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Learning process evaluation in the formal diniyah education program (PDF) in South Sulawesi Islamic boarding schools

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ABSTRACT

Evaluation of the learning process in the Formal Diniyah Education (PDF) program in boarding schools in South Sulawesi is part of an effort to review the quality of learning from a relatively new government program through the Ministry of Religion. The mission is not only to produce experts in printing the 'yellow book' and religious experts (muttafaqun fiddin), but also to cultivate scholars with well-rounded life skills in conditions that are still very limited. Will this aspiration become a reality? This evaluation research, utilizing the gap model with a mixed quantitative and qualitative approach, was conducted in four PDF-organizing Islamic boarding schools in South Sulawesi. The data and information for this research were gathered through interviews and observations of PDF leaders, teachers, and students, employing the IASP SMA/MA BAN-SM instrument to assess the learning process. The research results regarding the learning process of the PDF program in boarding schools in South Sulawesi are generally positive. However, it was found that the learning methods employed by educators are somewhat limited and not sufficiently diverse, which can make learning less engaging. The most commonly used method is the traditional classroom approach, primarily because it is considered most suitable for book-based materials. Nevertheless, there are numerous teaching methods that teachers could maximize, including the use of diverse approaches, which could significantly enhance the enjoyment and effectiveness of the learning process. These methods should be tailored to the specific needs of PDF learning in Islamic boarding schools in South Sulawesi.

Keywords: Evaluation; learning process of formal diniyah education; Islamic boarding school

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1. INTRODUCTION

Formal *Diniyah* education, also known as PDF, is an Islamic religious education institution organized by Islamic boarding schools. Based on PMA No.13 of 2014, PDF is established and located in boarding schools in a structured and tiered manner in the formal education sector. A boarding school that is entitled to organize a PDF must have the elements of a boarding school consisting of: (1) *Kyai* (teacher) or other similar designation, (2) *santri* (students), (3) *pondok* or *pesantren* (Islamic boarding school) dormitory, (4) mosque or *mushalla*, and (5) recitation and study of yellow classical books or *dirasah Islamiyah* with *mu'allimin* education pattern, and fulfill administrative, technical, and feasibility requirements.

Since PDF emerged under the auspices of the Directorate of Early Education and Islamic Boarding Schools (PD Pontren) of the Directorate General of Islamic Education (Dirjen Pendis) of the Ministry of Religious Affairs, there have been 14 Islamic boarding schools organizing PDF which are pilot projects and continue to grow rapidly until now. Based on the data on the Diktis Kemenag.go.id page, there are four Islamic boarding schools in South Sulawesi that have officially organized PDF, namely PDF Ulya and Wustha Al-Junaidiyah Biru in Bone Regency, PDF Ulya As'adiyah in Sengkang Regency, PDF Ulya and Wustha Mangkoso in Soppeng Regency, and PDF Ulya Nahdatul Ulum in Maros Regency. The increasing number of PDF units in various regions in Indonesia illustrates how the Ministry of Religious Affairs and the *pesantren* community continue to work together to build a *Tafaqqun Fiddin* civilization (Abdullah, 2013: 1), while at the same time producing cadres of scholars who are currently becoming scarce.

Although the PDF unit has been recognized by the government as part of the national education system in Indonesia, in reality, the implementation of PDF implementation faces many obstacles, including the learning process, as Achmad found (2019) in the results of research conducted at the PDF Pesantren Darusalam Ciamis that the readiness of implementation in *pesantren* was not optimal. This can be seen from (1) input, the PDF curriculum still overlaps with the Ma'had Aly curriculum, the standard of academic qualifications of teachers is still considered not meeting the standards, facilities and infrastructure and financing are still inadequate; and (2) Process, learning management is still relatively conventional and less systematic in its learning evaluation.

The PDF program, which carries out a mission not only as a creator of yellow book and religious experts (*muttafaqun fiddin*), but also a cadre of *ulama* (Islamic scholars) who have qualified life skills, is a big job for the PDF unit. Moreover, with the limited resources owned both in terms of human resources as illustrated by the division of subjects that are still less relevant to the discipline of educators and in terms of educational facilities and infrastructure such as learning spaces (classrooms) are still very limited, so that in terms of acceptance of students is very limited because the infrastructure owned is still limited. With limited conditions, will this aspiration become a reality?

Based on some of the existing gaps, the PDF learning process implementation program as part of the system is very important to be studied more deeply and evaluated thoroughly as part of efforts to improve the quality of this relatively new government program. Evaluation research that is more specifically related to the learning process in the PDF program is still very minimal and is limited to only one PDF unit. Therefore, the researchers consider the need to conduct evaluation research on the aspects of the learning process in PDF-organizing boarding schools in South Sulawesi Province. Currently, there are six PDF units organized in Islamic boarding schools in South Sulawesi spread across four Islamic boarding schools in South Sulawesi, namely PDF Ulya and Wustha Al-Junaidiyah in Bone Regency, PDF Ulya As'adiyah in Sengkang Regency, PDF Ulya and Wustha Mangkoso in Soppeng Regency, and PDF Ulya Nahdatul Ulum Maros.

The evaluation of the learning process in South Sulawesi Islamic boarding schools is urgently conducted because accreditation and supervision processes are never held since the PDFs are established. The evaluation of the learning process in the PDF program was held as an effort to describe the implementation of the PDF program learning process in South Sulawesi. The results of the evaluation of the learning process in PDF will later produce recommendations that can be used as a reference by the Islamic boarding schools organizing PDF in South Sulawesi in formulating and determining policies related to the learning process in PDF in the future.

2. METHODS

This research is an evaluation study using the discrepancy model. Evaluation research is applied research which is a systematic way to determine the effectiveness of a program, action or policy or other object under study compared to previously set goals or standards (Sugiyono: 2013: 741). The PDF implementation standards specifically refer to PMA No. 13 of 2014 concerning Islamic Religious Education, and Decree of the Director General of Religious Education Number 5839 of 2014 concerning Guidelines for the Establishment of PDFs, referring to the National Education Standards. The focus of this research is the PDF learning process organized by four Islamic Boarding Schools in South Sulawesi, namely PDF Al-Junaidiyah Kab. Bone, PDF Asadiyah Kab. Sengkang, PDF Mangkoso Kab. Sengkang, and PDF Nahdatul Ulum Kab. Maros.

The approach used is a quantitative approach supported by a qualitative approach or QUAN-Qual mixed-methods design. The quantitative approach was used to obtain in-depth and comprehensive evaluation results. This approach is used to handle quantitative data. With this approach, it is expected to obtain a more comprehensive understanding and interpretation of the learning process in PDF in the PDF-organizing boarding schools in South Sulawesi. The qualitative approach is used with the consideration that this research is a process of studying the behavior or activities of the actors involved in the PDF learning process.

The evaluation model used in this study is the discrepancy evaluation model. This model is used because it is in accordance with the variables to be evaluated, namely the

PDF learning process in South Sulawesi Islamic boarding schools. There is a gap between the standards/criteria of the PDF learning process and its implementation. The indicators that will be used in this study are indicators of education implementation in SMA/MA in one of the four aspects made by the National Accreditation Board for Secondary Schools (BAN-SM), namely the learning process aspect. This research was conducted in four Islamic boarding schools organizing PDF in South Sulawesi namely, PDF Al-Junaidiyah Kab. Bone, PDF Asadiyah Kab. Sengkang, PDF Mangkoso Kab. Sengkang, and PDF Nahdatul Ulum Kab. Maros.

The sources of information in this research are the *santri* (students), *ustadz/ustadzah* (teachers), manager, and head of PDF. In this case, the head of PDF is used as an informant, the manager is represented by two elements of the manager (foundation), while from the *ustadz/ustadzah* is also represented by several teachers, and the *santri* is represented by several students from each class.

Based on the data source and the type of the data collected, the data collection techniques used are questionnaires, interviews and documentation. The instruments used are questionnaires, interview guidelines, and documentation guidelines. The instruments used in the data collection were observation sheets and interview guidelines for IASP SMA/MA. Each instrument has assessment criteria, the observation instrument uses a range of 1 to 4. After the data is collected, the values are processed first and the average is determined. The average is then grouped as a score on each aspect. In general, the success criteria used in this evaluation research use the value interpretation reference.

This research is descriptive quantitative and qualitative in nature which aims to provide a description of the reality of the PDF learning process in PDF-organizing boarding schools in South Sulawesi to produce dual-standard human resources who are experts in religion and experts in the field of general sciences. The evaluation data were analyzed with the help of the R Statistics application. The quantitative assessment criteria are based on the normal curve (Glass and Hopkins, 1984: 67).

Table 1. Assessment criteria for each aspect

No	Range of Scores	Category
1	Mi + 1.5 SDI < X	Very good
2	Mi + 0.5 SDI < X < Mi + 1.5 SDI	Good
3	Mi – 0.5 SDI < X > Mi + 1.5 SDI	Fair
4	Mi – 0.5 SDI < X < Mi – 1.5 SDI	Bad
5	X < Mi – 1.5 SDI	Very bad

The results of the interviews were analyzed qualitatively to support the quantitative descriptive analysis. The qualitative data analysis technique used an interactive data analysis model developed by Miles and Huberman (Sugiyono, 2013: 264-253). This

technique consists of three components, namely data reduction, data presentation, and drawing and verifying conclusions. The validity of the qualitative data is carried out by means of source triangulation, namely comparing the results of interviews by one subject with the results of interviews by other subjects, so that their credibility can be accounted for.

3. RESULTS AND DISCUSSION

The evaluation of the PDF learning process in South Sulawesi Islamic boarding schools was conducted to explore the PDF learning process which consists of seven items. The following figure illustrates the evaluation scores seen during observations and interviews in the field. Based on the observations at four PDF-organizing Islamic boarding schools in South Sulawesi, the data were obtained as illustrated in Figure 1 below:

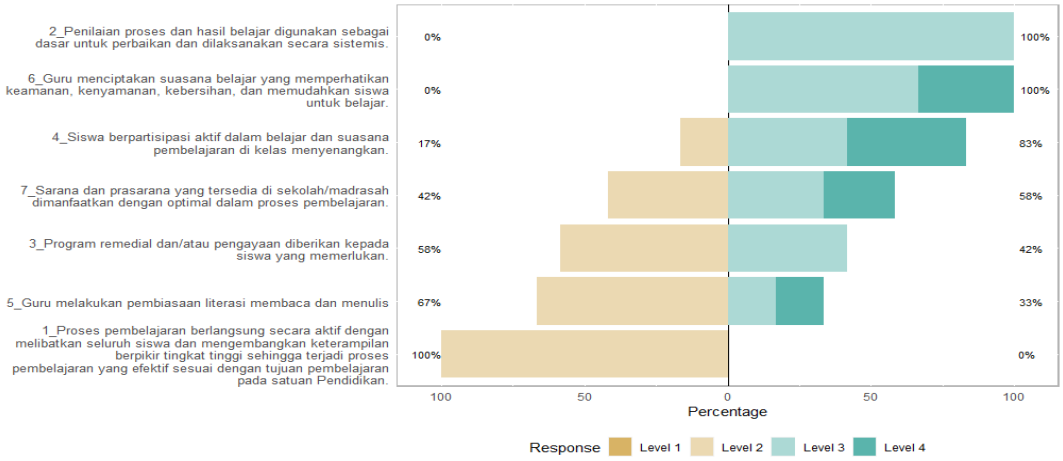

Figure 1. The Evaluation results of the PDF learning process in South Sulawesi Islamic boarding schools

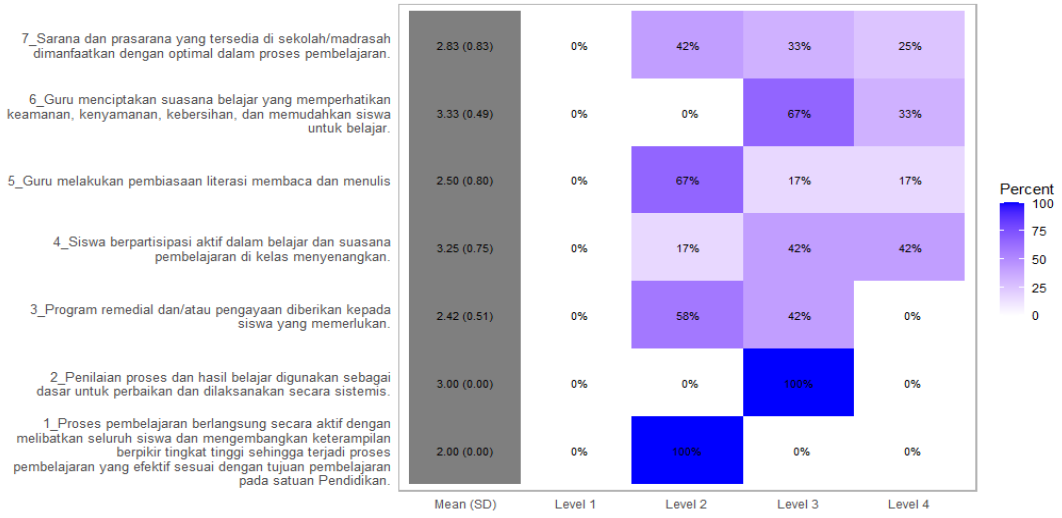

Figure 2. The Evaluation Results of the Learning Process at PDF in South Sulawesi Islamic Boarding Schools with Mean (SD)

The Figure of PDF learning process in South Sulawesi Islamic boarding schools shows that items 2 and 6 obtained the highest evaluation results indicated by 100% at level 3 and 4. Conversely, item 1 is the item with the lowest acquisition, which 100% is at level 1.

The results of the evaluation of item 2 which evaluates related to the assessment of the learning process and results are used as a basis for improvement and carried out systemically. The evaluation results show that all educators at PDF in South Sulawesi conduct assessment of the learning process and results using various assessment techniques to determine the achievement of learning objectives systemically and continuously which has an impact on improving the learning process and learning outcomes of students. Likewise, the results of the evaluation of item 6 which evaluates related to educators creating a learning atmosphere that pays attention to safety, comfort, cleanliness, and makes it easier for students to learn. The evaluation results show that all educators implement learning procedures that involve *santri* in maintaining safety, comfort, cleanliness, and physical and psychological ease in *santri* learning by building good relationships among the *santri* and between *santri* and *ustaz/ah* who respect and appreciate each other so that the learning objectives are achieved.

Item 4 evaluates the students actively participating in learning and the learning atmosphere in the classroom is fun, obtaining evaluation results 83% that are at level 3, and 17% that are at level 2. This shows that 83% of the learning atmosphere is dynamic with the interaction between students, student interactions with educators, students are enthusiastic in learning and the classroom atmosphere is fun and interesting. 17% of the classroom atmosphere is orderly, and there seems to be mutual interaction between students and students, and students and teachers.

Item number 7 evaluates the facilities and infrastructure available in schools/madrasas that are optimally utilized in the learning process, obtaining evaluation results of 58% at level 3 and 42% at level 2. This shows that 58% of the learning process utilizes existing facilities and infrastructure inside and outside the school/madrasa which has an impact on improving the quality of learning and the achievement of student learning outcomes. 42% of the learning process utilizes facilities and infrastructure as media and learning resources that are limited, both in number and type, so that they have not had an impact on the quality of the learning process.

Item number 3 evaluates the remedial and/or enrichment programs provided to students who need it, obtaining evaluation results 58% at level 2, and 12% at level 2. This illustrates that 58% of educators carry out remedial and/or enrichment programs (as needed) systematically and structured using various strategies and have an effect on improving student learning outcomes, and there are still 12% of educators carrying out remedial or enrichment programs (as needed) systematically and structured using various strategies and have an effect on improving student learning outcomes limited to several subjects.

Item number 5 evaluates the educators' habituation to reading and writing literacy. It is obtained evaluation results of 57% at level 2 and 1, and 43% at level 3. This shows that 57% of educators practise reading, writing, communicating, practising or creating, but this has not yet had an impact on the habits of students outside the classroom. Only 43% of educators conduct reading and writing literacy habits in schools/madrasas that have an impact on (1) the formation of a reading and writing culture outside the classroom, and (2) producing literacy works such as wall magazines, short stories, and other written works.

Item 1 evaluates the learning process taking place actively by involving all students and developing higher-order thinking skills so that there is an effective learning process in accordance with the learning objectives in the education unit obtained the lowest evaluation score with a percentage of 100% of assessment at level 1. It indicates that 100% in learning, *ustaz/ah* explains more and students pay attention and do the tasks given only.

The results of the evaluation of the learning process show the difference in the results of the learning process of each PDF with the total average. The highest score was obtained by PDF PP Bone with a score of 20.1 (71.8%), followed by PDF PP Maros and PDF PP Barru with a score of 19.3 (68.9%), and the lowest was obtained by PDF PP Sengkang with a score of 18 (64.3%). Based on these results, it can be concluded that the PDFs of South Sulawesi Islamic boarding schools are categorized as less good in the aspect of the Learning Process.

Referring to the ideal average criteria that have been determined, the results of the evaluation of the quality of PDF program graduates in South Sulawesi Islamic boarding schools can be seen in Table 3 below.

Table 3. Description of learning process evaluation results

Criteria	Interval	Achievement	Category
Very good	X > 15.75		
Good Enough	12.25 < X ≤ 15.75		
Fair	8.75 < X ≤ 12.25	11.33	Good Enough
Bad	5.25 < X ≤ 8.75		
Very bad	X ≤ 5.25		

Table 3 describes the learning process of the PDF program in South Sulawesi Islamic boarding schools. The indicators assessed are 7 items with a range of 1-4. The maximum score is 28 and the minimum score is 7. The average achievement of the learning process score of all PDFs is 19.33 with a percentage of 79%. Thus, the achievement of the PDF learning process evaluation results in South Sulawesi Islamic boarding schools is in the Good Enough category.

This achievement is in accordance with the results of interviews conducted with the PDF Head, *Ustaz/ah*, and *santri*. The results of conversations with informants illustrate that PDF students are selected students who in the PDF are equipped with the ability to be ready to become qualified Islamic scholars.

Based on the results of the interview, it is known that the *ustaz/ah* conducts an assessment of the learning process and results using various assessment techniques to determine the achievement of learning objectives on an ongoing basis. However, the impact on improving the learning process and learning outcomes of *santri* has not been seen.

"We leave it entirely to each subject ustaz/ah," said the Head of PDF D.

The learning process takes place actively by involving all students and developing higher-level thinking skills so that an effective learning process occurs in accordance with the learning objectives of the Education unit.

"Not all subjects can use various methods, especially book learning," PDF D teacher.

"We tend to use the lecture method, but we still open space for active students to ask questions," PDF A teacher.

"Discussions are frequent but only for certain subjects", said PDF B student.

"Of course, there are remedials for certain subjects, it just depends on the teacher," said PDF C student.

"Remediation is only 1 subject, the rest pass," replied by PDF D student.

The interview results illustrate that the learning tends to be monotonous with uneven learning evaluation. Only a small number of *ustaz/ah* carry out evaluation of learning outcomes. The PDF learning process in South Sulawesi Islamic boarding schools runs quite well. Students actively participate in learning and there is a pleasant learning atmosphere.

In order to support the learning process, the *ustaz/ah* created a learning atmosphere that pays attention to safety, comfort, cleanliness, and makes it easier for students to learn. The *ustaz/ah* showed encouragement to students to carry out reading and writing literacy habits. The *ustaz/ah* also make improvements by systematically assessing the learning process and outcomes. The facilities and infrastructure available at PDF can also be optimally utilized in the learning process.

Unfortunately, the learning methods used by the *ustaz/ah* are limited and not diverse, so the learning is considered less effective. The method most often used is the classical/classroom method because it is considered the most appropriate method with book-based material. In fact, there are many learning methods that can be maximized by the *ustaz/ah*, including the use of a variety of learning methods, so that it will have an impact on the management of the learning process which becomes more effective.

The classical method in PDF in South Sulawesi Islamic boarding schools is implemented with the *mangaji tudang* system or what is known as the *halaqah* system. A classical learning model with the position of the *santri* sitting in a semicircle facing the *ustaz/ah* (teacher). This system is considered the most suitable for delivering *kitab* material and for memorization subjects whose process uses a *setor* system (the *santri* comes forward one by one facing the *ustadz* to recite or memorize).

The same process happened to PDF in East Java (Taruna, 2021: 111). The process in PDF learning has a uniqueness that is different from formal schools in general. The *sorongan* learning model, which prioritizes face-to-face learning between *santri* and *ustadz*, has shifted to classical, which is organized in class patterns and grade levels (Taruna 2018). Whereas, the learning system contains values that are not only the substance of the book but there is a bond between the *santri* and the *ustaz/ah* that is closer because of the individual dialog.

CONCLUSION

In conclusion, the evaluation of the PDF learning process in South Sulawesi Islamic boarding schools encompassed seven key components. The observations and interviews conducted at four PDF-organizing Islamic boarding schools in the region yielded valuable insights. The evaluation results indicated that items 2 and 6 received the highest scores, signifying the systematic assessment of the learning process and the creation of a conducive learning environment. These aspects contributed significantly to enhancing the learning experience and outcomes for students. Item 4 showcased that a majority of students actively participated in learning, fostering a dynamic and enjoyable classroom atmosphere. Item 7 revealed that existing facilities and infrastructure were optimally

utilized in the learning process in approximately 58% of cases, with a positive impact on learning quality. Conversely, item 3 indicated that remedial and enrichment programs were systematically implemented in 58% of cases, contributing to improved student learning outcomes. Regarding item 5, the educators showed varying levels of commitment to reading and writing literacy habits, with only 43% fostering a culture of literacy outside the classroom. However, item 1, assessing active learning and higher-order thinking skills development, received the lowest score, with *ustaz/ah* predominantly using lecture-style teaching.

When comparing the performance of different PDFs, PDF PP Bone achieved the highest score, followed by PDF PP Maros and PDF PP Barru, while PDF PP Sengkang scored the lowest. Overall, the PDFs in South Sulawesi Islamic boarding schools fell into the "Good Enough" category based on predetermined criteria. The interviews with PDF heads, *ustaz/ah*, and students provided additional context, revealing that while the learning process is generally effective, there is room for improvement, particularly in diversifying teaching methods and fostering a more engaging learning environment. The prevalent use of the classical/classroom method could benefit from the incorporation of various teaching approaches to enhance the overall learning experience. Therefore, South Sulawesi Islamic boarding schools' PDF programs play a crucial role in shaping future Islamic scholars. While there are areas for improvement, the overall quality of the PDF learning process was assessed as "Good Enough," aligning with interviews with key stakeholders.

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