islamic learning is implemented by teacher as well, so observations were carried out by conducting a checklist on each Islamic teachers. the results obtained in the study As a source of information this research was taken from several Islamic teachers, namely Mr. Wahyudiono, Mr Abu Bakar, Mr Abdul Manan, Mrs Friska Mufti W. And Mr Lutfi Hidayat as follow :

Table. 04

Checklist of observation to Mr. Wahyudiono⁹²

Evaluation Components		1	2	3	4
Context	1. The purpose of Islamic learning education on affective aspects (<i>akhlaq</i>) to Allah, to parents / other people, aspects to oneself. 2. The condition of the learning environment (effective and pleasant class) 3. Needs and characteristics of students (social skills and absorption of students)				V
Input	4. Early knowledge of students in Islamic learning of affective domain (<i>Akhlaq</i>) to Allah, to parents / other people, and to oneself.			V	

⁹¹ Based on Observation in SMP Al Irsyad Al Islammiyyah Purwokerto on Tuesday, November 27, 2018 at 09.30

⁹² Observation Checklist from Mr. Wahyudiono as Islamic teacher in teaching and learning processes in Class 7 J on Tuesday, November 27, 2018 at 10.00

	<p>5. Learning resources (textbooks / books /reporting books)</p> <p>6. Facilities and infrastructure to support learning (projector LCDs, media images, markers, whiteboards, etc.)</p> <p>7. learning strategy in implementation of Islamic learning</p>					V	V
Process	<p>8. Suitability of the plan with implementation</p> <ul style="list-style-type: none"> • Process of teaching and learning activity : <p>9. Activity</p> <p>10. Cooperating</p> <p>11. Honest</p> <p>12. Consistent</p> <p>13. Creative</p> <p>14. Confidence</p> <p>15. Critical</p> <p>16. Respect opinion</p> <p>17. Responsibility</p> <p>18. Trustworthy</p>			V		V	V
Product	<p>19. Student learning outcomes (the results of daily reporting books as a form of progress reports) that are reported to parents every week</p>			V			

Table. 05
Checklist to Mr. Lutfi Hidayat⁹³

Evaluation Components		1	2	3	4
Context	1. The purpose of Islamic learning education on affective aspects (<i>akhlaq</i>) to Allah, to parents / other people, aspects to oneself. 2. The condition of the learning environment (effective and pleasant class) 3. Needs and characteristics of students (social skills and absorption of students)			V	
Input	4. Early knowledge of students in Islamic learning of affective domain (<i>Akhlaq</i>) to Allah, to parents / other people, and to oneself. 5. Learning resources (textbooks / books /reporting books) 6. Facilities and infrastructure to support learning (projector LCDs, media images, markers, whiteboards, etc.) 7. Learning strategy in implementation of Islamic learning			V	
Process	8. Suitability of the plan with implementation <ul style="list-style-type: none"> • Process of teaching and learning activity : <ul style="list-style-type: none"> 9. Activity 10. Cooperating 11. Honest 12. Consistent 13. Creative 14. Confidence 15. Critical 			V	
				V	V

⁹³ Observation Checklist from Mr. Lutfi Hidayat as Islamic teacher in teaching and learning processes in Class on thursday, November 29, 2018 at 10.00

	16. Respect opinion 17. Responsibility 18. Trustworthy			V	V
				V	V
				V	V
Product	19. Student learning outcomes (the results of daily reporting books as a form of progress reports) that are reported to parents every week			V	

Table. 06
Chekclist to Mr Abdul Manan⁹⁴

Evaluation Components		1	2	3	4
Context	1. The purpose of Islamic learning education on affective aspects (<i>akhlaq</i>) to Allah, to parents / other people, aspects to oneself. 2. The condition of the learning environment (effective and pleasant class) 3. Needs and characteristics of students (social skills and absorption of students)			V	
				V	
Input	4. Early knowledge of students in Islamic learning of affective domain (<i>Akhlaq</i>) to Allah, to parents / other people, and to oneself. 5. Learning resources (textbooks / books /reporting books) 6. Facilities and infrastructure to support learning (projector LCDs, media images, markers, whiteboards, etc.) 7. Learning strategy in implementation of Islamic learning			V	
				V	

⁹⁴ Observation Checklist from Mr. Abdul Manan as Islamic teacher in teaching and learning processes in Class 7 on Thursday, November 29, 2018 at 08.00

					V
				V	
Process	8. Suitability of the plan with implementation • Process of teaching and learning activity : 9. Activity 10. Cooperating 11. Honest 12. Consistent 13. Creative 14. Confidence 15. Critical 16. Respect opinion 17. Responsibility 18. Trustworthy			V	V
				V	V
				V	V
				V	V
Product	19. Student learning outcomes (the results of daily reporting books as a form of progress reports) that are reported to parents every week				V

Table. 07
Check list to Ustdzah Friska Mufti W⁹⁵

Evaluation Components		1	2	3	4
Context	1. The purpose of Islamic learning education on affective aspects (<i>akhlaq</i>) to Allah, to parents / other people, aspects to oneself. 2. The condition of the learning environment (effective and pleasant class) 3. Needs and characteristics of students (social skills and absorption of students)			V	

⁹⁵ Observation Checklist from Mrs. Friska Mufti W as Islamic teacher in teaching and learning processes in Class 8 on Tuesday, November 29, 2018 at 13.00

				V	
				V	
Input	<p>4. Early knowledge of students in Islamic learning of affective domain (<i>Akhlaq</i>) to Allah, to parents / other people, and to oneself.</p> <p>5. Learning resources (textbooks / books /reporting books.</p> <p>6. Facilities and infrastructure to support learning (projector LCDs, media images, markers, whiteboards, etc.)</p> <p>7. Learning strategy in implementation of Islamic learning</p>			V	V
				V	V
Process	<p>8. Suitability of the plan with implementation</p> <ul style="list-style-type: none"> • Process of teaching and learning activity : 9. Activity 10. Cooperating 11. Honest 12. Consistent 13. Creative 14. Confidence 15. Critical 16. Respect opinion 17. Responsibility 18. Trustworthy 			V	V
				V	V
				V	V
				V	V
				V	V

Product	19. Student learning outcomes (the results of daily reporting books as a form of progress reports) that are reported to parents every week			V	
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Table. 08
Checklist to Mr. Abu Bakar⁹⁶

Evaluation Components		1	2	3	4
Context	1. The purpose of Islamic learning education on affective aspects (<i>akhlaq</i>) to Allah, to parents / other people, aspects to oneself. 2. The condition of the learning environment (effective and pleasant class) 3. Needs and characteristics of students (social skills and absorption of students)		V	V	
Input	4. Early knowledge of students in Islamic learning of affective domain (<i>Akhlaq</i>) to Allah, to parents / other people, and to oneself. 5. Learning resources (textbooks / books /reporting books) 6. Facilities and infrastructure to support learning (projector LCDs, media images, markers, whiteboards, etc.) 7. learning strategy in implementation of Islamic learning		V	V	V
Process	8. Suitability of the plan with implementation <ul style="list-style-type: none"> • Process of teaching and learning activity : <ul style="list-style-type: none"> 9. Activity 10. Cooperating 11. Honest 12. Consistent 13. Creative 14. Confidence 15. Critical 		V	V	V

⁹⁶ Observation Checklist from Mr. Abu Bakar as Islamic teacher in teaching and learning processes in Class 7 J on Tuesday, November 27, 2018 at 10.00

	16. Respect opinion 17. Responsibility 18. Trustworthy		V		
			V		
			V		
			V		
			V		
			V		
Product	19. Student learning outcomes (the results of daily reporting books as a fom of progress reports) that are reported to parents every week				V

Table. 09
Data tabulation

Category of evaluation components	Responden					Total
	1	2	3	4	5	
1	4	3	3	3	3	16
2	4	3	3	3	3	16
3	4	3	3	3	2	15
4	3	3	3	3	3	15
5	4	4	3	4	3	18
6	4	3	4	4	3	18
7	3	3	3	3	3	15
8	3	4	4	3	2	16
9	3	4	4	3	2	16
10	3	3	3	3	2	14
11	4	3	3	3	2	15
12	3	4	3	3	2	15
13	3	4	3	2	2	14
14	3	4	4	3	2	16

15	3	3	4	2	2	14
16	3	3	4	3	2	15
17	3	3	3	3	2	14
18	3	3	3	3	2	14
19	3	3	4	3	4	17
Amount	63	63	64	57	46	293

Explanation as follow :

If the teacher gets points 4 each 19 component is $4 \times 19 = 76$. Thus, 5 teacher all points that sum is got $5 \times 76 = 380$. So, That means average of the value is $380/19 = 20$. Then 20 is points indicate or conclude that 'satisfying'.

If the teacher gets points 3 each 19 component is $3 \times 19 = 57$. Thus, 5 teacher all points that sum is got $5 \times 57 = 285$. So, That means average of the value is $285/19 = 15$. Then 15 is points indicate or conclude that 'good'.

If the teacher gets points 2 each 19 component is $2 \times 19 = 38$. Thus, 5 teacher all points that sum is got $5 \times 38 = 190$. So, That means average of the value is $190/19 = 10$. Then 10 is points indicate or conclude that 'enough'.

If the teacher gets points 1 from 19 component is $1 \times 19 = 19$. Thus, 5 teacher all points that sum is got $5 \times 19 = 95$. So, That means

average of the value is $95/19 = 5$. Then 5 is points indicate or conclude that 'less good'.

Thus, that the conclusion of the evaluation criteria can be showed as follows :

A = if the means of points get value is 20, then can be known as "Satisfying"

B= if the means of points get value is 15 – 20, then can be known as "Good"

C = if the means of points get value is 10 – 15, then can be known as "Enough"

D = if the means of points get value is 5 – 10 Or less 5, can be known as "Less Good"

explanation : D = less good

B = good

C = enough

A = best (satisfying)

Indicator or criteria of evaluation components and point will same with criteria which fill it as follow :

1. The purpose of Islamic learning education on affective aspects (*akhlaq*) to Allah, to parents / other people, aspects to oneself.
 - a. The teacher instructs students to pray and greet
 - b. The teacher reads learning objectives of the Islamic education to students and directs students to learn

- c. Students listen and pay attention to the objectives and the learning process
 - d. Students bring equipments of learning and have prepared books according to the schedule
2. The condition of the learning environment (effective and pleasant class)
 - a. Students sit neatly and calmly
 - b. Classrooms are clean and comfortable for learning
 - c. Students follow the lessons obediently
 - d. Students keep class facilities well
3. Needs and characteristics of students (social skills and absorption of students)
 - a. Students are able to socialize with classmates by asking questions and discussion
 - b. Students are able to understand the lessons given by the teacher
 - c. Students are able to show courageously in asking and answering questions
 - d. Students can be honest to say they have not understand the material is provided
4. Early knowledge of students in Islamic learning of affective domain (*Akhlaq*) to Allah, to parents / other people, and to oneself.
 - a. Students are able to read prayers and the holy Qur'an and want to memorize it.

- b. Students can kneel good words to others and respect them
 - c. Students take care of their belongings as a form of responsibility
 - d. Students perform worship at school and home
5. Learning resources (textbooks / books /reporting books)
- a. Students bring books that are scheduled to school
 - b. Students bring and prepare equipments school
 - c. Students can show other books that they learn at home
 - d. Students maintain and implement the *Amal Yaomi* book as a progress report book
6. Facilities and infrastructure to support learning (projector LCDs, media images, markers, whiteboards, etc.)
- a. The teacher explains the lesson using media or other facilities
 - b. Students keep of school facilities and infrastructure
 - c. Adequate learning media as a facility to support student learning
 - d. The teacher is able to use the media well and students can use it
7. Learning strategy in implementation of Islamic learning
- a. The teacher displays lesson strategies well
 - b. students are able to follow the instructions given by the teacher well
 - c. students in learning process can understand the subject matter well
 - d. students are able to show the good behavior exemplified by the teacher
8. Suitability of the plan with implementation

- a. The teacher presents theme according to the media and strategies used in the lesson
 - b. Students can give examples according to the material they have learned
 - c. The teacher gives an evaluation to students well
 - d. The teacher can provide conclusions as a closing lesson well
9. Activity
- a. Students take lessons well
 - b. Students can discuss with other friends
 - c. The teacher gives several questions in the lesson to foster student curiosity
 - d. Students can create cubits of works that are modeled by the teacher
10. Cooperating
- a. Students want to invite their friends to discuss
 - b. Students can help other friends so they can understand the lesson
 - c. Students want to work together to complete assignments
 - d. The teacher can form several student learning groups
11. Honest
- a. Students say both to the teacher and friends
 - b. Students do good and don't do bad things
 - c. Students want to say sorry if they make a mistake
 - d. Students ask permission before using their belongings
12. Consistent

- a. Students do pickets every day
 - b. Students always say greeting when meet the teacher
 - c. Students follow lessons well
 - d. Students work on assignments given by the teacher
13. Creative
- a. Students brave to answer questions given by the teacher
 - b. Students produce of original works made by him
 - c. Students can appreciate the work of others
 - d. Students can ask new idea and specific questions
14. Confidence
- a. Students do not cheat during exams, and answer according to ability
 - b. Student have the initiative in determining what is good and bad
 - c. Students brave to report their friends who do bad things / bullying
 - d. Students are able to express their opinions in class when discussing
15. Critical
- a. Students are able to read other learning resources that they have not learn yet while teacher is teach.
 - b. Students ask new idea related to the material
 - c. Students want to advise other friends if they make a mistake
 - d. Students increase interest in reading and curiosity about something
16. Respect opinion
- a. Students want to accept their friends' opinions in learning

- b. Students want to thank their friends who helped them
 - c. Students are not angry when being advised
 - d. Students want to take correct if they have made a mistake
17. Responsibility
- a. Students want save of their belongings and want to return the items they borrowed
 - b. Students perform worship well and on time
 - c. Students keep class and school clean
 - d. Students carry out class pickets
18. Trustworthy
- a. Student pray when their start learning and say greets to the teacher
 - b. Listen to the teacher while teaching and pay attention to the material provided by the teacher
 - c. Say good and polite to the teacher
 - d. Students complete the tasks given by the teacher well
19. Student learning outcomes (the results of daily reporting books as a fom of progress reports) that are reported to parents every week
- a. Students save their *amal yaomi* book
 - b. Students work on assignments according to the behavior modeled in the book
 - c. Students give books to teachers as a report of their activities both at school and at home

d. The teacher can evaluate changes in student behavior after carrying out the instructions in the book

The purpose of conducting observation use checklist is to find out of the evaluation component that will become a benchmark in giving conclusions in the implementation of Islamic learning using learning progress reports ('Amal Yaomi books and Qur'an achievement books) in SMP Al Irsyad Al Islamiyyah Purwokerto.

After conducting the research using the observation method, when the researcher is use the checklist to the Islamic teacher, it was due to knowing the actual events and the correct process that happened during islamic learning processes, where the evaluation component was composed of context, input, process and product. So that they know the differences in the teaching techniques given by the teacher, Islamic learning process, learning objectives, learning resources, and the difference on classroom situation during Islamic learning processes.

The teacher has an important roles in delivering of the material. To find know the material as taught by Islamic teachers, the next discussion will be explained clearly about Islamic learning material or subject in SMP Al Irsyad Al Islamiyyah.

a. The Learning Process of Islamic Education in SMP Al Irsyad Al Islamiyyah Purwokerto

The learning process of Islamic education in schools is quite well, especially in scientific learning process where teachers are required to be more innovative.⁹⁷ When the learning occur often teacher looked several students who can think critically, even asking a lot of things that they might think are new.

According to Mr Abu Bakar said as a teacher in class, :⁹⁸

"in Islamic learning we always met students who are critical and ask unexpected questions, so that to solve much problems then firstly we prepare a material and read the other references which can help of such things and the results will increase students' knowledge "

In Islamic learning, teacher must show learning strategies and methods. And the correlations with the 2013 curriculum, teacher position is required to be a facilitator, mediator, and motivator who an active role. then students can take active and creative learning. In this school each teacher already has a strategy and method of learning, because in Islamic learning the teacher must be able to take the position of *Akhlaq*/behavior as the main core for educating children after *Tauhid* education. Thus, this students in this school are very active, so teacher must prepare of material with other references every teach cause student can ask questions which specifically.

⁹⁷ Interview with Mr. Nurbani Kumbono as Galang Abista's parent on Monday, December 10, 2018 at 14.00

⁹⁸ Results of interview with Mr. Abu Bakar as Islamic teacher on Tuesday, December 4, 2018 at 14.00

In the implementation of Islamic learning, teacher is teach with the *Halaqah* learning model's so that all Islamic learning and teaching can coverage all of material in one (1) semester. And it has been summarized in terms of Islamic learning.⁹⁹

According to Mr. Wahyudiono said, :¹⁰⁰

"Islamic learning process in this school uses the madrasa' curriculum (curriculum by foundation). So what is in the contents of the 2013 curriculum has been developed, modified and innovated by our educational institutions. Then, the learning process is almost different in general schools, so we uses Islamic learning where Islamic material is already in it and the time of execution. "

Then, according to Mr. Abu Bakar aslo said, :¹⁰¹

"in Islamic learning we use the 2013 curriculum as a reference material but is not out of corridor system there in. After that, we develop our Islamic learning model to make it better and in accordance with the needs of students".

And according to Mr Lutfi Hidayat said, :¹⁰²

"the curriculum for Islamic learning in this school uses a mixed curriculum between the foundation and 2013 curriculum, because the Islamic learning process occurs in the field or class is actually different with the 2013 curriculum. So that the foundation curriculum can take an important role to help repairing learning system or solve problems" .

⁹⁹ Based on observation in SMP Al Irsyad Al Islammiyyah Purwokerto on Tuesday, November 27, 2018 at 09.30

¹⁰⁰ Result of interview with Mr. Wahyudiono as Islamic teacher on Tuesday, December 4, 2018 at 13.00

¹⁰¹ Results of interview with Mr. Abu Bakar as Islamic teacher on Tuesday, December 4, 2018 at 14.00

¹⁰² Results of interview with Mr. Lutfi Hidayat as Islamic teacher on Tuesday, December 4, 2018 at 14.30

According to students, name is Heiko as eight (8th) grade, Haris and Galang as seven (7th) grade about process of Islamic learning, they same said, :¹⁰³

“about the steps in implementing of Islamic learning is : opening, reading the holy Qur'an together, Speechless by students as long 7 minutes, core material from the teacher, and finally closing”.

In standard of operationals, what is the Islamic learning implementations, are as follows:

Table. 10

Steps of Islamic learning in SMP AL Irsyad Al Islammiyyah¹⁰⁴

Steps	Explanation	Time
Opening	Master of ceremony and student open and bring ceremony	5 minutes
Tahsin	Reading the Holy Al quran according to murrobi's order	15 minutes
Speechless	Speechless by students	10 minutes
Checking of amal yaumi book	checking – evaluating – advicing – motivating by murrobi	15 minutes
Subject and discussion	Explained by islamic learning teacher	30 minutes
Evaluation and reflection	Conclusion – evaluation – reflection – and follow up of next lesson material.	5 minutes
Closing	Master of ceremony close with a closing prayer	5minutes

b. Islamic Learning Material Related of Evaluation

¹⁰³ Results of interview with Heiko Rendra N, Muhammad Haris Dwi PH, and Galang Abista P as Student in SMP Al Irsyad Al Islammiyyah Purwokerto on Tuesday, December 6, 2018 at 09.00-14.00

¹⁰⁴ Documentation from Mr.Wahyudiono as Islamic teacher in class 7 J on Tuesday, December 4, 2018 at 13.30

The teacher must provide basic material in the implementation of the sources to the book as like as *Amal Yaumi* book and the Qur'anic achievement book.¹⁰⁵ In Islamic learning material is cover of aspects which a students will develop in their attitudes (*Akhlaq*) every day. And the form of the attitude will be assessed and supervised by the teacher. This material as sample of basic material coverage :

Table. 11

Basic material of Islamic learning in SMP Al Irsyad Al Islammiyyah Purwokerto¹⁰⁶

No.	Week	Material
1.	I II III IV V	Grouping and ordering management <i>Ta'aruf</i> Meaning of <i>Syahada</i> <i>Taharah I (Istinja)</i> <i>'Adab to parents</i>
2.	I II III IV	Time Management <i>Amar Ma'ruf</i> Know gods of Allah S.w.t <i>Taharah II (Wudhu' or take ablution)</i>
4.	I II III IV V	Adab to teacher Public Speaking Life skill (practice) <i>Tasyabuh</i> <i>Taharah III (janabah)</i>
5	I II III	Adab to other or friend Life skill <i>Amar ma'ruf</i>

2. Evaluation on Affective Domain with Progress Report Instrument

¹⁰⁵ Interview with Mr. Wahyudiono as Islamic teacher on Tuesday, December 4, 2018 at 13.00

¹⁰⁶ Documentation from Mr. Wahyudiono as Islamic teacher in class 7 J on Tuesday, December 4, 2018 at 13.30

Indeed, it is rarely for an academic to hear the word of progress report, because this instrument is not all schools use this type of evaluation.

According to Mr Lutfi Hidayat said, :¹⁰⁷

"This progress report will be related to report at last examination from student learning, when sharing to all parents of students". In the evaluation at the end of learning there is the form of report book are shared by teacher to parents. and this evaluation instruments using progress reports are one of the instruments that teachers can do".

This progress report is used to assess on affective domain of students, where attitudes (*Akhlaq*) as the foundation of students will teach and build from their teachers. To know clearly the core contained of the progress report which in the student of progress report book, there is a meaning of the progress report according to SMP Al Irsyad Al Islamiyyah :¹⁰⁸ "This *Amal Yaumi* Book is intended to make easy of control and communication between homeroom teacher and parents, as a homeroom functional tool and in daily monitoring activities of students at home and school, then grewed culture of awareness for students "

In the book, there are requirements and instructions for filling the book. the school cooperates with parents and socialization of the implementation process.

¹⁰⁷ Results of interview with Mr. Lutfi Hidayat as Islamic teacher on Tuesday, December 4, 2018 at 14.30

¹⁰⁸ In the book of *Amal Yaumi*(Progress report) have a student name is Galang Abista P. as documentation on Tuesday, December 6, 2018 at 14.30

According to Mr. Wahyudiono have said, :¹⁰⁹

"socialization to introduce the books is exists, and is undertaken by the school management and vice chairman when the students enter the school and parents are invited to the school to take part in the process of introducing the excellent school's program and this book"

According to Mr. Abu Bakar, :¹¹⁰

"the socialization to this book was done introduced at the beginning of the semester or at the beginning of the new Lesson Year, between the school and parents of students"

And when asking to parents about, is there true socialization. according to Mr. Sami'un and Mr. Bowo as the parent of student said, :¹¹¹

"is exist, and it is filled according to the direction of the school and teachers."

a. Requiring and Filling Instructions

In the *Amal Yaumi* book as a form of progress report, there are requirements and instructions for filling in which parents, teachers and students must pay attention. As follows :

- 1) Every day student fills in instrument of progress report at school and home with independently and honestly.
- 2) Every one (1) week the teacher / murrobi (*halakah* guider) checks and gives a evaluation to all students and provides a signature as evidence that it has been checked and evaluated.

¹⁰⁹ Result of interview with Mr. Wahyudiono as Islamic teacher on Tuesday, December 4, 2018 at 13.00

¹¹⁰ Results of interview with Mr. Abu Bakar as Islamic teacher on Tuesday, December 4, 2018 at 14.00

¹¹¹ Results of interview with Mr. Sami'un and Mr. Nurbani Kumbono on December 10-11, 2018 at 14.00

3) Every 1 week the parents check and sign the instrument of progress report book ('*Amal Yaumi* book) of them.

4) Every few weeks, parents or murrobi can write a necessary information on a instrument of parents or murrobi.

5) Fill in the activity column with:

a. (0) does not implement

b. (1) implement but not in accordance with the requirements

c. (2) implement according to the requirements.¹¹²

b. Instrument of Progress Report Format

According to Mr. Wahyudiono, :¹¹³

"This evaluation format was created by the foundation and in collaboration with school organization of teacher as like as *BIAH* Islamiyyah, Student team, and Counseling and Management teams".

There are 2 forms of this instrument format,are as follow :

Table. 12
Instrument of reporting at school¹¹⁴

No	Aspect	Mo nda y	Tu esd ay	we dne sda y	thu rsd ay	frid ay	Sat urd ay	Tot al
Attitude (<i>Akhlaq</i>)to Allah s.w.t								
1.	<i>Wudhu'</i> (take ablution) orderly							
2.	Prayer <i>shalat</i> of Congregation							
Attitude (<i>Akhlaq</i>) to others and environment								
1.	Throw garbage to the spam							
2.	Come with greetings							

¹¹² In the book of *Amal Yaumi*(Progress report) have a student name is Galang Abista P. as documentation on Tuesday, December 6, 2018 at 14.30

¹¹³ Result of interview with Mr. Wahyudiono as Islamic teacher on Tuesday, December 4, 2018 at 13.00

¹¹⁴ In the book of *Amal Yaumi*(Progress report) have a student name is Galang Abista P. as documentation on Tuesday, December 6, 2018 at 14.30

3.	Be polite and good's talk with teacher							
4.	Respect with differences and not reproach							
Attitude (<i>Akhlaq</i>) to oneself								
1.	Good dressed and modest							
2.	Saving of own treasure							
3.	Could submit and answer of questions							

Then after the above instrument format there is a note column and a knowing in the form of a signature / initial of the teacher or murrobi who oversees.

Table. 13
Instrument of Reporting at Home¹¹⁵

No	Aspect	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Akhlq to Allah								
1.	Praying shalat 5 times with congregation :							
	<i>Zuhur</i>							
	<i>Asar</i>							
	<i>Maghrib</i>							
	<i>Isya'</i>							
	<i>Subuh</i>							
2.	<i>Dzikh</i> and <i>du'a</i> after <i>salat</i>							
3.	Shalat sunnah							
4.	Reading the holy Qur'an 2 page minimal							
5.	<i>Muraja'ah</i> Al-qur'an							
Attitude (<i>Akhlaq</i>) to parents or family								
1.	Pray for parents							
2.	No snapping							

¹¹⁵ In the book of *Amal Yaumi*(Progress report) have a student name is Galang Abista P. as documentation on Tuesday, December 6, 2018 at 14.30

3.	Take care of parents and family conditions							
Attitude (<i>Akhlaq</i>) to oneself								
1.	Good dressed and modest							
2.	Saving of own treasure							
3.	Have a awareness to independent learning							
4.	No playing game or phone too much							

At the bottom of the side of report from parents there is a note must be filled in by each parent to child development in the family environment. In Both of a positive development or negative behavior that appears to students.

c. Teacher Monitor Book

The teacher's monitor book is held by each homeroom teacher and also as a tutor for Islamic learning processes (*halaqah*).¹¹⁶ This book contains of teacher guidance in taking of progress reports and assignments from the teacher in guiding of students activities. Where the teacher will attend of students pressences and it be assignments to one of the students to summarize the material as long as Islamic learning processes.

C. Data Analysis

Evaluation is not only influence in the world of work, economy, culture, sports, and military but also impact in the world of education. evaluation in the world of education is very important cause evaluation can

¹¹⁶ Interview with Mr. Wahyudiono as Islamic teacher on Tuesday, December 4, 2018 at 13.00

contribute to improving system, implementation, and reflection of learning. Even in daily of students lives among of the school, family, and community, evaluations will educate how students have good and right values.

Thus, evaluation does not only show of priority values or numbers. However, evaluations in our education world must be able to influence how to create values or numbers that have a form of attitude (*Akhlaq*). So that, the values or numbers are built and based on attitudes (*Akhlaq*) by displaying good and right behavior that need to be maintained and improved.

As an evaluation is undertaken in SMP Al Irsyad Al Islammiyyah, the evaluation by Islamic education teachers is in accordance with the Indonesian education curriculum where the teacher actually implements it. As an implementation in evaluations such as examinations, school and home assignments, practical assessment, semester exams, and final examinations.

Whereas, which more special is in implementing of the evaluation on affective domain by Islamic education teachers, this evaluation is different from the cognitive and psychomotor instrument evaluation formats. This evaluation has the final goal, that how to create values that can show the good and right attitude (*Akhlaq*) of students. So that, they always do morality. And this evaluation is known as using a progress report instruments because the implementation process is always undertaken

continuously by the teacher. Even the parents are involved in implementing process of this evaluation.

Instruments of progress report is a form made by the teacher and school foundation which relates to the curriculum. And as a form of evaluating on affective domain of students in their development among of school, family and social. In order to implement of Islamic values as exemplified by the Prophet Muhammad s.a.w, teachers can easily in controlling and conditioning of students' attitudes (*Akhlaq*) to be better.

From the data which has been obtained by author during the study, to find out the analysis of evaluation on affective domain of the Islamic learning with progress report in SMP Al Irsyad Al Islammiyah Purwokerto then:

1. Analysis Evaluation on Affective domain of the Islamic learning in SMP Al Irsyad Al Islamiyyah

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Results of the data which have been filled with observations in the class during Islamic learning, it can be concluded that the evaluation component both content, input, process and product are mostly filled with points two (2), three (3), and four (4) which mean are enough, good and best. So that it can be explained in the planning of learning evaluation systems by Islamic learning is implemented by teacher correctly and well.

To find out of evidence the product in the learning evaluation is progress report book (*Amal Yaumi* book) is shared by the teacher to the

parents, then monitoring book for *Murrobi* or homeroom teacher, and Al quran achievement book (for *hafidz* of qur'an program).

Evaluation is an activity to assess and improve of the learning system which has been implemented by the teacher. While the evaluation on affective domain is part of 3 types of evaluations, including evaluation of the cognitive domain, psychomotor domain and affective domain. In this discussion the author focuses in evaluating on affective domain. So what the writer means about affective domain evaluation is the activity of taking the value of a student's activities related of attitudes (*Akhlaq*) in daily life in school, home, and social environment.

This evaluation has objectives, are as follow :

- a. Increase of faith and piety to Allah S.W.T
- b. Improve of worship to Allah S.W.T
- c. Helping teachers to give the attitude (*Akhlaq*) values of each student.
- d. Helping parents to guide their children at home.
- e. Give more attention to children and how they behave.
- f. Can build of the teachers and students discipline in managing school activities

This evaluation has benefits, are as follow :

- a. Students have a religious and faith values to pray Allah S.W.T.
- b. Students will always feel be watched by Allah while worshipping.

- c. Students become more discipline and diligent for take a instructions of teacher and parents.
- d. Have a good morals (*Akhlaqul Karimah*)to parents and teachers.
- e. teacher can easily in determining attitudes and learning students
- f. everyday, teacher can oversee thoroughly and detail about attitudes (*Akhlaq*) of students.
- g. students parent have confidence in educating their children at home and also look their attitudes (*Akhlaq*)everyday.
- h. to facilitate in both of teachers and parentscommunication in educating their childrens.

The affective domain in Islamic learning is divided into 2 types of attitudes (*Akhlaq*) as in 2013 curriculum, there are spiritual attitude and social attitude. And the two domains of attitude are very important in implementing of learning and evaluation. Then the evaluation of Islamic learning must prioritize of attitudes aspect in forming of personal students in their daily lives. in this analysis attitude refers to:

a. Spiritual Attitude

Spiritual attitudes related to the formation of students become people who believe in God. In the progress report book as an instrument of evaluation on affective format the first part is a attitudes (*akhlaq*) to Allah S.w.t.

Students get the material of faith to Allah S.w.t and how to pray as the duties of his servants, then the implementation of this spiritual value

is in performing of *Shalat* 5 times with congregation as like : *dhuhur*, *'asar*, *magrib*, *isyah*. *sunnah* prayer, fasting, *dhikr*, recite of the holy Qur'an in each day and maintain a sanctity with the take of ablution.

The teacher can check the book and guide of students. If the behavior which is not appropriate yet by students, so teacher can give an evaluation in numbers according to the instructions for filling book. Core competency (*Kompetensi inti* or *KI 1*) spiritual attitude in Islamic learning is also in depth represents of the evaluation on affective domains as a form of assessment and testing whether this core competency has been implemented or not. So in evaluation on affective domain of the Islamic learning in SMP Al Iryad Al Islamiyyah about spiritual attitude it has been implemented in a real and good way.

b. Social Attitude

The social attitude is related to the shape of students who are noble, independent, democratic and responsible. This views of core competence (*Kompetensi Inti* or *KI 2*) is so that students are able to build of social attitudes towards of other people as like as parents, teachers, friends, and society.

This student school in implementing their social attitudes when it is applicated to other people such as teachers, friends, parents and so on. They are not to bully and rude but must say with good talk and always greets when in meeting.

But, it also in the school environment is like keep cleaning, and participating in the school program. While their social attitudes at home to parents and oneself, where students must respect, obey, and good behavior to parents such as to pray, no snaping, and understanding with the parents condition.

Whereas attitude (*Akhlaq*) towards oneself must be implemented not only at home but also at school and society, such as save with own treasure , self-study, dressing to the *Shari'a*, not playing phones too long, and want to ask questions and answer questions.

2. Analysis on Affective Evaluation with Progress Reports Instrument

In evaluating of progress reports book in SMP Al Irsyad Al Islammiyyah, the book which is known as the *Amal Yaumi* Book. in the student's progress report book, there is an intention or meaning regarding to the progress report, according to SMP Al Irsyad Al Islammiyyah is this *Amal Yaumi* book is intended to control and communication between homeroom and parents, as a homeroom functional tool and in monitoring and reporting daily activities of students at home and school, then grown up the awareness of culture for students.

The progress report is a report which will be extended to school parents parents in periodically and this important things by teacher view, after something learning process or several competences. However, the progress report can be interpreted as a type of affective evaluation

instrument cause continuously gives attention to the growth of student attitudes (*Akhlaq*) and maintain the good attitude of them.

The progress report can help teachers and parents in providing education to the children. Teachers and parents not be confused with how to guide on daily children life because children already have an attitude (*Akhlaq*) to take it every day. Here, teachers and parents are no longer worried to the growth of attitudes that exist from students.

This evaluation gives impression to students how they are able to think independently and can determine their attitude (*Akhlaq*) to Allah S.w.t, teachers, parents, friends, oneself and the environment. A good attitude to fellow of human beings will bring students to make confident. So that, when they are easily mixed to community and accepted in socializing.

Some of the goals and benefits of using this progress report book for students, are as follow :

- 1) For always to do best work.
- 2) Obey class, school, and mosque.
- 3) Be kind and helpful to their classmates.
- 4) Believe that they can, and will learn.
- 5) Show respect to their teacher, friends and self.
- 6) Spend at least 18 minutes each day to studying and reading at home.
- 7) Come to school with their homework and supplies prepared.
- 8) Talk to their parents each day about school activity.

9) Show respect to property by not stealing or vandalizing.

In filling of progress report book, it is in instruction that the student has an active role in filling this book and responsibility to fill in independently and honestly at home. Then in one (1) week the teacher and parents check and evaluate of the value, with the requirements that the value zero (0) does not implement, one (1) implement but not in accordance with the requirements, two (2) implement according to the requirements. After teacher and parents give the value, in one week the book is signed and given a comment it.

In the process of checking the values is implemented by teachers and parents, it must give more attention to the attitudes (*Akhlaq*) of students everyday and continuously. and in checking process can be implemented by teachers and parents situationally. If ones of student seems something bad then teacher immediately ask for the book and make corrections to the students who break it. Then teacher give him advice and remind him to do good to others.

In this school the progress report book there are 2 forms of instruments reported to parents and teachers. In the evaluation on affective domain instrument to the teacher there are three (3) that is needed to display by students, as follow :

- a. Attitude (*Akhlaq*) to Allah S.w.t
- b. Attitude (*Akhlaq*) to others / environment
- c. Attitude(*Akhlaq*) to oneself

Whereas, in the evaluation on affective instrument to parents there are three (3) that need to be displayed are :

- a. Attitude (*Akhlaq*) to Allah S.w.t
- b. Attitude (*Akhlaq*) to parents / family
- c. Attitude (*Akhlaq*) to oneself

In the evaluation on affective instrument for teachers and parents as a form of progress report has an intention or explanation of it, which are:

- a. Attitude (*Akhlaq*) to Allah S.w.t, which is meant how to have faith to the God of universe by not only believing but also performing of prayers (*Shalat*) with congregation, *sunnah*, take ablution (*wudhu*), *dhikr*, reading the holy Qur'an.
- b. Attitude (*Akhlaq*) to other peoples / environment. which is meant by morality to others, that is in respecting someone around them in both of good relations with friends and maintain of school facilities.
- c. Attitudes (*Akhlaq*) to parents/family, it means how students give their morality in both of parents and their families as like obey, do not say rude and lie, keep a good name of family, and always pray for parents.
- d. Attitude (*Akhlaq*) to oneself is to understand the growth of the morality that exist in themselves and to determine their own abilities, competencies. this attitude impact on that students can be taken in independent things such as save of personal property or treasure, be able to answer and give questions, good dressed, and have an awariness to independent learning.

3. Data Tabulation

Data tabulation of evaluation on affective domain, material is to know of mean *syahadat'ain* as follow :

Table. 14

Eveluation on affective domain criteria

No	Base Competency	Indicator	Affective Level
1	Believe in Allah Swt by introducing the syahadata'in sentence	<ul style="list-style-type: none"> ✓ Willing to receive teacher explanations of syahadata'in sentences ✓ Speaking a sentence of syahadata'ain while saying a prayer 	1 5
2	Understanding and believing in Allah Swt through the recognition of the attributes of Allah Swt contained in al-Asma al-Husna as an implementation of the shahadata'in sentence	<ul style="list-style-type: none"> ✓ Willing to receive explanations of the meaning of al-Asma al-Husna being taught ✓ Agreeing to the statement that I testify that there is no God to be worshiped except Allah Swt ✓ Agreeing on the statement that I testify to the prophet Muhammad Rasulullah 	1 3 3
3	Have a confident, active, creative, responsible, honest and trustworthy attitude	<ul style="list-style-type: none"> ✓ Willing to help a friend who learning ✓ Willing to carry out discussions and provide ideas ✓ Willing to provide questions and answers and responses 	4 4 5
4	habituating to avoiding being stupid, being angry, not respecting others, lying, and being afraid	<ul style="list-style-type: none"> ✓ Not easily upset when friends give advice ✓ Willing to accept the opinions of friends in discussions 	5 4

		✓ Speak as necessary and be kind	5
5	Believe in the existence of Allah Swt and Muhammad Saw as Rasulullah	✓ Willing to accept the teacher's explanation about shahada'in and examples of his behavior ✓ Agreeing that Allah sent the Prophet Muhammad as Rasulullah	1 3
6	Habituating in <i>Adab</i> ' of Islamic to parents and teachers	✓ Say greetings to teachers and parents ✓ Respect parents and teachers ✓ Do not say rude to parents and teachers ✓ Follow the instructions given by parents and teachers ✓ Avoiding being grim when meeting parents and teachers	5 5 5 5 5
7	Habituating in <i>Adab</i> ' of Islamic to other people or friends	✓ Don't like to invite friends to do bad ✓ Visiting a friend who sick ✓ Willing to carry out discussions with any friend	4 5 4
8	Habituating in keep clean of environment the school, home, and protecting own property	✓ Following in cleaning activities at school ✓ Maintain school equipment that is owned ✓ Keeping clean of class by participating in picket	2 5 2
9	Loving and modelling the story of the Prophet Muhammad Saw	✓ Willing to hear the story of the prophet Muhammad Saw	1
10	Take a lesson or conclusion on the story of Prophet Muhammad Saw	✓ Willing to practice sunnah worship as an example of the prophet's behavior during his life	3

Note of affective level :

1. Receiving
2. Responding

3. Valuing/determining attitudes
4. Organization
5. Characterization by a value or value complex

This evaluation covers all affective domains and from the table, it can be concluded that the teacher does an affective domain evaluation from level 1 - 5. This evaluation consists of receiving, responding, valuing, organization, characteristic by value. Each level is displayed into the base competency, thus students must display one form of activity contained in the affective domain in teaching and learning activities.

Meanwhile, to evaluate activities of the affective domain indicators the teacher uses a progress report. Where, evaluation on affective domain listed is to evaluate student's attitudes to Allah, to the teachers, to parents, to the environment, to others / friends, and to themselves. Evaluation is done by teachers at school and parents at home.

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CHAPTER V

CLOSING

A. Conclusion

Based on the results of the research that the author conducted as far as of study with evaluation on affective domain of the Islamic learning with progress report in SMP Al Irsyad Al Islammiyah Purwokerto, it was generally concluded :

Evaluation on affective domain of the Islamic learning in SMP Al Irsyad Al Islammiyah Purwokerto which is implemented systematically, and full of teachers' responsibility in educating their children morality. This evaluation on affective domain is prioritize the development of students attitudes to be good people. With the object is a student in taking an attitude as like to god Allah S.w.t, to others, environment, parents, teachers, and themselves.

The instrument which used in this evaluation on affective domain is using a progress report book or in SMP Al Irsyad Al islammiyyah is known as *Amal Yaumi* book, because in the terms of core and meaning is same. This instrument of progress report in evaluation, the means of progress report is a report which will be extended to school parents in periodically and this important things by teacher view, after something learning process or several competences.

The progress report have a content about activity of students record in following of learning process and the result of this assessment will be given to student parents. Progress report is always used by teacher every week until one month and the review activity of student learning are implemented in the classroom and outside the classroom. And parents also can evaluate of their child on daily activity in the house with relational book is provided by Islamic education teacher.

Whereas, according to the means of the school is intended to facilitate of control and communication between homeroom and parents, as a functional tool for homeroom teachers and in monitoring the daily activities of students at home and school and to grow of a culture awareness for both students.

In accordance with the vision of SMP Al Irsyad Al Islammiyyah is be a modelling and leading school that produces graduates of noble character, high achievement and spirit of leadership, the school's mission is related to implementing a noble habit. Thus, this school is be able to graduate with good intellectual and moral of students in home and social environments .

The implementation to this evaluation by teacher is in checking and supervising students' morals for one 1 week, and the teacher exchanges information to the parents of students regarding the child's attitude (*Akhlaq*) when in the family environment. And ask for parents of student to sign of

signature of the student activities everyday and check whether student is correct in implementing the attitude that exist or not, are honestly.

From the data in table 09, the sum of 5 teacher is get 293. That mean average of value is $293/19 = 15,4$. And the conclusion is mean ‘evaluation in SMP Al Irsyad Al Islammiyyah Purwokerto can be known as value is B or Good’

After the implementation of Islamic learning prosses the teacher must monitor of student by asking students to summarize of the material that has been conveyed to him. So that the attitudes (*Akhlaq*) contained in the material will be formed in existing of evaluation on affective domain instruments.

Thus, the evaluation on affective domain of the Islamic learning with progress report in SMP Al Irsyad Al Islammiyyah Purwokerto in accordance with discussion of affective evaluation and the form of progress report can be interpreted as the same, with continuous assessment and cooperation or collaboration with parents to educate of student’s moral to be better and maintain it.

B. Suggestion

By not reducing my respect and affection, based on the author, taked the evaluation on affective domain of the Islamic learning with progress report in SMP Al Isryad Al Islammiyyah Purwokerto, giving a little advice, are as follow :

1. Islamic Teacher

Teacher, must understand the student's world. Students with the growth of development level in junior high school have a lot of curiosity, feeling want to try, want to be noticed and feeling of belonging. So teacher is not worried about student behavior, which is sometimes a little different from daily habits. The teacher needs to give students attention wisely and be able to put himself as a parent at school.

2. Student

Students must be more enthusiasm in implementing of daily activities because with moral habituation and evaluation with continuously make students tired and exhausted. But this evaluation will form and create a discipline of time, place, and condition. So that, students are able to manage for themselves and others are well. Dont feel discouraged, if have not got something and keep trying to be human who has noble character is respected in society.

4. Parents

Parents, with this instrument progress report does not mean that parent will easily to educate children. But parent must be a good sample in implementing of the attitude values contained in this progress report book, as like to praying together with congregation, teaching how to be polite when receiving guests, eating and drinking, and praying daily.

C. Conclusion word

Thank God for Allah Almighty God who has given strength, patience, and gift of love says that this thesis can be solved well.

The Author realize that what the author is stacking is far from perfection although the efforts of the writer to do is quite maximal. The exixtences of deficiencies and errors of this thesis solely because of limited konowledge and reference insight writers. For that the criticism and suggestion of the readers always expect the author accept by gratefully.

Hopefully the reseacher's efforts in completing this research can be usfeul for readers as well as for science in general, especially useful for themselves, Amiin.



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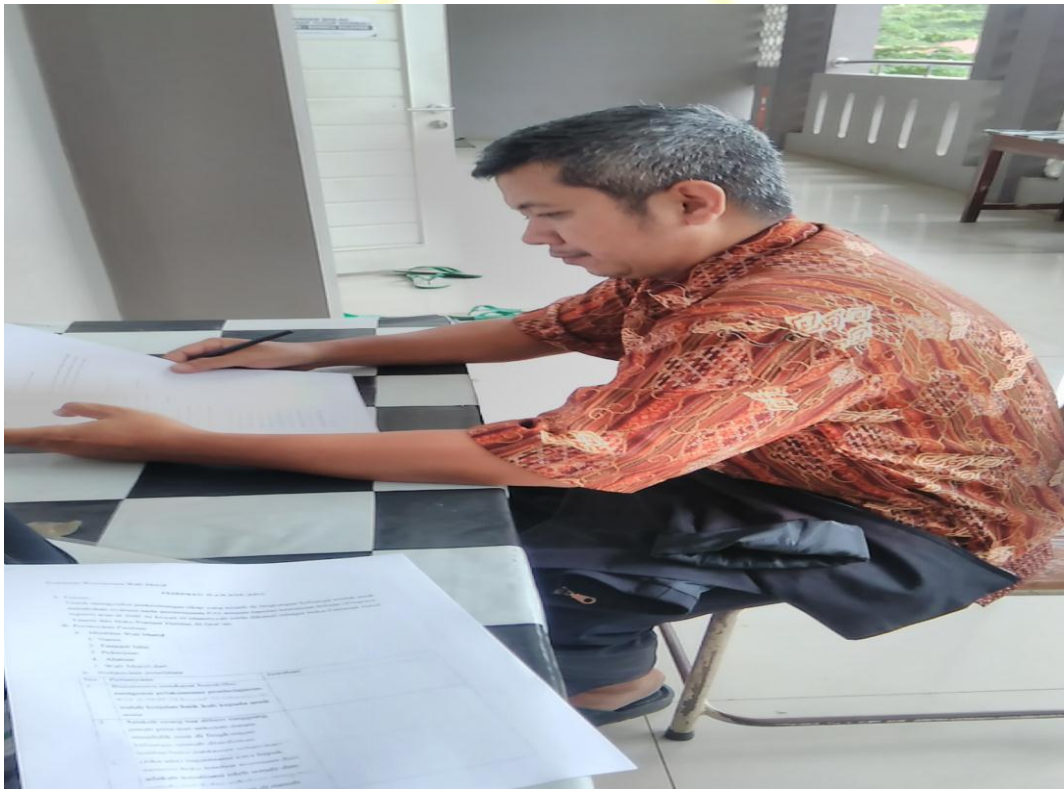
IAIN PURWOKERTO

LIST OF PHOTOS





















As a student, I will



Always try to do my best work.



Obey class, school and masjid



Be kind and helpful to my classmates.



Believe that I can, and will learn.



Show respect for my teacher, my friends and my self



Spend at least 15 minutes each day studying and reading at home.



Come to school with my homework and my supplies prepared.



Talk to my parents each day about my school activities.



Show respect for property by not stealing or vandalizing.

PETUNJUK PENGISIAN

Buku amal yaumi ini dimaksudkan untuk memudahkan kontrol dan komunikasi antara wali kelas dan orangtua, sebagai alat bantu fungsional wali kelas dan dalam memantau aktivitas harian murid di sekolah dan rumah serta menumbuhkan kesadaran berbudaya yang baik bagi murid, oleh karena itu hendaknya wali kelas dan orang tua sama-sama aktif berkomunikasi melalui buku penghubung ini dengan cara :

1. Setiap hari siswa mengisi lembar pantauan di sekolah dan di rumah dengan mandiri dan jujur.
2. Setiap 1 pekan sekali murobbi (pengampu halakah) memeriksa dan memberikan evaluasi amal yaumi siswa dan memberi tanda tangan sebagai bukti sudah di cek dan dievaluasi.
3. Setiap 1 pekan sekali orangtua memeriksa dan menanda tangani pantauan amal yaumi siswa.
4. Setiap pekan sekali orang tua atau murobbi (pengampu halakah) bisa menuliskan informasi yang diperlukan di lembar catatan orang tua atau murobbi
5. Isilah kolom aktifitas harian dengan :
 - a. (0) tidak melaksanakan
 - b. (1) melaksanakan tetapi tidak sesuai dengan ketentuan
 - c. (2) melaksanakan sesuai dengan ketentuan

LEMBAR PANTAUAN DI SEKOLAH

Pekan/ bulan :

NO	ASPEK	Senin	Selasa	Rabu	Kamis	Jumat	Sabtu	Jumlah
Akhlak Kepada Allah								
1.	Wudu dengan tertib							
2.	Salat berjamaah dengan baik							
Akhlak Kepada orang lain/lingkungan								
1.	Membuang sampah di tempatnya							
2.	Datang dengan memberi salam							
3.	Berperilaku sopan dan bertutur kata santun kepada guru							
4.	Menghargai perbedaan teman dan tidak mencela							
Akhlak Kepada diri sendiri								
1.	Berpakaian rapi dan sopan							
2.	Menjaga barang milik sendiri							
3.	Mampu mengajukan dan menjawab pertanyaan							

Catatan Wali Kelas/ Murobbi :

Wali Kelas/ Murobbi

(.....)

LEMBAR PANTAUAN DI RUMAH

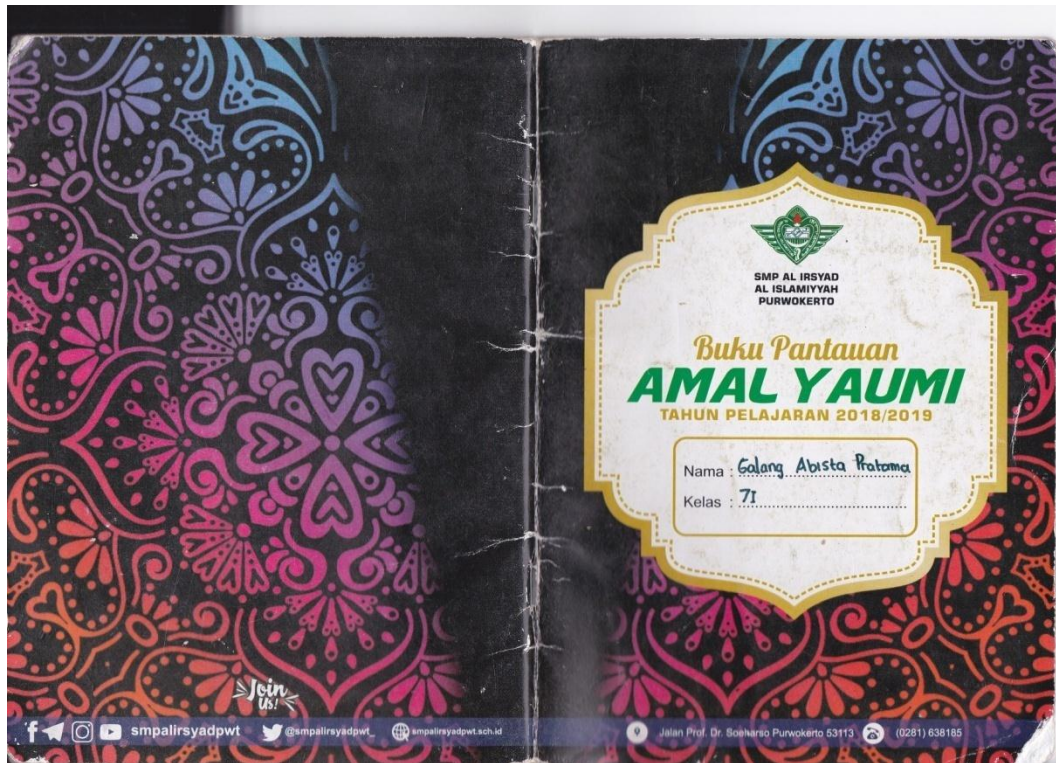
Pekan/ bulan :

NO	ASPEK	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu	Ahad	Jumlah
Akhlak Kepada Allah									
1. Salat lima waktu berjama'ah :									
	Zuhur								
	Asar								
	Maghrib								
	Isya								
	Subuh								
2.	Zikir dan doa setelah Salat								
3.	Salat sunah								
4.	Membaca Alquran min 2 halaman								
5.	Murajaah Alquran								
Akhlak Kepada Orang tua/ Keluarga									
1.	Mendoakan orang tua								
2.	Tidak membentak								
3.	Peduli kondisi orang tua & keluarga								
Akhlak Kepada diri sendiri									
1.	Berpakaian sesuai syariat								
2.	Menjaga barang milik pribadi								
3.	Memiliki kesadaran belajar mandiri								
4.	Tidak bermain game/HP secara berlebihan								

Catatan Orang Tua

Orangtua/Wali,

(.....)



LEMBAR PANTAUAN DI SEKOLAH

Pekan/ bulan : Agustus / 14

NO	ASPEK	Senin	Selasa	Rabu	Kamis	Jumat	Sabtu	Jumlah
Akhlik Kepada Allah								
1.	Wudu dengan tertib	2	2	2	2	2	2	12
2.	Salat berjamaah dengan baik	2	2	2	2	2	2	12
Akhlik Kepada orang lain/lingkungan								
1.	Membuang sampah di tempatnya	2	2	2	2	2	2	12
2.	Datang dengan memberi salam	2	2	2	2	2	2	12
3.	Berperilaku sopan dan bertutur kata santun kepada guru	2	2	2	2	2	2	12
4.	Menghargai perbedaan teman dan tidak mencela	2	2	2	2	2	2	12
Akhlik Kepada diri sendiri								
1.	Berpakaian rapi dan sopan	2	2	2	2	2	2	12
2.	Menjaga barang milik sendiri	2	2	2	2	2	2	12
3.	Mampu mengajukan dan menjawab pertanyaan	2	2	2	2	2	2	12

Catatan Wali Kelas/ Murobbi :

Wali Kelas/ Murobbi
(.....)

LEMBAR PANTAUAN DI RUMAH

Pekan/ bulan : Agustus / 14

NO	ASPEK	Senin	Selasa	Rabu	Kamis	Jumat	Sabtu	Ahad	Jumlah
Akhlik Kepada Allah									
1. Salat lima waktu berjamaah :									
	Zuhur	2	2	2	2	2	2	2	12
	Asar	2	2	2	2	2	2	2	12
	Maghrib	2	2	2	2	2	2	2	12
	Isya	2	2	2	2	2	2	2	12
	Subuh	2	2	2	2	2	2	2	12
2.	Zikir dan doa setelah Salat	2	2	2	2	2	2	2	12
3.	Salat sunnah	2	2	2	2	2	2	2	12
4.	Membaca Alquran min 2 halaman	2	2	2	2	2	2	2	12
5.	Murajaah Alquran	2	2	2	2	2	2	2	12
Akhlik Kepada Orang tua/ Keluarga									
1.	Mendoakan orang tua	2	2	2	2	2	2	2	12
2.	Tidak membentak	2	2	2	2	2	2	2	12
3.	Peduli kondisi orang tua & keluarga	2	2	2	2	2	2	2	12
Akhlik Kepada diri sendiri									
1.	Berpakaian sesuai syariat	2	2	2	2	2	2	2	12
2.	Menjaga barang milik pribadi	2	2	2	2	2	2	2	12
3.	Memiliki kesadaran belajar mandiri	2	2	2	2	2	2	2	12
4.	Tidak bermain game/HP secara berlebihan	2	2	2	2	2	2	2	12

Catatan Orang Tua

Orang tua/Wali,
(.....)