

Analysis of the Implementation of Learning Evaluation in Islamic Religious Education and Character Education for Grade X Phase E Students at SMAN 1 Luhak Nan Duo

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Abstract

Learning evaluation is an essential component in the educational process to determine the achievement of learning objectives and the development of students' competencies. In Islamic Religious Education (IRE), evaluation covers cognitive, affective, and psychomotor aspects as an integral part of character building and religious skills development. This study aims to analyze the implementation of learning evaluation in Islamic Religious Education and Character Education for Grade X Phase E students at SMAN 1 Luhak Nan Duo, including the evaluation techniques and instruments used, the obstacles encountered, and the teachers' efforts to overcome them. This research employed a descriptive qualitative approach, with data collected through observation, interviews, and documentation. The informants consisted of Islamic Religious Education teachers and Grade X Phase E students. The data were analyzed through data reduction, data presentation, and conclusion drawing. The findings show that the learning evaluation was systematically carried out through diagnostic, formative, and summative stages. The evaluation techniques included written tests, attitude observation, and worship practices. The obstacles included time limitations, large class sizes, and students' psychological factors. Teachers addressed these by applying varied evaluation methods, remedial teaching, and strengthening communication with parents.

Keywords: *learning evaluation, Islamic Religious Education, character education, student competence.*