The Basic Concepts Of Evaluation And Its Implementation In IRE Lessons In The Pandemic Era

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Abstract

This study aims to describe the nature of evaluating educational policies and their implementation in IRE subjects at SMK Negeri 3 Yogyakarta during the Covid-19 pandemic. This research is a descriptive qualitative research. The results showed that evaluation must always be carried out by adjusting the situation and needs of students in order to achieve educational goals. The period of the Covid-19 pandemic changed the entire order of life, including in the realm of education. Education that was originally carried out offline is now being implemented online. This has an influence on the achievement of educational goals. This change has forced education policy makers at SMK Negeri 3 Yogyakarta to evaluate Islamic Education learning by simplifying learning. This simplification is Carried out by replacing practicum activities with memorizing and chanting the Koran verse s roomates are sent via WhatsApp, G oogle drive, or T elegram.

INTRODUCTION

Education is a continuous activity and will never stop (never ending process). In it there is an act or process to acquire knowledge. Education in a country will give birth to quality human resources so that education cannot be separated from humans.¹ Therefore, the planning, implementation, and evaluation processes will always be considered. Every citizen has the right to get education because education is one of the efforts to educate the nation's generation. As an important aspect to advance the nation's generation, education must get the full attention of authorized policy makers so that its quality always increases. The implementation of education

¹ U Sanusi and R A Suryadi, *Ilmu Pendidikan Islam* (Yogyakarta: Deepublish, 2018).

in Indonesia is carried out through types, pathways, and levels of education. Through education, these average students are guided to develop the potential of in him in accordance with the purpose of education. There are three educational paths, namely formal, informal, and non-formal education.² Formal education is structured education from elementary, middle, and high schools. One of the components targeted for improving the quality of education is learning in the classroom.

The main purpose of an education is for intellectual, emotional, and spiritual development for humans.³ If we look at its goals, education should be able to produce superior outputs in terms of intellectual, emotional, and spiritual aspects. One way to get education is through teaching and learning activities in the classroom or at school. When in school the teacher can convey his knowledge directly with the various methods he masters to the students. So that the opportunity for students to achieve understanding becomes greater. However, over time and the development of science and technology, learning methods have shifted from direct learning (offline) to distance learning (online).⁴ Online learning is a learning method that requires an internet network with flexibility and connectivity as a development in its teaching method.⁵ The purpose of implementing online learning is to provide quality educational services in an open, networked manner in order to achieve a wider reach.⁶ This online learning is usually carried out by teachers who are unable to attend or arrive on time for class.

The outbreak of the corona virus disease 2019 (covid-19) which is currently engulfing the world poses challenges for the world of education. In order to reduce the rate of the number of transmission covid-19, the government made social restrictions (social distancing) and keeping a physical distance (physical distancing

² Sabar Budi Raharjo, "Evaluasi Trend Kualitas Pendidikan Di Indonesia," *Jurnal Penelitian Dan Evaluasi* 16, no. 2 (2012): 298-319.

³ Naima and Ernati, "Evaluasi Pendidikan: (Perkembangan Moral Keagamaan Mahasiswa STAIN Datokarama Palu)," *Istiqra': Jurnal Penelitian Ilmiah* 1, no. 2 (2013): 239-58.

⁴ Ali Sadikin and Afreni Hamidah, "Pembelajaran Daring Di Tengah Wabah Covid-19," *Biodik: Jurnal Ilmiah Biologi* 6, no. 02 (2020): 109-19.

⁵ Oktafia Ika Hanarini and Siti Sri Wulandari, "Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid-19," *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 8, no. 3 (2020): 498.

⁶ Sofyana and Abdul, "Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun," *Jurnal Nasional Pendidikan Teknik Informatika* 8, no. 1 (2019): 81-86.

) between individuals. Reflecting on this situation, the government is currently obliging all students and students to carry out online learning. This policy "forces" the entire academic community to master technology . Not only that, online learning provides challenges for students to be able to understand and understand the material and assignments they get. Especially for teachers, they must be able to adjust the needs of students and learning materials that are in accordance with the times in order to develop the profession and carry out their duties as educators.⁷

In any situation , education as the key to the progress of a nation must still be improved in quality and quantity in its implementation . Including the new situation of the Covid-19 pandemic . This new situation brings several obstacles for educators and students. Included in Yogyakarta that we often call dengn student city. Constraints that occur include not all students having and mastering smart phones or laptops as well as applications that support learning in them , uncertainty whether students master the material, and uncertainty about students doing the assignments given by the teacher or not . The stakeholders of education authorities in each agency to conduct an evaluation is necessary in order to maintain and improve the quality of education her .

One of the subjects at every level of education is Islamic Religious Education (IRE). The purpose of IRE is to grow and increase faith through the cultivation of knowledge, appreciation, and experience of students so that they become Muslims who are faithful and devoted and obedient to Allah SWT. To measure the success of IRE learning in the pandemic era, it is necessary to conduct an evaluation. A good evaluation should be based on the objectives that have been previously set at the learning planning stage so that the results are right and in accordance with the objectives.⁸ Therefore, the purpose of this study is to determine the basic concept of evaluation and its implementation in IRE learning for class IX at SMK Negeri 3 Yogyakarta.

⁷ Wulandari, "Peningkatan Kompetensi Profesional Guru Kewirausahaan Melalui Lesson Study Berbasis Pantai Dan Laut," *JPE (Jurnal Pendidikan Edurama)* 5, no. 2 (2018).

⁸ Miswanto, "Evaluasi Pendidikan Agama Islam Berbasis Karakter," *Jurnal Madaniyah* 7, no. 2 (2014): 151-64.

RESEARCH METHOD

The approach used in this research is descriptive qualitative research because this study contains data citations to present the results of the research used to describe how the evaluation of Islamic religious education in the pandemic era class IX in SMK Negeri 3 Yogyakarta. The subjects in this study were the principal, IRE teacher, and grade IX students at the school. Data obtained from observations (observations) and interviews. Then, the data was analyzed in three stages after the field data was collected, namely the first; carried out data reduction (data reduction), second; display data, and third; conclusion drawing/verification⁹ The understanding obtained comes from the analysis that has been carried out on the social reality that is the object of research. Presentation of data in qualitative research is done in a narrative manner.¹⁰ This research was conducted at SMK Negeri 3 Yogyakarta and was conducted in April 2021. The school is located at Jalan RW Monginsidi No. 2, Cokrodiningratan, Kec. Jetis, City of Yogyakarta, Special Region of Yogyakarta 55233.

RESULTS AND DISCUSSION

Evaluation is a process carried out at the end of an activity or at the completion of a work to correct , assess, and see where errors are in a particular activity or work. The meaning of evaluation comes from English, namely from the word " evaluation " which means interpretation or assessment. The purpose of evaluation in the meaning of Arabic is al-Thaqdir which means assessment and the root word comes from al-Qimah which means value.¹¹ Evaluation can be interpreted as an assessment or an attempt to assess the things or activities that have been carried out. In every case, whether an activity or other process is carried out, there must be a purpose why the activity is carried out. Evaluation is also a process of determining, exploring to what extent the goals that have been set have been

⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif,Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2014).

¹⁰ Subandi, "Deskripsi Kualitatif Sebagai Satu Metode Dalam Penelitian Pertunjukan," *Jurnal Harmoni* 11, no. 2 (2011).

¹¹ Sawaluddin, "Konsep Evaluasi Dalam Pembelajaran Pendidikan Islam," *Jurnal Al Thariqah* 3, no. 1 (2018): 40.

achieved. Therefore, in every process, an evaluation is definitely needed to see where the advantages and disadvantages are for improvement in the future process. Likewise for education policy, which is a rule in a context that needs to be seen as a result of an agreement or policy decision that has been determined.

Education is a field that seeks to convey knowledge in shaping the future for humans. So, basically education has an obligation in preparing the future for mankind. Education must serve to realize the (developing) the potential that exists in the human dimension in the context of diversity, morality, virtue, individuality / personality, sociality and kebudayaan comprehensive and integrated manner. Therefore, in other words, education serves to humanize humans. In the context of education, policies also need to be implemented in order to achieve these educational goals.¹²

Policy in an etymological sense is derived from the word policy which is taken from English. There is also education policy, which is the meaning of educational policy, which is derived from the combination of the words Education and Policy. Policies mean rules that should and must be followed indiscriminately, binding on whoever is intended to be bound by the policy.¹³ The education policy is a rule which is a decision in education to achieve an educational goal. The rules in the context of education are a decision determined by the public. Education policy is one of the state policies in addition to other policies such as economy, politics, defense, religion and so on. Thus, it can be said that education policy is a sub-system of state or government policy as a whole.¹⁴ Like other policies apart from education, there are also many other policies from each field. Overall within the scope of the country has many fields that set policies in each field as well as education policy. Therefore, education policy is often said to be part of state policy.

In every process, activity, or regulation or policy that has been implemented, there must be errors and an evaluation is needed. The education policy is certainly

¹² Sujana, "Fungsi Dan Tujuan Pendidikan Indonesia," *Adiwidya: Jurnal Pendidikan Dasar* 4, no. 1 (2019).

¹³ M E Anwar, "Menelusuri Kebijakan Pendidikan Islam Di Indonesia," *Jurnal Pendidikan Islam* 3, no. 2 (2014).

¹⁴ Benny Prasetya, "Mengungkap Analisis Dan Evaluasi Kebijakan Tentang Pendidikan Agama Dan Keagamaan Di Indonesia," *Jurnal Conciencia* XIX, no. 2 (2019).

not far from a situation that needs to be followed up. If in fact it has been implemented well then it should be maintained or even further developed, whereas if it has errors or there are deficiencies in implementing it, it is necessary to hold countermeasures and must be corrected. Thus, the education policy that has been formulated and implemented has a character that can allow for the need for evaluation.

The scope of evaluation in education according to Sudijono's opinion in general, the scope of evaluation of education in schools includes three main components, namely: First, evaluation of educational programs. Second, evaluation of the process of implementing education. Third, evaluation of educational outcomes.¹⁵ Based on the three scopes, in the first scope, namely the education program, in education there is a program that has been determined such as in the teaching and learning process. Evaluation of the program of a teaching and learning process includes 3 things, namely: evaluation of learning objectives, content of learning programs, and evaluation of teaching and learning strategies. Furthermore, in the second scope, namely in the implementation of education, in evaluating the implementation of education, namely evaluating everything related to the process of implementing education, such as the suitability of the implementation of learning with the education program that has been determined, the readiness of teachers and students in the implementation of learning, theories, and all that related to the process of implementing education. In the third scope, namely the results of education, the evaluation of educational outcomes is a step to determine the extent to which a target or policy of education has been determined.

In an action there must be a purpose for doing the action. As basically in the implementation of the evaluation of educational policies, it also has a purpose of its own. Basically, there is an evaluation of education policy, which aims to see how the results of an education policy are. With the evaluation of educational policies, it also aims to look at the success and failure of a particular policy. Based on this, it can also measure where the error is and know which parts need to be corrected and

¹⁵ Tatang Hidayat and Abas Asyafah, "Konsep Dasar Evaluasi Dan Implikasinya Dalam Evaluasi Pembelajaran Pendidikan Agama Islam Di Sekolah," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 1 (2019): 170–71.

which ones are not. In addition, according to Suarga , there are several evaluation objectives, namely: 1) Assessing the achievement of goals. 2) Measuring various aspects of various lessons. 3) Motivate student learning. 4) Making the evaluation results the basis for curriculum changes. 5) Determine the follow-up to the assessment results.¹⁶ It can be concluded that the purpose of evaluating educational policies is to see and find out how effective it is in the process of implementing an educational policy, as well as knowing the extent of achievement and where the weaknesses and strengths are so that further improvements can be made to future policies in order to improve an education policy.

Evaluation in the field of education and teaching has various functions according to Suarga, namely as follows: 1) A tool to determine whether or not instructional objectives have been achieved. 2) Feedback for the improvement of the teaching and learning process. 3) The basis for compiling reports on student learning outcomes to their parents. 4) As a selection tool. 5) As information material whether the children have to repeat the lesson or not. 6) As information material in providing guidance on the type of education that is suitable for the child. The benefits that can be drawn from evaluation activities in the field of education are: 1) The possibility for evaluators to obtain information about the results that have been achieved in the context of implementing educational programs. 2) The possibility of knowing the relevance of the educational program that has been formulated, with the objectives to be achieved. 3) The possibility of making efforts to improve, adjust, and improve education programs is opened.¹⁷ Based on this description, it can be concluded that the function of evaluation in the field of education is as a selection tool which then gets information about the results and achievement of educational goals so that improvements can be made.

Islamic education is education that runs or is based on the Qur'an and hadith, as well as the consensus of the scholars. Islamic religious education is very important if it is taught in schools, so that students can better know what they

¹⁶ Suarga, "Hakikat, Tujuan, Dan Fungsi Evaluasi Dalam Pengembangan Pembelajaran," *Jurnal Inspiratif Pendidikan* VIII, no. 2 (2019).

¹⁷ Hidayat and Asyafah, "Konsep Dasar Evaluasi Dan Implikasinya Dalam Evaluasi Pembelajaran Pendidikan Agama Islam Di Sekolah."

believe so far. The main purpose of the learning process is to change the behavior and attitudes of students in accordance with the goals that have been set and arranged by the teacher before the learning process is carried out.¹⁸ Starting from a student who does not understand anything, and educators to teach them with a sense of sincerity, changing habits of students who are less well into the drought better, this is where the role of educators is indispensable for students, especially when it concerns religious education, because education is very important religion is taught to students so ingrained spirit of faith and also akhlakul karimah good in the pupils. To find out whether the habits and morals of the students have changed for the better or there have been no changes, it is necessary to conduct an evaluation, for that evaluation is very important and helps in the running of the education system that has been established at the school.

Evaluation of education in an Islamic perspective is a planned process and activity based on Islam to collect information about the progress, growth and development of students towards the goals of education itself, so that the assessment can be arranged. So that the assessment can be used as a basis for making decisions.¹⁹ In Islam, the term evaluation can be referred to as muhasabah, which means nothing but reflecting the heart, upgrading oneself, and training the soul so that it can always know where the faults are. Islam itself has given an example of evaluating its people so that they can always improve themselves in terms of knowledge, charity and faith.

In learning Islamic Religious Education, evaluation has a very important position and level to find out the value and also the size to which the education has been successfully implemented by students, to measure the psychomotor, attitude, and cognitive aspects of students and this is the responsibility of all students. parties involved in the learning process. To find out, it is necessary to conduct a very detailed evaluation so that educators can find out the achievement of Islamic religious education learning in schools. There are so many problems in education, one of which is that the evaluation process in learning has not been optimal, this can

¹⁸ Sawaluddin, "Konsep Evaluasi Dalam Pembelajaran Pendidikan Islam."

¹⁹ A Suharna, "Evaluasi Pendidikan Perspektif Islam," *Jurnal Qatharuna* 3, no. 2 (2016): 61.

happen because they do not understand the purpose, function, and purpose of evaluation in learning, especially for Islamic Religious Education teachers. There are many issues that say that Islamic Religious Education teachers in conducting evaluations are sometimes monotonous and tend to be boring.

As we have seen, that one of the goals of evaluation is to get feedback to the teacher for the basis of improving the teaching and learning process, for example by improving teaching methods and techniques so that students are more successful and also more enthusiastic about participating in processes and activities. learning Islamic Religious Education in schools.²⁰ This is very important, because from one of the evaluation objectives mentioned above, teachers can see how successful they are in teaching Islamic Religious Education in schools, whether students really understand or just listen and ignore it after that.

Educational evaluation is carried out to find out whether the results of the education system that have been established are running well or not, smoothly or only to the extent that they appear to be running properly even though they are not. One way to move towards improving education is through evaluation, because evaluation can provide a more comprehensive approach to providing information to education to help improve and develop the education system.²¹ Thus, evaluation in the scope of education is very necessary to help improve and also develop an education system. For this reason, Islamic education in schools must and must be evaluated so that in the future Islamic education in schools can be better than before and can also provide benefits to students in all respects as expected.

Broadly speaking, evaluation techniques can be divided into two kinds, namely: technical tests and techniques n on the test.²² Allah has created humans perfectly, but between one and another there must be differences, can be different from a physical point of view, or from a psychological perspective. However, Allah

²⁰ Ahmad Syaiful Ulum, "Implementasi Evaluasi Pembelajaran Pendidikan Agama Islam Berbasis Computer Based Test (Studi Multisitusdi SMA Negeri 2 Malang Dan SMK PGRI 3 Malang)" (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2017).

²¹ Tayibnapis, *Evaluasi Program Instrumen Evaluasi Untuk Program Pendidikan Dan Penelitian* (Jakarta: Rineka Cipta, 2008).

²² Hidayat and Asyafah, "Konsep Dasar Evaluasi Dan Implikasinya Dalam Evaluasi Pembelajaran Pendidikan Agama Islam Di Sekolah."

does not look at humans in terms of physical and appearance, but Allah looks at the heart that is in every human being, whether he really believes in Allah from the heart or only in speech. In the educational process, an educator is required to know the differences between each student in terms of understanding learning, because educators are responsible for this, to find out the differences that exist in every human being, whether it's advantages or disadvantages can be done by evaluating. It has been explained above, that evaluation can be broadly divided into 2 types, test and non-test evaluation. The written test is an information gathering tool that has limitations and is also official. While non-test in the form of observation, self-assessment, assessment between friends, journals, questionnaires , and scales.²³ With this non-test technique, an educator can assess the interests or talents of students without going through testing. If the evaluation process of Islamic Religious Education can run well and also efficiently, then Islamic Religious Education will be one of the lessons that can instill Islamic values and also students can implement in everyday life . The learning outcomes evaluation techniques are test techniques, objective techniques and non-test techniques. Objective techniques are carried out in a way that does not require students to think hard, this test is only simple, for example by answering questions briefly, then choosing the answers that have been provided, and also a series of other tests that are simple and make it easier for students with low mental and intellectual levels. tall.²⁴

There are principles that must be carried out when evaluating Islamic education in schools, first, continuously, meaning that this evaluation is not only carried out once a month or only evaluation at the end of the year, but continuously, for example when carrying out learning is also evaluated in terms of morals. and attitude, at the end of the lesson there is a little quiz for students to find out how well they understand the lessons that have taken place, and during breaks can also be used as material for evaluating Islamic education at school by seeing how they get along with their friends. Second, comprehensive, meaning not only with the attitudes and knowledge of students, but also the memorization that he has

²³ Magdalena, "Hambatan Dalam Penerapan Teknik Evaluasi Non Tes Di SDN Pinang 5 Tangerang," *Jurnal Halaqah*, 2020, 228.

²⁴ Sawaluddin and Muhammad Siddiq, "Langkah-Langkah Dan Teknik Evaluasi Hasil Belajar Pendidikan Agama Islam," *Jurnal PTK & Pendidikan* 6, no. 1 (2020): 13–24.

memorized, their activity, sharpness of memory, etc. In the implementation of evaluation, Islamic education learning is still experiencing difficulties, until now it has not been known and found a formulation of a system for combining test results with religious attitude values that can be scientifically justified.²⁵ From the description above, it can be concluded that to evaluate student learning outcomes in Islamic religious education, it is still very difficult to perfect the incorporation of test scores and also the values of attitudes applied by students. Sometimes students are only glued to the material being taught, but for practice in everyday life it is still very minimally implemented. As educators, we must be able to collaborate both so that they can run in a balanced way, this can be done by giving *uswatun repertoire* to students, our behavior towards them, not only delivering the material and then finishing, but we can give an example by saying kind, gentle, and morality

Evaluation of education policy is an activity to find out that an educational policy is really in accordance with predetermined criteria and can have a real impact on the audience as desired. The process must be carried out in the application of educational policy analysis, so that it is known whether the education policy can be implemented properly or not, whether changes or improvements are needed. At the same time can know the advantages and disadvantages of the education policy implemented. No less important, we can find out the impact of the education policy, providing benefits or causing harm, noise and others. In the management stage, evaluation activities are the final stage of a policy-making process that can generate input to improve the education policy.

The ideal education policy certainly has room for evaluation (evaluation), regarding what has happened as a result of the choice and implementation of the education policy. If it is deemed necessary, there is a change in education policy, then it must be done. Measuring the success of educational policies is one of the important instruments in the evaluation of educational policies in order to measure the value or benefits of the results of these educational policies. At the same time to

²⁵ As'ad, "Evaluasi Pendidikan Dalam Perspektif Islam," *Jurnal Tazkiya* 8 (2019): 41–41.

find out the extent to which an education policy has been implemented or has not been implemented and succeeded or failed as expected or not.²⁶

As for the implementation, schools are still looking at the existing situation and conditions, this is because the world of education is currently getting very valuable experience, the usual educational process is centered in a building called a school, with the Covid-19 social distancing this is finally the process. learning to move into students' homes based on internet connections or television channels. P eristiwa is an event which is very rare in the midst of an outbreak of Covid-19, the learning process of students at least will be accompanied entirely by parents who may also carry out most of the work from home. In here a momentum come to the surface, because the parents will meet with the obligations essentially returns as the primary educator once in charge of the education of their children. Previously, for some parents who were busy with various work matters, many gave full authority to the school as the foundation of the education process for their children. This condition due to Covid-19 provides an opportunity for parents to build closeness and be directly involved in their children's learning at home.²⁷

This Covid-19 has greatly impacted all sectors in Indonesia, both socially, economically and even politically all affected by the spread of this Covid-19 outbreak, socially this is very visible changes in Indonesia, starting from the closure of all educational institutions, the prohibition of gathering in public places. public so that the call to worship at home. Covid-19 has succeeded in changing people's behavior, especially the Indonesian people, in addition to the government's appeal, the community also has an interest if their behavior patterns do not change, some of the community behavior patterns that will change during and after the Covid-19 outbreak is over are:

First, a healthy lifestyle, after the spread of Covid-19, there are many appeals from the government or community organizations and non-governmental

²⁶ Supandi and Achmad Sanusi, *Kebijaksanaan Dan Keputusan Pendidikan* (Jakarta: Depdikbud Ditjen Dikti Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988).

²⁷ Masrul et al., *Pandemik Covid-19: Persoalan Dan Refleksi Di Indonesia* (Yayasan Kita Menulis, 2020).

organizations to implement healthy lifestyles such as wearing masks when leaving the house, washing hands frequently and drinking more vitamins.

Second, is the pattern of distance education since there was an appeal from the ministry of education and culture for schools and universities to set home learning for two weeks, many schools and colleges were not ready so they used social media applications as well as other free applications. For some universities, they already have e-learning websites, so they are not too surprised by the instruction to learn from home or the concept of distance education. The founder of distance education is quite effective for certain conditions. After Covid-19, it is likely that many universities and schools will prepare and implement distance education through e-learning websites. Kemudahan gained very much, especially for students and faculty who are not able to attend on campus but still can mengaks ice lessons through e-learning.²⁸

The COVID-19 pandemic has had an impact on the world of education in Indonesia. Since March 2020, SMKN 3 Yogyakarta has been conducting distance learning, online or also known as online. This policy follows the government's policy which resulted in the students of SMKN 3 Yogyakarta getting less than optimal school exam results due to the lack of preparation made. Reflecting on the existing experience, the principal together with the teachers held an essential KD-KD reshuffle. This method is done to easily motivate students to learn during the pandemic. There are two factors that influence the evaluation of IRE learning, namely external factors (factors from outside) and internal factors (from within). Among the external factors are the COVID-19 pandemic, the central government's policies regarding online learning, and large-scale social restrictions. While the internal factor is the absence of the ability to master learning supporting media by teachers and students.

Evaluation of learning in IRE subjects includes learning that initially has targets that must be achieved such as practicum, prayer, and ablution simplified by simply reading Yunus's verses 40-41. At the beginning of the implementation of

²⁸ Ahmad Faizin Karimi and David Efendi, *Membaca Korona: Esai-Esai Tentang Manusia, Wabah, Dan Dunia* (Caremedia Communication, 2020).

online learning, learning was carried out by virtual meeting through the Zoom and Google Meet applications. However, over time, problems began to emerge starting from the crisis of internet data packages, the ineffectiveness of learning, and student understanding. The implementation of learning is carried out using digital platforms such as whatsapp , google drive / documents , and telegram .

CONCLUSION

Evaluation can be interpreted as an assessment or an attempt to assess the things or activities that have been carried out. In every case, whether an activity or other process is carried out, there must be a purpose why the activity is carried out. Therefore, in every process, an evaluation is definitely needed to see where the advantages and disadvantages are for improvement in the future process . Likewise for education policy, which is a rule in a context that needs to be seen as a result of an agreement or policy decision that has been determined.

This Covid-19 has greatly impacted all sectors in Indonesia, both socially, economically and even politically, all of which are affected by the spread of the Covid-19 outbreak , socially this is very visible changes in Indonesia, such as the closure of all educational institutions . This encourages education policy makers in Indonesia to evaluate so that the goals of education are still achieved. SMK Negeri 3 Yogyakarta evaluates all of its learning, including IRE learning. Evaluation of learning in IRE subjects includes learning that initially has targets that must be achieved such as practicum, prayer, and ablution simplified by simply reading Yunus's verses 40-41 . In addition, basic competency reforms were also carried out to facilitate the implementation of education both for educators and for students.

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