UTILIZATION OF EVALUATION RESULTS AND REFLECTION ON EVALUATION IMPLEMENTATION

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Abstract
The purpose of this research is to improve the quality of learning by analyzing evaluation results and reflecting on the implementation of evaluation, as well as identifying weaknesses and strengths in the implementation of learning evaluation. This research is a type of library research, namely research whose object of study uses library data in the form of books as a source of data. One of the efforts to improve the quality of educational outcomes can be done through the utilization of assessment data. Assessment results, both through tests and non-tests, have great benefits when studied and used to improve the teaching and learning process.
Keywords: Utilization, reflection, evaluation result, implementation of evaluation

Abstrak
Tujuan penelitian ini adalah untuk meningkatkan mutu pembelajaran dengan menganalisis hasil evaluasi dan melakukan refleksi terhadap pelaksanaan evaluasi, serta mengidentifikasi kelemahan dan kelebihan dalam pelaksanaan evaluasi pembelajaran. Penelitian ini merupakan jenis penelitian kepustakaan yaitu penelitian yang objek kajiannya menggunakan data perpustakaan berupa buku-buku sebagai sumber datanya. Salah satu upaya peningkatan mutu hasil pendidikan dapat dilakukan melalui pemanfaatan data hasil penilaian. Hasil penilaian, baik melalui tes maupun non tes, mempunyai manfaat yang besar bila dipelajari dan digunakan untuk meningkatkan proses belajar mengajar.
Kata Kunci: Pemanfaatan;,refkeksi, hasil evaluasi;,pelaksanaan evaluasi

INTRODUCTION

Education is a necessity for humans, and with the education process, humans will continue to develop along with the times (Jenkins & Sheehey, 2022). Of course, there are important things in the education process, namely evaluation. In the education process, evaluation can encourage students to study more continuously and also encourage teachers to further improve the quality of the learning process and encourage schools to further improve the facilities and quality of student learning. In connection with this, the optimization of the evaluation system has two meanings, first is the evaluation system that provides optimal information. The second is the benefits achieved from evaluation.

The main benefit of evaluation is to improve the quality of learning and subsequently improve the quality of education (Roos Lindgreen dkk., 2020).

Formal educational institutions in a structured time hold an evaluation of the learning process to see the extent of the educational process that has been carried out. However, the evaluation carried out in some schools sometimes does not match what is expected by the school institution itself, this happens because of the lack of maximum implementation of evaluation in the learning process, so that the utilization of the evaluation results is less felt by the school itself. Thus this research is very important to be taken into consideration and even become an additional source of knowledge for teachers in understanding the implementation of learning evaluations (Beede dkk., 2020).

The main objective of this research is to improve the quality of learning by analyzing evaluation results and reflecting on their implementation. This analysis aims to identify weaknesses and strengths in the implementation of learning evaluation, resulting in better insight into what works and what needs to be improved in the learning process (Skivington dkk., 2021). In the context of education, evaluation is not just a means of measuring student success, but also an important means of assessing the effectiveness of learning methods, strategies and approaches used by educators. Learning evaluation has a very significant role in creating a dynamic and responsive learning environment. It provides concrete feedback to educators, allowing them to understand the extent to which learning objectives have been achieved. Through evaluation, teachers can identify student needs, gaps in understanding, as well as the effectiveness of the teaching approach that has been applied. In addition, evaluation helps in determining whether the methods used are relevant to students' needs or require modification to improve engagement and learning outcomes.

The main strength of evaluation lies in its ability to provide empirical data that can be used as a basis for decision-making. Formative evaluation, for example, allows educators to make adjustments during the learning process so that students can more easily understand the material being taught. Summative evaluations, on the other hand, provide an overall picture of student achievement after a certain period of learning. When these two types of evaluations are conducted consistently and integrated, they can provide a comprehensive insight into the success of the learning process. However, evaluation implementation often faces various challenges. One major drawback is educators' lack of deep understanding of the purpose and techniques of effective evaluation. Some teachers tend to rely on traditional evaluation methods, such as written tests, without considering other approaches that may be more relevant to students' needs. In addition, evaluations that focus too much on academic outcomes often neglect other aspects of learning, such as students' social skills, critical thinking ability and creativity.

Reflection on evaluation results is an important step in improving the quality of learning. By reflecting on evaluation results, educators can identify areas that need improvement and devise new strategies to address these weaknesses. Reflection also provides an

opportunity for educators to evaluate their own teaching methods, whether they support active learning or create barriers for students.This research seeks to uncover the extent to which evaluation can contribute to improving the quality of learning. Well-interpreted evaluation results can help educators design more effective, relevant and engaging learning programs for students. In addition, continuous evaluation allows educators to build a learning culture that is oriented towards continuous improvement.

Several previous studies have shown the importance of evaluation in the context of learning. For example, research by (Damschroder dkk., 2022) shows that formative evaluation has a significant positive impact on student learning outcomes. Meanwhile, research by Baresh, (2022) emphasizes the importance of feedback as part of evaluation to help students understand their mistakes and improve performance. Both studies highlight how well-designed evaluations can effectively support the teaching and learning process. For evaluation to provide maximum benefit, it needs a more holistic and innovative approach. Teachers need to be trained to use a variety of evaluation methods, including projects, portfolios and observation. In addition, involving students in the evaluation process, such as through self-reflection or peer assessment, can increase their sense of responsibility for learning.

METHOD

This research is a type of library research, namely research whose object of study uses library data in the form of books as a source of data. According to Barlian, (2018), library research is research that uses ways to obtain information data by placing facilities in the library such as books, magazines, documents, records of historical stories or pure library research related to the object of research. This research is conducted by reading, examining, and analyzing various existing literature, in the form of the Qur'an, hadith, books, and research results (Hermawan, 2019). Literature review research has several stages. The stages of literature review include collecting articles, reducing articles or reducing the number of articles based on variables, displaying articles or compiling and arranging selected articles, organizing and discussing, and drawing conclusions (Budianto, 2024). Based on this opinion, the researcher determined the research stages as follows: selection of the focus of the study, searching for relevant information, reviewing relevant theories, looking for theoretical foundations from experts and previous research results, analyzing relevant theories and research results and drawing conclusions. The research reference sources are books, national journals, and international journals that are the focus of research (Jaya, 2020).

RESULTS AND DISCUSSION

Etymologically "evaluation" comes from the English language, namely evaluation from the root word value which means value or price. Value in Arabic is called *alqiamah or al-taqdir*' which means assessment (evaluation). While literally, educational evaluation in Arabic is often referred to as *al-taqdir altarbiyah* which is defined as an assessment in the field of education or an assessment of matters related to educational activities. In

terminology, several experts give opinions about the meaning of evaluation including: Means dkk., (2009) says that evaluation means an action or process in determining the value of something. The definition of evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. To determine the value of something by comparing with criteria, the evaluator can directly compare with general criteria, can also take measurements of something that is evaluated and then compare with certain criteria.

With the evaluation, students can find out the extent of success that has been achieved during education. In conditions where students get satisfactory grades, it will have an impact on stimulus, motivators so that students can further improve achievement. In conditions where the results achieved are not satisfactory, students will try to improve learning activities, however, it is very necessary to provide a positive stimulus from the teacher / teacher so that students do not despair. Meanwhile, evaluation in Islamic education is the taking of a number related to Islamic education to see the extent of the success of education that is in line with Islamic values as the goal of education itself (Alkin dkk., 2024).

Utilization of evaluation results from the learning process is very important to improve the quality of education and achieve the desired learning objectives. Among the utilization of evaluation results and reflection on the implementation of the evaluation is to provide an overview of what has worked in the learning process and where there are weaknesses. This allows educators to understand what needs to be improved and what needs to be maintained. Furthermore, continuous evaluation helps in monitoring student progress over time. This allows educators to identify problems or successes early and take necessary action. Thus, the benefits of conducting evaluation and reflection on learners will be seen.

1. Problems in Learning

Children's learning difficulties can be identified by the presence of obstacles to reaping learning outcomes so that this will become a serious problem if not handled properly (Perdana dkk., 2021). As a result, the child will experience emotional disturbances which will have a negative impact on the child's growth and development. Here are some common problems that are often faced by learners when the learning process takes place:

    a.   Lack of motivation Motivation is an important factor in learning. If someone does not feel motivated or does not see the value in learning, then they may struggle to focus and achieve their learning goals.

    b.   Difficulty Understanding Material, Everyone has a different level of understanding of learning material. Some people may have difficulty in understanding certain concepts, which can hinder their learning progress.

c. Lack of Resources: Lack of resources, such as expensive textbooks, limited access to the internet, or inadequate learning facilities, can be an obstacle in the learning process.

d. Technology Limitations: In this digital age, access to technology and the ability to use it well is essential. However, not everyone has access or the necessary skills in using technology for learning.

e. Learning Method Mismatch: Every individual has a different learning style. If the learning method used does not match a person's learning style, then they may have difficulty in understanding the material.

f. Mental and Physical Health: Poor mental and physical health can affect one's ability to learn well. Conditions such as depression, chronic fatigue, or other mental health disorders can hinder one's ability to concentrate and learn.

g. Lack of Support: Support from family, friends or mentors is crucial in the learning process. Lack of social support can make one feel isolated and less motivated to learn.

2. Identification of Learner Problems in Learning

Every type of problem, especially in student learning problems in elementary schools, tends to stem from the factors behind it. A teacher, after knowing who the students are who have problems in learning and what types of problems they face, then the teacher can carry out the next stage, namely finding the causes of the problems experienced by students in learning. Although a teacher does not easily determine the causes of the real problem, because learning problems are very complex. Identifying students' problems in learning can involve various factors, including internal and external factors. Here are some common problems experienced by students in learning:

a. Concentration problems: Concentration problems can be a major barrier to learning. Learners may struggle to focus their attention on the subject matter due to environmental distractions, mental health issues or personal problems.

b. Lack of study skills: Some learners may not have developed effective study skills, such as techniques for studying material, organizing time, or managing stress.

c. Health problems: Physical or mental health problems, such as sleep disorders, depression, or other medical conditions, can interfere with learners' ability to study effectively.

d. Unconducive learning environment: Environmental factors, such as noise, lack of adequate learning facilities, or lack of support from school, can be barriers to learning (Hincapié dkk., 2020).

3. Revealing the Causes of Learning Problems

The phenomenon of learning difficulties for a student is usually evident from the decline in academic achievement, or by the emergence of bad learning attitudes and behaviors. The following are the causes of learning problems:

a. Internal Factors

1) Physical weakness, body defects or imperfect growth, organs and other limbs.

2) Mental weakness. weaknesses that are carried since mupun because of difficult experiences overcome by the individual concerned and also education, among others: Mental weakness, namely students with a level of intelligence or intelligence (IQ) below average. The level (IQ) of students undoubtedly determines the level of student learning success.

3) Emotional weaknesses. The presence of insecurity; This insecurity can come from various things, for example, feeling unaccepted by classmates due to differences in ethnicity, religion, economic status, limbs, and so on. These differences can make students feel uncomfortable and unsafe when they are in class, thus hindering their learning achievement. This is as revealed by Hurlock that one of the characteristics of elementary school-age children is the age of grouping with their peers.

4) Weaknesses caused by wrong habits and attitudes. To anticipate the possible emergence of the above, teachers are required to first show a positive attitude towards themselves and towards the subjects that are their field. Teachers are strongly encouraged to love their profession, where they not only master the subject matter but are also able to convince students that the subject matter is useful for their lives.

5) Lack of basic skills and knowledge such as inability to read, write and calculate. This will greatly disrupt student learning activities because in principle these three are the initial capital in participating in lessons in addition because at their age one of the developmental tasks required is to develop basic reading, writing and counting skills (Hill & West, 2020).

b. External Factors

1) Social aspects. Students' relationships with the school social environment such as teachers, school employees, classmates can affect students' enthusiasm for learning. Teachers who always show sympathetic attitudes and behavior and show good role models in learning. The student's social environment is the community and neighbors as well as friends around the student's village.

2) Non-social aspects. Non-social environmental factors include the distance between home and school (a distance that is too far will be able to drain students' time and energy so that students often complain of fatigue), the geographical location of the school if the school is near a market or highway it will result in a noisy atmosphere that can interfere with teaching and learning activities), the state of the school building, the learning facilities available at school (library, laboratory, playground, adequate bathroom) weather conditions, and the learning time used.

3) Learning approach factors. Learning approach (approach to learning) and strategies or tips for implementing approaches and learning methods include factors that can affect the efficiency and success of student learning. Often a student who has a higher cognitive ability than his friends, is only able to achieve the same results as his friends. It is even possible that a student with high abilities experiences a decline in achievement to the lowest limit than the achievement achieved by his friends who have average abilities (van Diggele dkk., 2020).

4. Helping Learners Overcome Learning Problems

The duties and responsibilities of school educational institutions are to provide and create broad opportunities for students to hone their potential, talents optimally. The problem faced by schools is the achievement of student achievement that is not in line with expectations. Talking about learning achievement, of course, this is related to the success of the teacher in delivering students to achieve brilliant achievements through optimal learning implementation. Optimizing learning is the main task of the class teacher in delivering students to achieve good achievement. In reality, the learning process is indeed winding. Teachers are often faced with problems related to students. Difficulties in elementary school students in adapting to their learning environment are a source of teacher failure in achieving achievement (Liu dkk., 2023). The presence of teachers in the teaching and learning process or teaching still plays an important role. The role of the teacher in the teaching and learning process cannot be replaced by machines, radios, tape recorders or even the most modern computers, there are still too many human elements such as attitudes, value systems feelings, motivation, habits and others which are expected to be the result of the teaching process, cannot be achieved through these tools. By looking at the factors that cause student difficulties in learning Islamic religious education, teachers need to overcome every student who has difficulty in learning Islamic religious education. As for how to overcome student difficulties in learning, it is done in several steps, namely:

a. The teacher analyzes the results of the diagnosis, namely examining the parts of the problem and the relationship between these parts to obtain a correct understanding of the learning difficulties faced by students.
b. The teacher identifies and determines the specific skill areas that require improvement.
c. The teacher prepares improvements, especially the Remedial Teaching program.

Teacher concern in teaching is a factor that can foster the enthusiasm of students. If the teacher is not enthusiastic, then the students will not be enthusiastic either. In addition, teachers can also give awards. Giving awards can be in the form of grades, prizes, praise, and so on so that students are motivated to learn and always want the best. This effort will generate learner motivation and create learner activities that involve all learners in the

classroom and create activities that involve learners with their friends in the classroom. The goal is for each other to share knowledge, ideas, or ideas in completing individual tasks with the rest of the class. For example, learners are given tasks by the teacher in the form of exercises and then the learners express or discuss what the learners have done and are given responses by peers or other groups and supervised by the teacher (Chan et al., 2019).

5. Utilization of Learning Evaluation Results

Evaluation of learning outcomes is very urgent in the teaching and learning process and curriculum evaluation development strategies, because without evaluation of learning outcomes it will be very difficult to measure the level of student success. Thus, evaluation is made a necessity by students, because with evaluation students will know about the success of their learning (Moullin dkk., 2020). Evaluation of learning outcomes is systematic in measuring the level of progress achieved by students, both in terms of norms, goals, and from groups, and greatly determines students who are progressing towards achieving the expected teaching objectives, therefore, evaluation is an integral component in the teaching program in addition to instructional objectives and teaching materials and methods (Damschroder dkk., 2022). Evaluation of learning outcomes and their implementation in the teaching and learning process is carried out by means of class assessment, basic ability tests, final assessment of education units and certification, benchmarking, and program assessment. More details can be stated as follows:

1. Class Assessment

Class assessment is carried out by daily tests, general tests and final exams. Daily tests are carried out at the end of each learning process in a particular subject or competency unit. This daily assessment consists of a set of questions that students must answer, and structured tasks related to the concepts being discussed. Daily tests are carried out at least three times each semester, and are intended to improve learning modules and programs, and are used for other purposes, for example as a consideration in providing grades for students. E. Mulyasa, mentions that general tests in class are carried out at the end of each semester, with materials aimed at the following:

    a. The first semester general test, while the questions are taken from the first semester material.

    b. The second semester general test is a combination of the first and second semester material, with emphasis on the second semester material.

2. Basic Skills Test

Basic ability tests are conducted to determine the ability to read, write, and count needed in order to improve the learning program (remedial program). The basic skills test is conducted at the end of each year of grade III.

3. End of education unit assessment and certification

At the end of each semester and school year, assessment activities are held to obtain a complete and comprehensive picture of the students' learning completeness in a certain time unit. For certification purposes, performance and learning outcomes included in the Certificate of Completion of Learning are not solely based on the results of the assessment at the end of the school level.

4. Benchmarking

Benchmarking is a standard for measuring ongoing performance, processes, and outcomes to achieve satisfactory excellence. Measures of excellence are determined at the school, regional or national level. Assessment is carried out on an ongoing basis, so that learners can achieve a unit stage of learning excellence that is in accordance with their ability of effort and tenacity. To be able to obtain data and information about the achievement of certain benchmarking can be held at the end of the education unit.

5. Program Assessment

Program assessment is carried out by the Ministry of National Education and the Education Office continuously and continuously. Program assessment is carried out to determine the suitability of the Education Unit Level Curriculum (KTSP) with the basis, function, objectives of national education, and its suitability with the demands of community development, and the progress of the times.

Nana Sudjana said that basically the utilization or use of the evaluation results obtained depends on the objectives to be achieved in conducting the evaluation itself, or depending on the types of tests carried out. Some examples of utilization or use of evaluation results include:

a. Determining whether a student has passed or not. We base this on our interpretation of the student's level of readiness, In this use, the test in question is a summative test. This determination is made after the test results are combined with the results of previous formative or sub-summative tests.

b. Conducting diagnostics or remedial. From the test results that we have done, we can find out the weaknesses of students, so the next step is to find the causes of these weaknesses, then carry out remedial (healing). In this use, the test in question is a diagnostic test.

c. Whether or not a lesson needs to be repeated. We base this on the interpretation of group performance. In this use, the test is a formative test.

d. Motivating students. When test results are shown, students are usually very interested in knowing them, the teacher can take advantage of this great interest to encourage students to study harder. In this use, the test in question is a formative test.

e. Providing reports to parents. With the aim that he has an objective picture of his child's development, to then react to it. In this use, the intended test is a summative test. Providing the results of this report is carried out after the test

results are combined with the results of previous formative or sub summative tests.

Efforts to improve the quality of educational outcomes can be achieved through the use of assessment data. The results of both test and non-test assessments are useful when studied and used in efforts to improve the teaching and learning process. The study of the results of formative and summative assessments can provide more insight into the learning outcomes achieved by students after the teaching and learning process. Data from the assessment of the teaching and learning process is very useful for teachers, students and school principals. For teachers, it is to be able to know their abilities as a teacher, both strengths and weaknesses. Teachers can also find out the opinions and desires of students on various issues related to the teaching and learning process. Based on this information, teachers can improve and correct their weaknesses and maintain or improve their strengths (Chen & Lin, 2021)).

Likewise, for students, assessment data on learning methods, learning difficulties and social relationships can be used as material to increase efforts and better learning motivation. On another point, the principal can think about efforts to develop teachers and students based on opinions, suggestions, aspirations from various parties (teachers, students, parents). The types of assessments in schools are actually formative and summative, such as diagnostic assessments (which function to help solve students' learning problems / difficulties), as well as placement assessments / placement tests (which function to place students in teaching and learning situations that are suitable for educational programs or the level of ability and / or characteristics of students, as well as other types of assessments).

6. Reflection on Learning Outcomes

Reflection on the implementation of learning evaluation learning process evaluation is a stage that needs to be carried out by teachers to determine the quality of learning. In fact, this activity is often referred to as a reflection of the learning process, because it will find the strengths and weaknesses of the learning process that has been carried out. In Permen No. 41 of 2007 concerning Process Standards, it is stated that the evaluation of the learning process is carried out to determine the overall quality of learning, including the learning planning stage, and the assessment of learning outcomes. Evaluation of the learning process is organized by:

a. Comparing the process implemented by the teacher with the process standards.
b. Identifying teacher performance in the learning process in accordance with teacher competencies.

One of the efforts in improving the quality of the learning process and outcomes as part of improving the quality of education can be done through the assessment system, this assessment system is very useful for the quality of graduate outcomes. From that, an educator must know the criteria and types of assessment that will be used. Assessment of

the learning and teaching process is often ignored, at least less attention than the assessment of learning outcomes. Education is not only result-oriented, but also process-oriented. Therefore, the assessment of learning outcomes and the learning process must be carried out in a coherent, comprehensive, balanced manner, and if it can be carried out simultaneously and continuously, this is where the reflection of the implementation of learning evaluation is very important for students in the learning and learning process.

At the end of the learning process, an evaluation or assessment must be held to measure how students progress in class, foster learning activities, determine abilities and difficulties, encourage student learning motivation, help develop behavior and guide (Lew dkk., 2010). In addition, evaluation is an effort to check the extent to which students achieve educational goals and meet the validity, reliability, objectivity, efficiency and practical requirements of educators. If all of that, has been carried out properly and correctly and has met the predetermined standards, then further educators can develop programs that are not good or not used before, plan and develop curricula, and carry out program and institutional accreditation. That is a reflection of the implementation of learning evaluation that must be achieved by all educators in order to succeed in an effective and efficient learning process (Abulhul, 2021).

This is a description of the utilization of evaluation results and reflection on the implementation of evaluation as the application of various methods and the use of various assessment tools to obtain information about the extent of student learning outcomes. Assessment answers questions about how well a learner's learning outcomes or achievements are. The results of the qualitative value assessment (narrative statements in words), and quantitative value (in the form of numbers) (Al-Fraihat dkk., 2020).The purpose of reflecting on the evaluation of learning outcomes is to provide comprehensive information input about the learning outcomes of students, both seen when the learning activities take place and seen from the final results, using various evaluation methods in accordance with the competencies that students are expected to achieve (Akrim, 2022).

CONCLUSION

One of the efforts to improve the quality of educational outcomes can be done through the utilization of assessment data. Assessment results, both through tests and non-tests, are very useful when studied and used for efforts to improve the teaching and learning process. The study of formative and summative assessment results can provide an overview of the learning outcomes achieved by students after they have gone through the teaching and learning process. The success of teaching is not only seen from the learning outcomes achieved by students, but also in terms of the process. Learning outcomes are basically the result of a learning process. This means that optimizing student learning outcomes also depends on the student learning process and the teacher's teaching process. Therefore, it is necessary to assess the teaching-learning process. The dimensions of assessing the teaching-learning process relate to the components of the teaching-learning process such as teaching objectives, methods, teaching materials, student learning

activities, teacher teaching activities, and assessment. The criteria used in assessing the teaching and learning process include the consistency of teaching and learning activities with the curriculum, implementation by the teacher, implementation by students, student motivation, student activeness, student teacher interaction, teacher ability or skill, quality of student learning outcomes.

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