

EKOP Model of Islamic Cultural History (SKI) Learning for Islamic Religious Education Teacher Candidates

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Abstract

Keywords:
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Evaluation is inseparable from learning; The essence of learning is a conscious effort made by students to meet their needs that result in changes in themselves, both in cognitive, affective, and psychomotor aspects. This study examines the process and results of the evaluation of Islamic Cultural History (SKI) learning in the Islamic Religious Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah Malang. Using a qualitative approach with case studies, this study involved 12 students of batch V A in 2019 as informants. Data collection methods include observation, interviews, and documentation, with data analysis using the Miles and Huberman models. The focus of the research consists of three main aspects: (1) learning planning through the Semester Learning Plan, (2) the implementation of online and offline learning, and (3) learning evaluation, both written, oral, and assignment. The results of the study describe the evaluation process that includes students' cognitive, affective, and psychomotor abilities in mastering the concept of SKI, including the ability to search for movies and make images related to the material. This research aims to produce final reports and scientific articles to be published in reputable international journals. The findings of the research are expected to provide insight into the adaptation of SKI learning in the context of the pandemic and the effectiveness of the evaluation methods applied.

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upaya sadar yang dilakukan oleh siswa untuk memenuhi kebutuhannya yang menghasilkan perubahan pada diri sendiri, baik dalam aspek kognitif, afektif, maupun psikomotorik. Penelitian ini mengkaji proses dan hasil evaluasi pembelajaran Sejarah Budaya Islam (SKI) di Program Studi Pendidikan Agama Islam Fakultas Agama Islam Universitas Muhammadiyah Malang. Dengan menggunakan pendekatan kualitatif dengan studi kasus, penelitian ini melibatkan 12 siswa angkatan V A tahun 2019 sebagai informan. Metode pengumpulan data meliputi observasi, wawancara, dan dokumentasi, dengan analisis data menggunakan model Miles dan Huberman. Fokus penelitian terdiri dari tiga aspek utama: (1) perencanaan pembelajaran melalui Rencana Pembelajaran Semester, (2) pelaksanaan pembelajaran daring dan luring, dan (3) evaluasi pembelajaran, baik tertulis, lisan, maupun tugas. Hasil penelitian menggambarkan proses evaluasi yang mencakup kemampuan kognitif, afektif, dan psikomotorik siswa dalam menguasai konsep SKI, termasuk kemampuan mencari film dan membuat gambar yang berkaitan dengan materi. Penelitian ini bertujuan untuk menghasilkan laporan akhir dan artikel ilmiah untuk dipublikasikan di jurnal internasional bereputasi. Temuan penelitian diharapkan dapat memberikan wawasan tentang adaptasi pembelajaran SKI dalam konteks pandemi dan efektivitas metode evaluasi yang diterapkan.

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INTRODUCTION

This study discusses the significant problem between the evaluation of Islamic Cultural History (SKI) learning with the EKOP model holistically assessing the quality of the learning process and outcomes comprehensively (Bakar et al., 2023; Nurdy & Ahmad, 2025; Wati et al., 2024). For this reason, it is necessary to develop scientific knowledge and practical application of the field at the same time (Faizah et al., 2025; Rosowulan et al., 2025; Susilowati et al., 2025). A deeper understanding of these issues is essential to enrich insights and support more accurate Faculty or Study Program level policymaking.

The evaluation of Islamic Cultural History (SKI) learning using the EKOP model has been carried out comprehensively for one academic semester at the Islamic Religious Education Study Program, University of Muhammadiyah Malang. The application of this model includes 16 meetings, including the Mid-Semester Exam (UTS) and the Final Semester Exam (UAS), with a focus on the PAI Material Analysis and Learning Methods: History of Islamic Cultural (SKI) course. The learning process begins with a learning contract and a balanced division of tasks between individual and group tasks.

Islamic Cultural History (SKI) learning in higher education faces significant challenges (Assyifa & Rosyidi, 2024; Baharudin et al., 2023), especially in attracting students' interest and relevance to the current context. Monotonous and uninteresting teaching methods often make SKI considered complementary material, which reduces students' interest and understanding of Islamic historical and cultural heritage (Fadli, M. R., & Sudrajat, 2023) (Nurhasanah, S., & Qodir, 2023) (Ahmad, K., & Sulaiman, 2024) (Wahyuni, E., & Saefuddin, 2024).

Evaluation practices limited to UTS and UAS encourage exam-oriented learning, rather than deep understanding. The absence of lecturers during student presentations reduces the quality of discussions and opportunities to deepen understanding. Evaluations that focus only on the cognitive realm without paying attention to the affective and psychomotor domains show a non-holistic approach in SKI education (Rahmawati, F., & Sulisty, 2023) (Nurdin, S., & Wahid, 2023) (Saputra, D., & Hidayati, 2023).

To address these problems, a holistic and innovative approach involves interactive teaching methods, technology integration, continuous formative evaluation, increased lecturer involvement, and comprehensive evaluation methods. Practical evaluation should include a balanced assessment of the cognitive, affective, and psychomotor domains to provide a comprehensive picture of the student's abilities ((Nurdin, S., & Wahid, 2023) (Saputra, D., & Hidayati, 2023)).

The results of previous research have discussed this issue extensively, but there are still gaps, especially in the qualitative context. Such as understanding the meaning and experience of carrying out SKI learning evaluations, when SKI learning evaluations are carried out, and what lecturers must do to students when establishing harmonious SKI learning interactions. This research aims to fill this gap and contribute a new perspective to the existing literature

Using a variety of evaluation models that fit the learning objectives and materials will enrich the assessment process and help students integrate historical knowledge into conceptual understanding and practical application in everyday life (Padli et al., 2025; Rahayu et al., 2025; Sormin et al., 2025). With this holistic evaluation approach, SKI learning can be a process of knowledge transfer as well as character building, development of analytical skills, and instilling Islamic values relevant to contemporary contexts, ensuring that students can reflect and apply lessons from the past in the face of current and future challenges (Anwar, S., & Hakim, 2024) (Nurhayati, E., & Sulaiman, 2024).

Recent research on the evaluation of Islamic Cultural History (SKI) learning and the EKOP model shows significant developments in pedagogical approaches. Tan (2023) emphasizes the importance of student-centered learning at SKI, underlining the need to actively involve learners in the learning process. In line with this, Koh and Tan (2022) reveal the effectiveness of active learning in improving the quality of teaching, encouraging deeper participation and understanding (Tan, 2023). In the digital age, Katz and Kim (2022) highlight the important role of teacher presence in online learning, emphasizing the importance of interaction and mentorship of lecturers even in a virtual environment. Shu et al. (2022) further advocate for integrating the principles of active learning with the framework of the inquiry community, creating a collaborative and reflective learning environment (Katz, A., & Kim, 2022) (Shu, F., Zhao, C., & Wan, 2022).

Apriyanto and Hilmi (2023) emphasized the urgency of making a quality Semester Learning Plan (RPS), underlining the importance of careful planning in ensuring learning effectiveness. Meanwhile, Purwanto and Supardi (2022) discussed the implementation of the Independent Learning-Independent Campus (MBKM) curriculum in the preparation of RPS, showing adaptation to the latest education policies. (Apriyanto, S., & Hilmi, 2023) (Purwanto, A., & Supardi, 2022). This study illustrates a paradigm shift in SKI learning towards a more interactive, student-centered, and responsive approach to technological developments and educational policies. This implies the need for a more comprehensive and adaptive learning evaluation, in line with the EKOP model that emphasizes the quality of the learning process and outcomes.

This research offers several significant aspects of novelty in evaluating the learning of Islamic Cultural History (SKI). The EKOP model provides a comprehensive approach that holistically assesses the quality of learning processes and outcomes, beyond traditional evaluations. Integrating a student-centered approach to learning with multidimensional evaluations (cognitive, affective, psychomotor) recognizes the complexity of SKI learning and captures different aspects of student development.

Adapting the evaluation model to meet the demands of the Independent Learning-Independent Campus (MBKM) curriculum shows responsiveness to the latest changes in education policy. Finally, the development of evaluation methods that facilitate the transformation of SKI insights from the normative realm to the practical realm aims to bridge the gap between theoretical knowledge and practical application, encouraging students to understand Islamic history and apply its lessons and values in contemporary

contexts. These four aspects offer an innovative and responsive approach to evaluating SKI learning in Indonesian universities (Widodo, A., & Suharto, 2023)(Nugroho, R., & Fathurrohman, 2024) (Azra, A., & Lukens-Bull, 2023) (Sari, D. P., & Mulyono, 2024) (Rahman, F., & Huda, 2023).

This research is very important because learning evaluation is a fundamental competency for lecturers and prospective teachers of Islamic Religious Education (PAI). The subject of Islamic Cultural History (SKI) plays an important role at various levels of education, so improving the quality of learning is very urgent. The gap between Islamic knowledge and everyday practice underscores the need for practical evaluation to integrate Islamic teachings holistically in society.

Developing a systematic and comprehensive evaluation model is indispensable, with a focus on real-life concepts and applications (Sohilait & Asep, 2023). The preparation of prospective PAI teachers who are competent in holistic evaluation is needed to adjust to the Independent Learning Independent Campus (MBKM) curriculum and the development of educational technology. This research aims to adapt the evaluation method to the times and improve the quality of Islamic religious education in Indonesia.

RESEARCH METHODS

This study uses Creswell's qualitative approach to explore the EKOP model in the learning of Islamic Cultural History (SKI) in prospective Islamic Religious Education (PAI) teachers (John W.Creswell, 2013). The EKOP learning model is an innovative approach designed to create a comprehensive, student-centered learning experience. The acronym EKOP represents four key stages in the learning process: Exploration, Creation, Organization, and Presentation. Each of these stages is designed to maximize student engagement and develop a range of essential skills (Wijaya, H., & Sulistiowati, 2023)(Nugroho, A., & Safitri, 2024)(Hartono, S., & Wulandari, 2024). With the type of Robert K. Yin case study research, this study aims to analyze the application of the EKOP model in the specific context of SKI learning in the PAI study program (K.Yin, 2009).

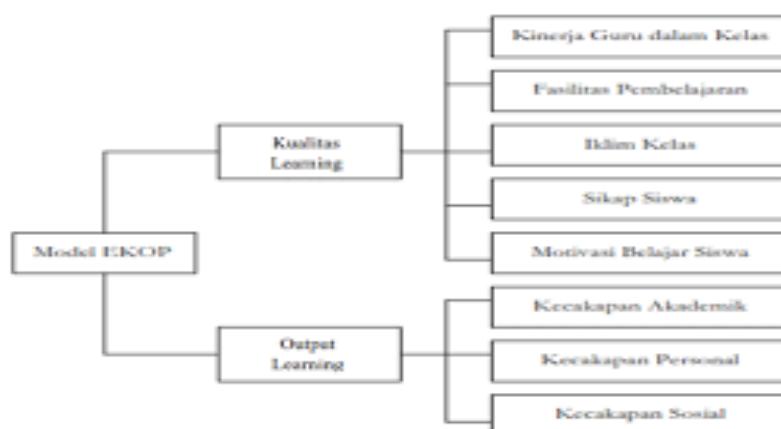


Figure 1. EKOP component model

Data was collected through three methods: direct observation of the learning process, in-depth interviews with PAI lecturers and prospective teachers, and analysis of relevant documents such as syllabus and RPS. Data analysis uses the interactive model of Miles, Huberman, and Saldana, including the stages of data condensation, data presentation, and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldaña, 2014). To ensure the validity of the data, the researcher used source triangulation techniques and methods (Denzin, 2017). This approach allows for a comprehensive understanding of the implementation of the EKOP model, the challenges it faces, and its impact on prospective PAI teachers. This research is expected to provide valuable insights into the effectiveness of the EKOP model in improving the understanding and teaching skills of prospective PAI teachers in SKI courses, with the end result being an in-depth and holistic understanding of the application of the model.

RESULTS OF RESEARCH AND DISCUSSION

Results

This research focuses on the application of PAI Learning Method: SKI courses in the PAI - FAI - UMM even semester 2021-2022 study program for 4th semester students of class A, with a random number of informants of 12 students. Meanwhile, the findings of this study have two things, namely:

Evaluation of the SKI Learning Process in the PAI - UMM Study Program

Evaluation of the learning process is the main task and responsibility of lecturers in carrying out learning during the COVID-19 Pandemic, where lectures are carried out online at the 1st - 5th meeting, while the 6th - 16th lectures, UTS and UAS are carried out offline or face-to-face (now standard). As the results of the observation and continued with the researcher's interview with the informant (lecturer of the course coach), among others:

Learning contract

Before the presentation of the material, precisely the lecture in the first week, the lecturer had prepared a learning plan for 1 semester or 16 meetings. The design is called a learning contract, where there is an agreement between students and lecturers about lectures for one semester. Regarding the substance of the learning contract that has been agreed between lecturers and students, the researcher has conducted interviews with informants (students), namely:

A total of 11 informants have answered that the first week of the meeting of lecturers and students has made an agreement or study contract. Starting from the provision of RPS, the lecturer explained the description of the contents. Followed by a presentation of the systematic organization of the course, starting from the division of group assignments, the materials used for presentations, and UTS and UAS materials (the results of interviews with informants (students), July 19, 2022).

Core activities

This activity was carried out online for 5 weeks and offline for 11 weeks or meetings. Related to the core activities, the researcher has conducted interviews with informants, namely:

A total of 10 informants have answered that the substance of the core activity is the process of implementing course learning, starting from: (1) Opening the lesson, this activity focuses more on delivering students, giving greetings, and continuing to pray together. (2) Presenting the material, focusing more on the material contained in the Basic Competencies, material descriptions, postulates, determination of methods related to the material, and the steps. (3) Closing the lesson, focusing more on providing reinforcement or conclusion of the material presented, followed by a prayer and closing with greetings, (results of an interview with the informant (student), July 19, 2022).

Departing from the three core activities in learning, the learning process of the PAI Learning Method Course: SKI carried out by lecturers with students has met the standards of core activities in learning which have a time allocation of 100 minutes. As a result of the researcher's interview with the informant, namely:

A total of 9 informants have answered that the face-to-face lecture time is 100 minutes, according to the number of credits (2 credits). From the 100 minutes used by lecturers and students in presenting the material, discussing the more appropriate methods to use in the presentation of the material, to the steps to use the method (results of interviews with informants, July 19, 2022).

This informant's answer made students as prospective teachers aware to seriously study various sciences, not only SKI material, but also learn the methods and steps, so that the material presented can be understood and practiced by students.

Furthermore, the learning process carried out by lecturers and students in core activities starts from:

Opening a lesson

In this activity, lecturers have done things to arouse student interest, as done by the results of the researchers' interviews, namely:

A total of 10 informants have answered that the efforts made by lecturers to arouse students' interest in learning this course are in the form of giving group assignments, where each student in one group has received an assignment in the form of material that must be delivered and discussed together. The next assignment is in the form of an independent, where each student must complete UTS and UAS assignments (the results of an interview with the informant, July 19, 2022).

Meanwhile, the next activity is to liven up the classroom atmosphere, as done by the results of the researchers' interviews, namely:

A total of 10 informants have given answers that the ability of lecturers to liven up the classroom atmosphere in the implementation of learning can be felt by students, such as the occurrence of congestion in carrying out discussions, so that solutions that can be accepted by all students as presenters and students as audiences are needed, (results of interviews with informants, July 19, 2022).

The next activity carried out by lecturers is to motivate them to learn, as the results of the researchers' interviews are:

A total of 10 informants have answered that lecturers expect each student to study enthusiastically and be ready to accept the challenges taught by each lecturer as a course instructor. As an impact felt by students with seriousness in learning, it makes them more

ready to accept challenges from classmates and friends outside the classroom and even friends outside campus (results of interviews with informants, July 19, 2022).

Presenting material

There are several elements related to the activities carried out by the lecturer in charge of this course, such as the lecturer has made material in accordance with the Basic Competencies, such as the results of the researcher interview, namely:

A total of 11 informants have answered that the presentation of the material delivered by the lecturer in charge of the course, as well as the material discussed by students in each group, is with the Basic Competencies regulated in the RPS (the results of interviews with informants, July 19, 2022).

The informant's answer clarified that the material delivered by the lecturer and the material discussed was by the RPS made by the course lecturer. Mastery of the material used for discussion by each group is a must for every student in charge of discussion, and this is part of cognitive or academic ability . While the focus of the material is the results of observations and interviews conducted by the researcher are:

A total of 12 informants have answered that the SKI material delivered by the lecturer in charge of the course, as well as the material discussed by students in each group revolves around the theme of human beings are obliged to preach and their sorrows, love for the homeland, the basis for the formation of the Islamic kingdom as a means to strengthen the unity and unity of Indonesia, and the role of Muslims in development as a reflection of faith in Allah, (Interview results with informant, July 19, 2022).

The answers of the 11 informants to this SKI material are classified as cognitive skills or academic skills, and all informants can master various concepts of the SKI material. Such as human beings who are obliged to carry out their da'wah and sorrow, love for the homeland, the basis for the formation of the Islamic kingdom as a means to strengthen the unity and unity of Indonesia, and the role of Muslims in development as a reflection of faith in Allah.

The various themes of SKI material presented were related to the methods used, as carried out by the results of the researchers' interviews, namely:

A total of 11 informants have answered that the presentation of material carried out by lecturers is based on Basic Competencies and, combined with the correct method, on the substance of the material (results of interviews with informants, July 19, 2022).

The informant's answer clarified that the presentation of the material delivered by the course supervisor used various methods, such as the results of the researcher interview, namely:

A total of 11 informants have answered that the methods used by lecturers who teach courses are very diverse, such as concept map methods, discussions, demonstrations, rewording and panic, and others (results of interviews with informants, July 19, 2022).

The informant's answer clarified that the methods used by lecturers who teach courses are very diverse, as well as the presentation of material discussed by students using various methods. The results of the interviews conducted by the researchers are:

Similarly, the material discussed by students in each group used several methods, such as discussion methods, lectures, demonstrations, questions and answers, rewording and paraphrasing, (results of interviews with informants, July 19, 2022).

The reasons for the diversity of methods used in learning PAI: SKI, as a result of the researcher's interviews with 11 informants, are:

The diversity of learning methods used in learning the PAI Learning Method: SKI course, namely the presentation of materials that can liven up the classroom atmosphere (the results of an interview with the informant, July 19, 2022).

Various materials delivered by the course supervisors and materials discussed by students in each group use several methods, such as concept map methods, discussions, demonstrations, rewards, presentations, etc. Meanwhile, the learning resources used in the presentation of material in books and journals as a result of the researcher's interviews with informants:

A total of 11 informants have answered that the learning resources used in the presentation of PAI Learning Method: SKI materials are very diverse, such as books, journals and others, both print and online, both in print and online form, (the results of interviews with informants, July 19, 2022).

These various learning resources are skills in finding media or learning tools, such as films and making images of heroes or figures in the Islamic struggle. The various descriptions in the core activities above are part of the skills that informants must have in general, to strengthen and provide opportunities for them to exist in front of their friends and lecturers to build courses through group presentations. Before the presentation, of course, they had coordinated with their group friends. Indirectly, they apply the ability to communicate in writing and oral language as well as the ability to work together with their friends.

Closing the lesson

The lecturers who presented the course have strengthened the material that has been delivered, as a result of interviews conducted by researchers, namely:

A total of 10 informants have given answers that the lecturer in charge of the course has provided feedback on the assignment, such as adding answers to the material discussed, providing reinforcement at the end of the lecture, determining the theme of UAS, and others (the results of interviews with informants, July 19, 2022).

SKI Learning Evaluation Results

The results of the learning evaluation are more focused on *output* or students as learning subjects who are required to possess and master cognitive, affective, and psychomotor skills. Meanwhile, the results of the evaluation were:

Diversity of ways to measure learning outcomes, ranging from lecture attendance, discussion results, questioning, adding answers, UTS, improvement assignments, and UAS.

As a result of interviews conducted by researchers, the indicators used by lecturers as course supervisors in measuring learning outcomes, include several elements and have been conveyed since the beginning of the lecture, namely:

A total of 11 informants have given answers that the elements carried out by lecturers in measuring student learning outcomes range from (1) student attendance to attending lectures 100% or 75%, and if students and lecturers are not present, they are required to inform the group that has been created. (2) Assessment of the results of the discussion, both as a presenter and as a response (asking questions and providing additional answers) of students during learning activities. (3) The assessment of the UTS worksheets that have been collected, and each student is allowed to revise the UTS assignments that have been collected, if the assignments are incomplete. (4) Assessment of UAS worksheets collected by creating articles. This assignment is expected to be the student's version of the book chapter. However, it has not been realized in class A, and in class B it has been completed (the results of interviews with informants, July 19, 2022).

The suitability of the discussion material, UTS & UAS, with the objectives of the basic competencies of the course contained in the RPS

The results of the researcher's interviews with 11 informants showed that the SKI material that had been delivered, both delivered by the lecturer and used for joint discussions online (5 meetings) and offline (9 meetings), was delivered by the RPS delivered by the lecturer at the beginning of the lecture. Likewise, the substance of the material and KD (basic competencies) of UTS and UAS have been divided among each student, so that there is no equal task between students (results of interviews with informants, July 19, 2022).

The conformity of the grades given with the learning results, in the form of letters A, B+, B, C+, C, D.

The results of the researcher's interviews with 11 informants showed that the score at the end of the lecture at KHS (study result card) of each student was in the form of the letters A, B+, B, C+, C, D. This form of final assessment is the cumulative result of the assessment of attendance after the lecture and its responses, the results of the discussion in the presentation of the material and the various methods used along with the steps, UTS and UAS tasks in the form of articles that have been collected.

For the final score written in KHS from these 12 informants, 5 got an A, 4 got a B+ score, and 3 got a B score.

Discussion

The two things explained in this section are the results of the evaluation of the SKI learning process and the results of SKI learning in the Islamic Religious Education Study Program of UMM. For more details, it is explained as follows:

Evaluation of the SKI Learning Process in the PAI-UMM Study Program

Evaluation of the learning process is the main task and responsibility of lecturers in carrying out learning during the COVID-19 pandemic online at meetings 1 – 5, and post-COVID or the new normal period offline at meetings 6 – 14. Meanwhile, UTS and UAS are offline or face-to-face (now standard). The evaluation of the SKI learning process includes:

Learning contract

The learning contract has been carried out by the lecturer in charge of the course at the time of the first lecture. At this meeting, lecturers took advantage of their time by explaining the learning plan for 1 semester and starting from the provision of RPS as a reference in the presentation of material, both delivered by lecturers and students in groups and individuals in completing UTS and UAS. The study contract is part of the lecture process organized by each study program within the University of Muhammadiyah Malang (UMM), including the Islamic Religious Education Study Program S-1 - Faculty of Islamic Religion UMM. This is referred to as Article 24 paragraphs 1 - 5 concerning the Learning Process, and Article 23 concerning the implementation of lectures (UMM Academic Implementation Guidelines, 2021).

Departing from article 23 paragraphs 1, 2, and 3, lectures are held every semester, and competent and scheduled lecturers carry out Courses. Meanwhile, article 24 paragraphs 1 - 5 further emphasizes the lecture process carried out by lecturers and several students who program the Constitutional Court. Thus, the learning contract carried out by lecturers who teach courses is with the guidelines for the academic implementation of UMM in 2021 in article 23 paragraphs 1, 2, 3, and 24.

Core activities

This activity is more focused on three things: (1) Opening the lesson by greeting students, greeting students, praying together, and arousing students' interest in learning in this course by giving assignments or group discussions. The chronology of the opening of this lesson is precise. This refers to the Minister of Education and Culture Number 65 of 2013 concerning the standards of the Primary and Secondary Education Process in preliminary activities, where teachers/lecturers prepare students psychologically and physically to participate in learning, motivate, ask questions related to the previous material and explain the purpose of the scope of the material presented (Kunandar, 2013). Core activities (2) Presenting the material, the lecturer in charge of the course has presented it in general and discussed it with students in each group, in accordance with the Basic Competencies regulated in the RPS. The presentation of this material was carried out with the Decree of the Minister of Religion Number 183 of 2019 concerning PAI and the Arabic Language Curriculum in Madrasah in 2019 and the RPS PAI Learning Method Course: SKI Academic Year 2021/2021 (KMA, 2019 and Romelah, RPS PAI Learning Method: SKI, 2021/2022).

In addition to the material presented, the lecturer has also determined methods related to the material and its steps. In addition, the methods used are discussion, lecture, demonstration, question and answer, *rewording, and paraphrasing* (research results, 2022). The determination of various methods accompanied by the steps in carrying out learning is appropriate, because Romelah believes that the use of methods in carrying out learning must be adjusted to these steps. One of the methods used in presenting SKI material is discussion, and the steps are as follows:

Planning, including the purpose of the discussion, must be clear, so that the direction is more guaranteed. Discussion participants must meet the requirements, and

the number is adjusted to the material. The determination and formulation of the problems to be discussed must be precise. The time and place of the discussion must be precise, so that it does not drag on.

Implementation, including the creation of a group structure, such as chairman, secretary, and members. Divide tasks in discussions. Stimulate all participants to participate. Take note of important ideas and suggestions. Respect every opinion expressed by participants. Create fun situations. Follow-up, among others, makes conclusions from the discussion, re-reads the correction results, makes an assessment of the implementation of the discussion, for the sake of improving the discussion in the future. At the end of the lesson, the lecturer in charge of the course has given reinforcement or conclusion to the material presented, followed by a prayer and closing with greetings. This is done with the learning closure procedure contained in Permendikbud No. 65 of 2013 concerning Primary and Secondary Education Process Standards, where students and lecturers reflect to evaluate the entire series of learning activities (Pertiwi. P A I, Suwatra. I I W, 2015), provide feedback, and follow up on subsequent meeting materials (Kunandar, 2013).

SKI Learning Evaluation Results

The results of the learning evaluation are more focused on *output*, where students must have and master cognitive, affective, and psychomotor skills. Meanwhile, the results of the evaluation were:

Diversity of ways to measure learning outcomes

The measurement of learning outcomes starts from the presence of students who take part in lectures, and lecturers are required to attend. Assessment of the results of discussions, both as presenters and student responses during learning activities. Evaluation of UTS and UAS worksheets that have been collected in the form of articles,

The measurement of learning outcomes, starting from the attendance of students to participate, is with Article 26 paragraphs 1, 2, 3, and 4 in the UMM academic guidebook, where students must attend lectures at least 80% and the person concerned is an active student. Students discuss the face-to-face lecture process, UTS and UAS are one unit in the learning process that must be followed by students (UMM Academic Guide, 2021).

Suitability of discussion materials, UTS & UAS with the objectives of KD and RPS

The SKI material was discussed by each group and delivered by the lecturer, and the SKI material tested at UTS and UAS was by KD and RPS. The division of UTS and UAS tasks has been divided among students, so there is no equal task for all students. The adjustment of SKI material in this learning process refers to Article 26 paragraph 1, where each student cites the face-to-face lecture process, UTS, and UAS are units in the learning process that must be followed by students (UMM Academic Guide, 2021).

The conformity of the grades given with the learning results, in the form of letters A, B+, B, C+, C, D.

The giving of grades at the end of lectures at KHS (study result cards) to each student in the form of letters A, B+, B, C+, C, D. This form of final assessment is the

cumulative result of the assessment of attendance after the lecture and its responses, the results of discussions in the presentation of the material and the various methods used along with the steps, the collection of UTS and UAS assignments. Meanwhile, the final score in the KHS of these 12 informants is that five informants get a grade of A, 4 get a B+, and 3 get a grade B. The assessment system is in the form of letters A, B+, B, B+, C, D, by producing a grade A, four informants get a grade of B+, and three informants get a grade of B to Article 27 of the assessment system. The final assessment scale measures student learning outcomes in the form of letters A, B+, B, C+, C, D (UMM Academic Guide, 2021).

CONCLUSION

Learning contract: This activity is carried out online at the first meeting. Lecture activities for 1 semester are 14 meetings (1-5 online meetings, and 6-14 offline meetings), and UTS - UAS (2 meetings). For the presentation of the material, lecturers held four meetings and 10 discussions. Instead, the material for UTS and UAS has been shared by each informant (students in one class), with RPS and KD provided.

The core activities that have been carried out are opening lessons, by greeting students, giving greetings, and praying together. Continue to motivate, arouse interest in learning, and liven up the classroom atmosphere in carrying out learning. Presenting the material, focusing more on KD and RPS. Starting with presenting the material and postulates, determining methods on concept maps, discussions, demonstrations, *rewriting, and pamsmen* and others along with the steps. Meanwhile, learning resources use books, journals, and others, both print and online, as informant skills. Closing the lesson, focus more on providing reinforcement or conclusions to the material presented, feedback on the assignment, and closing with prayers and greetings.

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