Analysis of The Effect of Policy Evaluation on Improving the Quality of Islamic Education at *MTS Al-Mahmud Aik Ampat*

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Abstract: The purpose of this study was to explain the effect of policy evaluation on the quality of Islamic education at *MTs Al-Mahmud* Aik Ampat. This research uses quantitative type with analytic design. The population of this study were all teachers and students of *MTs Al-Mahmud* Aik Ampat and the sample was 13 teachers and 13 students. the sampling technique used was random sampling. Data collection techniques through observation with questionnaire instruments for policy evaluation and quality of Islamic education. Data analysis techniques using t test and or F test. The results showed that there was an effect of policy evaluation on the quality of Islamic education at *MTs Al-Mahmud* Aik Ampat as seen from the significant value obtained in the t test and F test 0.005 is smaller than 0.05. This means that Ha is accepted and Ho is rejected. This evaluation can help *MTs Al Mahmud* to correct ineffective education policies. This is crucial to ensure that the quality of education produced by *MTs Al Mahmud* remains high and relevant to students' needs.

Keywords: Policy Evaluation; Quality of Islamic Education.

INTRODUCTION

Education in Indonesia as stated in article 3 of Law No. 20 of 2003 concerning the National Education System states that national education has the function of developing abilities and shaping the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Efendi et al., 2019; Jumali et al., 2023). These goals and functions can only be achieved through educational institutions and Islamic educational institutions. Islamic educational institutions have a central role in educating and shaping the nation's generation who understand religious values and their application. Every Islamic educational institution has goals derived from the goals of national education, which are then derived in the form of policies to achieve these goals (Julaeha, 2019).

However, many Islamic educational institutions cannot achieve educational goals due to the weak implementation of existing policies or the difficulty of adjusting the situation to the policies implemented. In addition, often institutional policies harm many parties, especially educators as the main factor, educators' lack of understanding of the policies given and others. So it is necessary to implement Islamic education policies that are relevant to the objectives of Islamic education and understood by all parties (Salamun & Sauri, 2023).

Policy evaluation is an activity that aims to find out whether a policy is running well or not, and can be implemented. In operating a program, evaluation is something that must be needed. Evaluation is a procedure or activity that is carried out regularly and is the final stage in the implementation of an activity. Evaluation is also a process that shows the causes of the success and failure of a policy, in order to know the policy is running and achieve the objectives of the policy (Istianah, 2019). Achievement of an evaluation goal, then an activity can show its progress. Whether or not the objectives of a policy are achieved, this can be seen from the evaluation. Evaluation itself is applied as a tool used to determine whether the educational objectives are achieved or not.

The quality of Islamic education is a critical aspect in the formation of a generation that has a strong understanding of Islamic values and high academic quality. The quality of Islamic education includes not only religious aspects, but also aspects of academic quality, character development, and the readiness of students to contribute positively to society (Irwanto et al., 2023). Some indicators of the quality of Islamic education include academic achievement, character development, learner engagement, learning quality, facilities and infrastructure, parent and community involvement, and educational equality. These indicators will be a reference for educational institutions whether the quality of education is getting better or even getting less good (Bahri, 2022). The high quality of Islamic education will create a generation that is able to face the challenges of the times and contribute to sustainable development and the progress of the people (Noer & S.A.P, 2023). However, in practice, there are various problems that hinder the optimal quality of Islamic education, such as the lack of resources, the quality of teachers, the quality of the curriculum, and it all stems from the lack of implementation of Islamic education policy itself (Bahri, 2022). To achieve a better quality of Islamic education, it begins with the implementation of a better Islamic education policy.

Madrasah Tsanawiyah Al Mahmud (MTs Al Mahmud) is a madrasah that focuses on Islamic education. The education policy provided by *MTs Al Mahmud* is very important to achieve high quality education. Evaluation of this education policy is very important to find out whether the policy is effective or

not. Evaluation of this education policy can be done by collecting data and information about the quality of education produced by *MTs Al Mahmud*. This data can be obtained from students, teachers and parents. This data can be used to compare the quality of education produced with the policies provided. This evaluation can help *MTs Al Mahmud* to correct ineffective education policies. This is very important to ensure that the quality of education produced by *MTs Al Mahmud* remains high and relevant to students' needs. Based on the explanations above, it is important to continue this research entitled Analysis of the Effect of Education Policy Evaluation on the Quality of Islamic Education at *MTs Al-Mahmud Aik Ampat*.

RESEARCH METHODOLOGY

The type of research used is quantitative research, with an analytical research design (M. Askari Zakariah, Vivi Afriani, n.d.). Research with this design wants to determine the relationship between the independent variable and the dependent variable and or see the comparison between the two variables in the study (Hidayat & Agnesia, 2021). In this case, the independent variable is policy evaluation, and the dependent variable is the quality of Islamic education. This study wants to see the effect of the principal's policy evaluation (X) on improving the quality of Islamic education (Y) at *MTs Al Mahmud* Aik Ampat. The description of the research design, among others (Hidayat & Agnesia, 2021).

Table 1. Research design

No	Variable X	Variable Y	Q
1	Policy evaluation	Quality of Islamic Education	Effect/No effect

The population in this study was all teachers and students. The sampling technique used is random sampling, which is a sampling technique in which all individuals in the population, either individually or together, are given the same opportunity to be selected as sample members (Damar Ayu Suryaninggar, 2021). Data collection techniques in this study used the observation method, with questionnaire instruments for policy evaluation and the quality of Islamic education. The policy evaluation questionnaire consists of 7 indicators which are reduced to 11 tasks. Meanwhile, the questionnaire for the quality of Islamic education consists of 7 indicators which are reduced to 15 tasks. Each task has a score range of 1-5, so the total score for the whole is 100% (Rahmah, A. 2023).

$$\text{Total score} = \frac{skor\ yang\ diperoleh}{skor\ maksimal} \times 100$$

The data analysis technique is divided into two stages, namely prerequisite testing and hypothesis testing. Prerequisite tests use homogeneity and normality tests. While the hypothesis test uses a partial test or individual parameter significance (t-test) (Ainussalma, 2020). The statistical t-test basically shows how much influence an explanatory / independent variable individually explains the variation in the dependent variable (Aprileoni et al., 2020)(Iku, Sia Niha, & A. Manafe, 2022). In addition to the t test, researchers also pay attention to the F test or simultaneous significant test. The F test is used to determine whether the independent variables affect the dependent variable jointly or simultaneously (Riani & Putra, 2023). F Test Formula.

$$F = \frac{R^2/(k-1)}{(1-R^2)/(n-k)}$$

Description:

F   : Fcount coefficient
R2   : Coefficient of determination
K   : Number of explanatory variables
N   : The number of observations The F test is carried out to see the meaningfulness of the regression model results.

If Fcount is greater than Ftable, the significance level is smaller than 0.05, then this indicates that H_0 is rejected and H_1 is accepted. This means that the independent variable has a significant influence on the dependent variable (Angelica et al., 2023; Suttrisno, 2021). Test criteria:

Fcount >   Ftable: H0 accepted H1 rejected{Bibliography}

Fcount <   Ftable: H0 accepted H1 rejected

RESULTS AND DISCUSSION

Data analysis in this study used two stages, first the prerequisite test through normality and homogeneity tests. While the second stage is hypothesis testing using the t test and F test. Based on the analysis that has been carried out using the SPSS application, the prerequisite test can be explained. First, the normality test uses the one-sample Kolmogrov-Smirnov test. This type of test is part of the classic assumption test (Prastania & Sanoto, 2021; Siti Hadianti, 2008). This test is carried out as a requirement before conducting hypothesis testing to see the normality of the data obtained. Based on testing through SPSS, it can be shown, among others:

Researchers need to inform several important (original) field data obtained from interviews, observations, questionnaires, surveys, documents, and other data collection techniques. The findings are presented in full and are

related to the pre-determined scope of research. Findings can be supplemented with tables, graphs, and/or diagrams. Tables and figures are numbered and titled. Example:

Table 2. Normality test results (one-sample kolmogrov-smirnov test)

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		26
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.90655757
Most Extreme Differences	Absolute	.143
	Positive	.107
	Negative	-.143
Test Statistic		.143
Asymp. Sig. (2-tailed)		.183[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the normality test, the significant value obtained is 0.183. Referring to the basis for decision making, if the significant value is greater than 0.05, the data is normally distributed, but if the significant value is less than 0.05, the data is not normally distributed. Based on this test, the significant value is 0.183>0.05. This indicates that the residual values are normally distributed. Furthermore, the homogeneity prerequisite test through the SPSS application. The results obtained can be displayed, among others:

Table 3. Homogeneity test results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
EK	Based on Mean	.005	1	24	.946
	Based on Median	.000	1	24	.987
	Based on Median and with adjusted df	.000	1	22.524	.987
	Based on trimmed mean	.003	1	24	.958

Based on the test data, the significant value obtained is 0.958. Decision making is assumed, if the significant value is greater than 0.05 then the data is homogeneous, but on the contrary, if the significant value is smaller than 0.05

then the data is not normal. Based on this test, 0.958> 0.05 is obtained, indicating that the data is homogeneous. After the prerequisite test has been passed, the researcher conducts the t test or F test.

Based on the results of the t test and or F test can be generated among others.

Table 4. Coefficients[a]
Variance t Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.620	12.449		4.307	.000
	EK	.444	.144	.531	3.072	.005

a. Dependent Variable: MP

The basis for decision making for the t test is, if the significant value is greater than 0.05, there is no effect of variable X on variable Y. Meanwhile, if the significant value is less than 0.05, there is an effect of variable X on variable Y. Based on the hypothesis test above, the significant value is 0.005, this shows that 0.005 <0.05, so it is certain that there is an effect of variable X on variable Y. Furthermore, at the same time, the F test data was obtained, including:

Table 5. F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	150.032	1	150.032	9.438	.005[b]
	Residual	381.530	24	15.897		
	Total	531.562	25			

Dependent Variable: MP
Predictors: (Constant), EK

Furthermore, when viewed from the significant value of F through the F test. with the same decision basis as the t test, the significant value is 0.005<0.05, this indicates that there is a simultaneous influence of variable X on variable Y.

The effect of policy evaluation on the quality of Islamic education can be known through hypothesis testing. Hypothesis testing is a test conducted on conjectures or temporary theories that have been made in this study. The temporary theory made consists of influence or no effect. Before conducting hypothesis testing, researchers must go through the hypothesis prerequisite test. The first stage, researchers conducted a normality test using the one-sample

Kolmogrovsmirnov test method. This method is very significant in determining the normality of research data (Jumali et al., 2023). Based on the results of the normality test that has been carried out using the SPSS application, the significant value is 0.183 greater than 0.05. This indicates that the data is normally distributed. Normal data is safe to use in hypothesis testing. This means that policy evaluation as variable X and Islamic education quality data as variable Y have no problems in normality. Furthermore, researchers conducted a homogeneity test to see whether the data was homogeneous or not. The purpose of this homogeneity test is to make the data equal or the same before hypothesis testing. Based on the homogeneity test that has been carried out, a significant result of 0.958 is obtained, this shows that the value obtained is greater than 0.05 and this means that the data is homogeneous. Homogeneous data is the main requirement in knowing whether the data has an effect or not.

After conducting the prerequisite test above, the researcher conducts hypothesis testing using the principle of t test and or F test. The t test is a test conducted to see the effect between the independent variable in this case policy evaluation (X) on the dependent variable in this case the quality of Islamic education (Y). The t test is one of the statistical methods used to compare the averages of two different groups or to determine whether the difference between the averages is statistically significant (Mbate'e, 2020). This test is usually used when the observed data is normally distributed and has homogeneity of variance. That is why before conducting the t test, the normality and homogeneity of the data must be tested. The t test is usually carried out when there is a balance between variables (Mbate'e, 2020). In this study there are 1 independent variable and 1 dependent variable. So the possibility of seeing the effect through the t test is very good.

Based on the t test that has been carried out through the SPSS application, the significant value data is 0.005. The basis for decision making for the t test, among others: if the sig value is greater than 0.05, then there is no influence between policy evaluation on the quality of Islamic education at *MTs Al-Mahmud* Aik Ampat, while if the sig value is less than 0.05 then there is an influence of the principal's policy on the quality of Islamic education at *MTs Al-Mahmud* Aik Ampat. The value of 0.005 is smaller than 0.05, this shows that there is an effect of policy evaluation on the quality of Islamic education. This means that every policy that has been evaluated will have an impact on the quality of Islamic education, a good policy will certainly give birth to a good quality of Islamic education, and vice versa a bad policy will give birth to a poor quality of Islamic education (Adelia & Mitra, 2021).

Furthermore, researchers want to see further whether the influence occurs simultaneously or not. To find out that, the F test data in the Anova

table can be used. The F test is a statistical method used to compare variations between two or more groups of data. The F test is used to see the relationship or influence of the data whether it occurs simultaneously or not. The basis for decision making for the F test is the same as the t test (Kasmur et al., 2021). Based on the data obtained from the F test, the significant value is 0.005, this shows that the significant value is smaller than 0.05. This means that there is a simultaneous influence between policy evaluation on the quality of Islamic education at *MTs Al-Mahmud* Aik Ampat.

CONCLUSION

Based on the results and discussion, it can be concluded that there is a simultaneous influence of policy evaluation on the quality of Islamic education at *MTs Al-Mahmud* Aik Ampat. It can be seen from the significant value obtained in the t test and the F test of 0.005 is smaller than 0.05, which means that the alternative hypothesis is accepted and the null hypothesis is rejected.

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