Evaluation of Kapita Selekta College of Islamic Education and its Impact on Student Solution Competence

Imam Muhayat

Sekolah Tinggi Agama Islam (STAI) Denpasar, Jl. Angsoka Cargo Permai I No.12, Denpasar, Bali, Indonesia
imammuhayat2013@gmail.com

Keywords:	Abstract
Evaluation Course, Capita Selekta, Competency Solutions.	*STAI Denpasar Bali was established in 2008. STAI Denpasar Bali emphasises the offline lecture process even though it is an independent campus. Only if it is not possible to do it offline can it be done online. Lectures in the Islamic Education course aside (KSPI) from theoretically applying practical lectures. The learning objectives are to improve the quality of being skilled at dealing with educational problems and being able to decipher solutions faced by educational institutions. Lecture strategy is a top priority. Starting from lesson planning, learning implementation, and the evaluation stage. In this study, the focus on evaluative strategies has an impact on students' solutive competence in solving problems, being able to implement theory, and being able to carry out new innovations. The evaluative strategy is meant here as a careful plan of activities to achieve specific goals. Meanwhile, solution competence is skilled at solving problems and finding solutions. This research uses an explanatory research method. These include the following value interval categories: 1. Very poor; 2. Less; 3. Enough; 4. Good; and 5. Very good. The indicator is very lacking. The design presented is irregular and does not solve the problem. On the other hand, the indicators are very good, the design is presented systematically, solves problems, can be implemented and is innovative. An analysis of the carrying capacity of activities serves as the foundation for all of this. The results of the study found that the evaluative strategy of the Islamic Education course (KSPI) had an impact on students' solutive competence and obtaining good grades.*
Kata Kunci: Kursus Evaluasi, Kapita Selekta, Solusi Kompetensi	STAI Denpasar Bali didirikan pada tahun 2008. STAI Denpasar Bali menekankan proses kuliah offline meskipun itu adalah kampus independen. Hanya jika tidak mungkin untuk melakukannya secara offline dapat dilakukan secara online. Pelajaran dalam Kursus Pendidikan Islam (KSPI) selain dari kuliah praktis yang diterapkan secara teoritis. Tujuan pembelajaran adalah untuk meningkatkan kualitas menjadi terampil dalam menangani masalah pendidikan dan mampu mendeskripsikan solusi yang dihadapi oleh lembaga pendidikan. Strategi membaca adalah prioritas utama. Mulai dari perencanaan pelajaran, implementasi pembelajaran, dan tahap evaluasi. Dalam studi ini, fokus pada strategi evaluatif memiliki dampak pada kompetensi penyelesaian siswa dalam memecahkan masalah, mampu menerapkan teori, dan mampu melakukan inovasi baru. Strategi evaluasi dimaksudkan sebagai rencana tindakan yang hati-hati untuk mencapai tujuan-tujuan tertentu. Sementara itu,

kompetensi solusi adalah keterampilan dalam memecahkan masalah dan menemukan solusi. Penelitian ini menggunakan metode penjelasan. Ini termasuk kategori interval nilai berikut: 1. sangat buruk; 2. kurang; 3. cukup; 4. baik; dan 5. sangat baik. Indikator ini sangat kurang. Desain yang disajikan tidak teratur dan tidak memecahkan masalah. Di sisi lain, indikator sangat baik, desain disajikan secara sistematis, memecahkan masalah, dapat diterapkan dan inovatif. Analisis kapasitas pengangkutan kegiatan berfungsi sebagai dasar untuk semua ini. Hasil penelitian menemukan bahwa strategi evaluasi dari kursus Pendidikan Islam (KSPI) memiliki dampak pada kompetensi solusi siswa dan mendapatkan nilai yang baik.

1. Introduction

In our daily activities, we have actually carried out activities of measuring, assessing and evaluating, both consciously and unconsciously, which have been carried out for everyone. So that these activities are referred to as the processes of measurement, assessment, and evaluation, However, sometimes the three terms above are considered to have similar meanings. To understand the similarities, differences, and relationships between the three terms, further explanation is needed.

We can give an analogy to the notion of measurement when we are carrying out the work of installing two painting canvases in the space frame of the painting that we have prepared. In the first space frame with a size of 80 x 90 cm, we have completed the installation process. The second space frame, with a size of 90 x 100 cm, has been attached to the frame material as it should. Thus, finally, we can see directly from the two types of blank canvas attached with different sizes. This process is referred to as form measurement.

Then we align it, and it turns out to have different lengths. It looks like one material with a neater installation method. While the second material looks less neat, In plain view, we can prove both visually and quantitatively the space required. When we choose one of the two materials that is neater, then that is what is referred to as a form of judging process. This means that when we choose, that is part of the qualitative process of determining the choice. Referred to as judging activities, which is better or worse. Meanwhile, from the two activities that we have carried out, it is called a process of evaluation activities to be able to determine similarities or differences in the measurement and assessment processes that we have carried out.

(Arikunto, 2013) concluded that measuring is comparing something to one size. The measurement is quantitative. Judging is making a decision on something of good or bad size. Assessment is qualitative. Conducting an evaluation includes two steps, namely measuring and assessing. (B. Uno, Hamzah and Lamatenggo, Nina, 2012) describe that in the measurement process, this is certainly compared with various possibilities, for example, standards, targets/goals or criteria that

have been set in advance and have been mutually agreed upon. Performance evaluation is one of the fundamental functions of personnel; sometimes it is also called performance review, employee appraisal, or personnel rating.

In other words, performance evaluation is the process of determining how well employees carry out their tasks. Meanwhile, Suprihanto stated that performance evaluation is a system used to assess and find out whether an employee has carried out their respective jobs as a whole. While evaluation is the process of assessing the provision, collection, and provision of data (information) to decision-makers that will be used for consideration of whether the programme needs to be repaired, continued, or terminated.

The assessment of the education system developed by Daniel Stufflebeam, Michael Scriven, Robert E. Stake, and Malcom M. Provus has a broader scope and is of the view that the success of an education system is influenced by various factors, including the characteristics of students and the surrounding environment, the purpose of the system and the equipment used., as well as procedures and mechanisms for implementing the system itself. Here, the assessment is intended to compare the performance of the various dimensions of the system being developed with a number of certain criteria. Finally, the system as a whole is used as an object of evaluation without limiting it to the aspects of the results achieved. So besides the results achieved, other dimensions of the system that affect the results achieved are also the object of assessment. (Mulyadi, 2010), quoting Daniel L. Stufflebeam, also stated that one of the weaknesses of the current assessment is the lack of clarity on the criteria on which the assessment is based. The types of approaches are (1) comparing the performance of each dimension of the system with internal criteria within the system itself and (2) comparing the performance of each dimension of the system with external criteria outside the system concerned.

Implementation of Government Regulation No. 19 of 2005 concerning National Education Standards has implications for models and techniques for assessing learning processes and outcomes. Actors assessing the process and learning outcomes are internal and external. Internal assessment is a test that the lecturer administers and plans during the learning process. External assessments are assessments carried out by outsiders who do not carry out the learning process, usually carried out by an institution or institution both at home and abroad. Research conducted by these institutions is meant to control the quality of student learning processes and outcomes.

(Haryati, Mimin, 2013) notes that the class assessment process can provide benefits, including: (a). providing feedback for students so that they know their strengths and weaknesses in the process of achieving indicators. (b). Monitoring progress and diagnosing learning difficulties experienced by students so that remedial and enrichment can be carried out. (c). Feedback is needed for lecturers to improve the methods, approaches, activities and learning resources used. (d). As input for lecturers to make improvements in designing learning activities. (e). Provide information to parents and education quality assurance about the effectiveness of education.

Provide feedback for policymakers in considering a good class assessment concept to use. Besides being able to provide benefits, class assessment also provides functions, including:

a. Describe the extent to which student development has mastered the competency.

b. Evaluate student learning outcomes in order to help students understand themselves and make decisions about the next step, for example, choosing a programme or major or even the next level.

c. Finding learning difficulties and possible potential or achievements that students can develop is a tool for diagnosing carried out by lecturers to determine whether the student in question needs remedial or enrichment.

d. Finding weaknesses and deficiencies in the ongoing learning process is necessary in order to improve the design of the next learning process.

e. As a control for lecturers and tertiary institutions regarding the progress of student development.

Evaluation is carried out based on the results of each student's score through scrutiny of the values analysis rubric, the perception scale rubric, and the holistic rubric, as can be seen in the following table:

Table 1. Value analysis rubric

Aspect/ dimension which rated	Assessment Criteria				
	Very Not enough	Not enough	Enough	Good	Very Good
	(Score < 20)	(21-40)	(41-60)	(61-80)	(Skor > 81)
Organization	There isn't any organization clear. No facts used For support statement.	Enough focus, but proof not enough sufficient For used in interesting onclusion	Presentation have focus and serve some evidence which supports conclusion.	Organized well and Serve that fact convincing For support Conclusion conclusion.	Organized with serve that fact powered by that example has been analyzed according to concept.
contens	The contents are not accurate or too general. Listener not studying whatever or sometimes misleading.	The content is lacking accurate, because no data factual, no add understanding listener.	Fill in general accurate, but no complete. All listeners can learn some facts implied, but they not add new insight about the topic the.	Fill accurate and complete. All listener Add new insight about the topic.	Fill able evoke Listener For Float thought.
Style Presentation	The speaker is anxious and uncomfortable, and reading various notes than speak. Listener often ignored. Not occur eye contact Because speaker more look to whiteboard or screen.	Based on on record, no idea Which developed outside notes, sound monotone.	In general quiet speaker, but with flat tone and quite often depend on notes. Sometimes contact sometimes eyes with listener ignored.	Speaker calm and use the intonation right, speaking without depend on record, And interact intensively with listener. Speaker always contact eyes with listener.	Speak with Spirit, transmit spirit and enthusiasm for listener.

RUBRIC PERCEPTION SCALE

Aspects/dimensions that rated	Very Not enough	Not enough	Enough	Good	Very Good
	<20	(21-40)	(41-60)	(61-80)	≥80-100
Communication Skills					
Material Mastery					
Facing ability					
Question					
Use of props					

HOLISTIC RUBRIC

Very Not enough	The designs presented are irregular and doesn't solve the problem.
Not enough	The designs presented are regular but do not solve the problem.
Enough	The design presented is systematic, solve the problem, but not enough implemented.
Good	The design presented systematically, problem solving, got implemented, less innovative.
Very good	The design presented systematically, problem solving, got implemented and innovative.

2. Methods

The object of explanatory research is to test the hypothesised relationships between variables. In this type of research, it is clear that there are hypotheses that will be tested for truth. The hypothesis itself describes the relationship between two or more variables. To find out whether a variable is associated or not with other variables. Or whether a variable is caused/influenced or not by other variables. Data collection was done through observation, questionnaires, document studies, and unstructured interviews. With PERMENEGPAN and RB standards no. 16 of 2009, Article (15).

The observation stage is needed in order to get an overview of the overall data needed to support the research object. While the questionnaire was made based on a list of lecture planning grids carried out by lecturers, The following is the implementation of active and effective lectures, both carried out in preliminary activities, core activities, and closing activities. The questionnaire is in the category of performance values and assessment results. To support the validity of the data obtained by researchers, it is necessary to study documents and deepen them with unstructured interviews. Data sources, both qualitative and quantitative, were processed and analyzed. In order to be able to answer questions in research, To avoid data errors, checks and balances were carried out in the analysis process before making research conclusions. (Ikhwan, 2021).

3. Result and Discussion

Researchers make programme targets in a structured and systematic way. This aims to facilitate researchers in compiling data collection instruments. Specifically, preparing instruments for questionnaires, interview guidelines, observation guidelines, and site detection guidelines. By keeping a record of the events experienced from daily activities in the classroom. To simplify recording and not require a lot of time, the lecturer can only compose questions. From the answers to these questions, the lecturer gets feedback on what is being done.

The series of questions posed stem from the known transformation components in the description of the planned learning program. In addition, the previous lecturer had determined the learning achievement targets carried out in class. Setting targets for lecturer learning achievement can determine how much the nominal amount of achievement resulted from the learning process. Several programme items that must be compiled include those related to: (a). students; (b). lecturers; (c). supervisory and counselling guidance (DPBK), syllabus; (d). facilities; (e). methods and approaches; (f). the human environment; and (g). the non-human environment. Important aspects of programme evaluation in the implementation of Islamic Education Kapita Selekta learning materials (KSPI) are as follows: Programme evaluation with regard to students refers to the discipline of student attendance, completion, and on time. No less important is the observation of interest in lecture material. Also student involvement in teaching and learning activities. This can be observed through the activeness of students during the learning process and their responses to assignments given by lecturers.

Apart from that, no less important is the relationship with the material and its influence on changes in actions and the self-characteristics played by students. If the KSPI material provided by the lecturer is more of a practical nature of student solutive competence, then this can be directly observed through the impressions conveyed by students when the lecturer conducts an in-person interview test. Or it can be seen from the seriousness of solving problems raised by lecturers, especially during field practice, for example, when students encounter a problem event that they experience or witness themselves.

The KSPI course is part of the professionalism course. So that students have the nature of professionalism in the field of quality education. So that it is applied in the form of noble morals and makes Islamic teachings the basis for thinking and behaving in work according to the area of expertise possessed. Students are also expected to have the attitude and belief that the Koran is a source of knowledge and modern technology. The aim is that students can acquire solutions to educational problems based on Islamic values. Therefore, lecturers are required to have mastered the material to be taught as well as possible. In anticipation, lecturers are also ready to answer what students ask very satisfactorily. No less important is the fair attitude of the lecturer towards all students in the midst of providing services to all students.

This could happen because lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service (Teachers and Lecturers Law 23/78.1 of 2003). Such a heavy-duty burden certainly has many

structured and sustainable implications for the nation's children. Evaluation of programmes that are always updated is the main priority scale for the observation of lecturers as well as students.

Lecturers carry out teaching assignments in class based on a syllabus that has been prepared beforehand. With details of the subject matter and sub-discussions. Patterned in journal minutes. The process is carried out from the first meeting to the final semester exam, which is carried out as part of the process of evaluating student academic competence. Understanding the syllabus for lecturers is very important. So that the description of the implementation of lectures is carried out in an orderly manner. Besides that, the lecturer can also map the lecture materials so that students can digest them properly.

Lecturers teaching in tertiary institutions are faced with humans who have critical, analytical, logical, and argumentative profiles. Facilities, media, and other instruments that can support learning explanations are needed. Lecturer skills in using the media as part of the benchmark until the material is understood by students. So that, with the completeness of media that can be demonstrated realistically and imaginatively, it tends to change the atmosphere of student involvement in the teaching and learning process. The formation of growth and the development of intelligence. According to Binet, the nature of intelligence can be seen in the functioning of three kinds of qualities in humans, namely intellectual, social, and spiritual as expressed (Suryobroto Sumadi, 1980).

First, the tendency to set and maintain certain goals. The higher a person's level of intelligence, the more capable he is of making his own goals, having his own initiative, and not just waiting for orders. Apart from that, the higher a person's level of intelligence, the more he will stick to that goal. Not easily deflected by other people or other situations. Second, the ability to make adjustments with a view to achieving that goal. So, the higher a person's level of intelligence, the more he will be able to adapt his ways of achieving goals to the situation; he will be more flexible and more able to be critical, so that a solution can always be found for the problems faced. Third, the ability to self-critisize, namely the ability to criticise oneself, is the ability to learn from the mistakes one has made. The higher a person's level of intelligence, the more he will be able to learn from his mistakes; mistakes that have been made are not easy to repeat. So the completeness of educational facilities—for example, part of the improvisation in the educational space to the point of forming a change in student intelligence—is very expensive. Expensive because media improvisation is a means of changing the way of thinking and perspective of humans in accessing the sides of their lives. Yasin, Ahmad Fatah (2011) explains what education means. Educational facilities are equipment that is directly used and supports the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, teaching tools and media. Not least, these means can change a person's mindset into a trigger for motivation to achieve goals.

The learning method is one of the prerequisites for achieving learning objectives. Roy Kellen (1998) says in Rusman that there are two approaches to learning, namely a lecturer-centred approach (lecture-centred approaches) and a student-centred approach (student-centred red approaches). Lecturer-centred approaches reduce direct instruction strategies, deductive learning or expository

learning. Meanwhile, the student-centred learning approach reduces inquiry and discovery learning strategies as well as inductive learning. The learning model can be used as a pattern of choice by the lecturer. May choose a model as an appropriate and efficient learning strategy to achieve educational goals. KSPI learning at STAI Denpasar is more dominantly carried out in a student-centred approach.

3.1.   Campus Environment

(Arikunto, Suharsimi, 2012) suggests that there are two environments behind the learning evaluation program strategy in education. The first is the human environment and the second is the non-human environment. What can be classified as human environmental input is not only leaders, lecturers, administrative staff on campus, but anyone who intentionally or unintentionally influences the level of student learning outcomes. For example, even people who have met students who set good examples can be effective learning resources. In addition, good words are always heard by students who indirectly, even though the person is not a lecturer, are also a source of learning for students. In addition, the surrounding community also has a direct impact on student behavior even though they are outside educational institutions (Suhartini et al., 2019).

The intended non-human environment is everything that is in the student environment (within a certain radius) which directly or indirectly influences student achievement (Drysdale & Braithwaite, 2020). Including the category of non-human environment, for example the atmosphere of the campus, campus grounds, the condition of buildings and other facilities, plants in campus gardens and neighbors. The influence of the non-human environment can be positive or negative (Grasso et al., 2020). A neat arrangement of classroom furniture can affect the coolness of the atmosphere so that students can study peacefully. Conversely, the noisy atmosphere outside the classroom can disrupt student concentration and cause students to not be able to calm down as planned. In such cases it can happen that student learning outcomes cannot be achieved as expected.

The two environments on the STAI Denpasar campus as noted above are in sufficient criteria. The position of the radius from the highway, community, city crowds is still in a good radius position. The condition of the sanitary environment and weather temperature environment is still relatively normal, both for learning activities and physical health activities for students. The following identifies the categories of program planning evaluation as shown in the table below:

Table 2. KSPI course lecturer performance assessment grid

No.	Main Task Dimensions / Lecturer Performance Indicators
I.	**Learning Planning**
1.	Lecturers formulate learning objectives in the syllabus according to the curriculum/syllabus and

pay attention to student characteristics. |
| 2. | Lecturers arrange teaching materials in a logical, contextual and up-to-date manner. |
| 3. | Lecturers plan effective learning activities. |

No.	Main Task Dimensions / Lecturer Performance Indicators
4.	Lecturers choose learning resources/learning media according to the material and learning strategies.
No.	Main Task Dimensions / Lecturer Performance Indicators
II.	**Implementation of Effective and Active Learning**
A.	Preliminary activities
5.	Lecturers start learning effectively.
B.	Core activities
6.	Lecturers master the subject matter.
7.	Lecturers apply effective learning approaches/strategies.
8.	Lecturers utilize learning resources/media in learning.
9.	Lecturers trigger or maintain the involvement of cadets in learning.
10.	Lecturers use correct and appropriate language in learning.
C.	Closing Activities
11.	The lecturer ends the lesson effectively.
III	Learning Assessment
12.	The lecturer designed an evaluation tool to measure the progress and success of the cadets' learning.
13.	Lecturers use various assessment strategies and methods to monitor the progress and learning outcomes of cadets in achieving certain competencies as written in the lesson plans.
14.	Lecturers take advantage of various assessment results to provide feedback for cadets about their learning progress and materials for preparing subsequent learning plans.
No.	Main Task Dimensions and Lecturer Performance Indicators
I	Planning Academic Advisor (PA)
1.	PA can demonstrate the scientific foundation of education in planning counseling services.
2.	PA can compile and develop instruments, select instruments, apply and administer, and use the results of the assessment.
3.	PA can determine the material and areas of counseling services based on the needs of cadets.
4.	PA can determine the type of service and support activities according to the material and service areas of BK.

No.	Main Task Dimensions and Performance Indicators
5.	PA can determine the schedule for implementation of BK services.
6.	PA/Counselor
II	Implementation of BK Services
A.	BK theory and practice
7.	PA/Counselors can implement educational principles and learning dimensions in counseling services.
8.	PA/Counselors can implement educational praaxis in counseling services.
9.	PA/Counselors can distinguish the essence of counseling services in the formal, non-formal and informal education unit lines.
10.	PA/Counselor
11.	PA/Counselor can apply the nature of counseling services (objectives, principles, principles, functions and foundations).
12.	PA/Counselors provide opportunities for students/counselees to obtain counseling services in accordance with physical growth and psychological development.
13.	PA/Counselors provide opportunities for students/counselees to obtain counseling services in accordance with their talents, interests and personal potential.
14.	PA/Counselors provide opportunities for students/counselees to obtain counseling services to develop attitudes, behavior and study habits.
B.	BK Service Preparation
15.	PA/Counselors can apply the basics of counseling services in preparing Service Implementation Plans (RPL).
C.	Implementation of BK Services
16.	PA/Counselors can implement various types of services and support activities that are in the RPL (Satlan/Satkung.
17.	PA/Counselors can facilitate the development of personal life, social, learning abilities, and career planning.
18.	PA/Counselors can apply counseling methods/approaches in counseling services.
19.	PA/Counselor
20.	PA/Counselor can manage the facilities and costs of implementing counseling

	services.
D.	BK Success Assessment
21.	PA/Counselor can evaluate the process and results of counseling services.
No.	Main Task Dimensions and Performance Indicators
III	Evaluation, Reporting and Follow Up of BK Services
A.	BK Program Evaluation
22.	PA/Counselor can evaluate the counseling program.
23.	PA/Counselor can inform the results of the evaluation of the counseling program to related parties.
24.	CL/Counselors can use the results of the evaluation to develop further counseling programs.
B.	BK Service Reporting and Follow Up
25.	PA/Counselor
26.	PA/Counselor can determine the direction of the profession (roles and functions of the guidance counselor/counselor).
27.	PA/Counselors can design and carry out research in BK.
28.	PA/Counselor can take advantage of the results of the assessment in the BK.

The planning in the table above becomes part of the assessment benchmarks for both lecturers and students in the learning process. An interesting and hot issue that never gets old to talk about in the world of education is quality improvement. According to the Ministry of National Education (2005), improving the quality of education can be achieved in various ways, including through improving the quality of education and other education personnel, training, and education, or by carrying out professional non-learning opportunities through controlled action research (classroom research).

Efforts to improve the quality of educators and education staff to solve problems encountered while carrying out their duties will have a double positive value. Those are: First, increase the ability to solve real educational and learning problems. Second, improving the quality of content, input, process and learning outcomes. Third, increasing the professionalism of educators and other education personnel. Fourth, the application of research-based learning as it is currently being carried out by researchers. Because research-based learning can be directly beneficial to the entire process and the results that can be achieved, In addition, if there are weaknesses and deficiencies, especially those related to the learning process, then these weaknesses are immediately addressed and reviewed quickly and accurately. So that the learning outcomes are targeted at determining educational programme planning.

Look at the table regarding the assessment of the following lecturer performance indicators below:

Table 3. Assessment of lecturer work indicators

No	The main Duties/Lecturer Performance Indicators	The results of analysis of Studies or conclusions from data evidence/documents or notes of observation results	The lecturer Performance Indicator Assessment Points		Yes	No
I			**Learning Planning**			
1.	Lecturers formulate learning objectives in RPS according to the curriculum/syllabus and pay attention to student characteristics.	Before observation:	a. Learning objectives are formulated and developed based on SK/KD to be achieved.		√	
		During observation:	b. Learning objectives contain a description of the process and learning outcomes that can be achieved by students according to their needs.		√	
		After observation:	c. The learning objectives are adjusted to the learning needs of students.			√
		The number of statements for assessing performance indicators			4	
		Lecturer performance indicator value = {(total statements)/(total performance assessment indicators)} x 100 %. {(1. Very poor (<20); 2. Poor (21-40); 3. Fair (41-60); 4. Good (61-80); 5. Very good (81-100)}.				
2.	Lecturers arrange teaching materials in a logical, contextual and up-to-date manner.	Before observation:	a. Teaching materials are arranged from simple to complex, easy to difficult or concrete to abstract according to the learning objectives.		√	
		During observation:	b. The breadth and depth of teaching materials are prepared by taking into account the potential of students (including fast and slow ones, motivation).		√	
		After observation:	C. Teaching materials are designed according to the context of life and the development of science and technology.		√	
			d. Teaching materials are designed using a variety of sources (not only student handbooks.			√
		The number of statements for assessing performance indicators			4	
		Lecturer performance indicator value = {(total Yes statements)/(performance assessment indicators total)} x 100%. {(1. Very poor (<20); 2. Poor (21-40); 3. Fair (41-60); 4. Good (61-80); 5. Very good (81-100)}.				

NOTES : Performance Value = $\dfrac{\text{Total statement}}{\text{Total performance indicators}}$ x 100%

If you divide the lecturer by the total number of lecturer performance indicators using the analysis from the aforementioned table, which contains a total of 8 statements, you will get a very good score. The indicator is that all instruments, including statements, can be realised by the lecturer properly and correctly. Thus, it can be concluded that lecturers carry out learning in accordance with predetermined programme plans. As for the main tasks and performance indicators of lecturers, with a total of 53 lecturer work scores based on the determination of criteria 1; 2; 3; 4; and 5 totaling 70 assessment criteria, the following are listed in the table below:

Table 4. The lecturer performance value

No.	Main Tasks and Performance Indicators	Performance Value
I	**Learning Planning**	
1.	Lecturers formulate learning objectives in lesson plans according to the curriculum/syllabus and pay attention to student characteristics.	4
2.	Lecturers arrange teaching materials in a logical, contextual and up-to-date manner.	5
3.	Lecturers plan effective learning activities.	4
4.	Lecturers choose learning resources/learning media according to the material and learning strategies.	4
	The Subtotal Score of Learning Planning Performance	**13**
No.	**Main Duties/Lecturer Performance Indicators**	
II	**IMPLEMENTATION OF ACTIVE AND EFFECTIVE LEARNING ACTIVITIES**	
A.	Preliminary activities	
5.	Lecturers start learning effectively.	4
B.	Core activities	
6.	Lecturers master the subject matter.	4
7.	Lecturers apply effective learning approaches/strategies.	4
8.	Lecturers utilize learning resources/media in learning.	3
9.	Lecturers trigger or maintain student engagement in learning.	3
10.	Lecturers use correct and appropriate language in learning.	5
C.	**Closing Activities**	
11.	The lecturer ends the lesson effectively.	4
	Subtotal Value of Performance Implementation of Active and Effective Learning Activities	27
III	**LEARNING ASSESSMENT**	
12.	Lecturers design evaluation tools to measure the progress and success of student learning.	4
13.	Lecturers use various assessment strategies and methods to monitor progress and student learning outcomes in achieving certain competencies as written in the lesson plans.	4
14.	Lecturers use various assessment results to provide feedback for students about their learning progress and materials for preparing subsequent learning plans.	3
	Subtotal Score of Learning Assessment Performance	**12**
	Total Lecturer Performance Score	**53**
	Conversion of Total Lecturer Performance Scores to a Scale of 100 (PERMENEGPAN AND RB Number 16 of 2009, Article 15).	
	THE Lecturer Performance Value Category	**Good**

Notes: **Very poor (<20); Less (21-40); Enough (41-60); Good (61-80); Very Good (81-100).**

Based on the table above, the lecturer collected a total performance score of 53 from 14 statements spread across the assessment category on assessment items 3; 4; and 5 and obtained a value of 75.71. If the total value of the lecturer's work is converted to a scale of 100%, then the lecturer being assessed is in the interval range of category 4 (60–80) with a good predicate. While the assessment of the recap of student scores (attached), based on the categories of analysis rubric, perception rubric, and holistic rubric as the criteria and indicators listed in the presentation text of this study previously occupied the criterion range 4 with score intervals (61–80) with good results.

4. Conclusion

The conclusions from the results of the study entitled Evaluation Strategy for Kapita Selekta Islamic Education Courses Impact on Solutive Competence of STAI Denpasar Students include: 1). More orderly, planned, and programmed in handling students, starting with the functioning of academic supervisors and counselling guidance since the campus SIAKAD application began to be distributed to students. 2). Structured and programmed, the implementation of learning or lectures takes place because lecturers and students realise that all processes of learning activities have stages that must be passed, as the lecture contracts are signed by the head of the respective level. 3). There is an assessment of lecturer performance along with student assessment to determine the success of teaching lecturers and the acceptance of course material achieved by students. 4). There is a convincing positive impact of the assessment of lecturer performance on learning in class with the achievement of course material that students can absorb. 5). Based on the analysis rubric, perception rubric, and holistic rubric, it was found that the range of score intervals in the assessment criteria was 4. The scores obtained by lecturers and students were good. The research was carried out in a limited time, and there are still many shortcomings, so it is hoped that further scrutiny will be given to future researchers.

5. References

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