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USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ISLAMIC EDUCATIONAL LEARNING EVALUATION ACTIVITIES

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ABSTRACT

In general, this article aims to provide an understanding to teachers or managers of Islamic education institutions in utilizing Information and Communication Technology (ICT) in learning evaluation activities, specifically the use of ICT. First, in terms of preparing the items using the program*Hot Potatoes* and*Wondershare Quiz Creator* which has many varied menus such as making multiple choice questions, short answers, matching and others;*Second*, carrying out tests using a computer with online, semi-online, or offline mechanisms. Computer-based exams or tests have a number of advantages such as practicality, but they also have drawbacks in their use such as a machine that suddenly crashes;*Third,* item analysis activities, can use*microsoft excel, SPSS,* and Anates;*Fourth,* Utilization of ICT to report student learning outcomes with the Dapodik Version 2017C application.

INTRODUCTION

The teacher is an activity planner and processor, as well as an assessor of learning activities in the classroom. As a teacher planner, you are required to be able to arrange all administrative and planning needs that support learning activities. As a processor of learning activities the teacher must be able to be a good provider. As an assessor the teacher must be able to carry out an assessment of all learning activities that have taken place both to assess the achievement of students' abilities, material for preparing reports on the development of learning outcomes, and as material for improvement and correction of the learning process (State Secretariat, PP. No. 19/2005).

Evaluation activities are an integral part of the learning process at every level of education. Examples of evaluation used to assess the success of student learning activities include written test techniques, oral tests, tests in the form of making essays, practice tests, and more. So that with the evaluation of learning it will be known whether the learning objectives that have been planned can be achieved optimally (Sudijono, 2013: 16).

Based on the ultimate goal of the assessment, namely as material for correction as well as material for improving learning activities the teacher must be able to carry out an analysis of

learning outcomes perfectly. Student learning outcomes can be known through test and non-test results. Questions or learning outcomes tests that have been used, the teacher can include as a collection of question banks and can be reused as practice questions the following year, provided that the questions have been analyzed statistically, so that it can be seen which questions are of good quality and which are not. bad. Among them are the level of difficulty, distinguishing power, validity and reliability. With the rapid increase in science and technology at this time, evaluation activities can be carried out using programs or applications contained in the computer. For example, the item analysis activity uses Anates, the preparation of questions using*Wondershare Quiz Creator*, as well as other evaluation activities. With an application or software that can be utilized in learning evaluation activities, teachers are expected to be able to speed up their work so that it is more effective and efficient. Therefore, this article examines the use of Information and Communication Technology (ICT) in the evaluation of Islamic education learning which includes activities preparation of item items, implementation of evaluation, analysis of item items, and reporting of student learning outcomes.

METHOD

The research method is the method used in research so that research will produce something that has been predicted beforehand. The selection of the right method is very important because it relates to the activities of researchers in the field from the beginning to reaching conclusions.

This research is a library research (*library research*) namely research carried out by digging data through literature in the form of books, notes and the results of previous research. As Nazir (2003) said, the technique of collecting data is by examining sources, both in the form of books, literature, and reports that are related to the research problem. This means that library research limits its activities to library collection materials without the need for field research.

In general, this article aims to provide an understanding to teachers or educational institutions in utilizing Information and Communication Technology (ICT) in learning evaluation activities, specifically the use of ICT in (1) preparation of test items, (2) implementation of tests, (3) item analysis questions, and reporting of student learning outcomes.To achieve these goals, this article is supported by various literature sourced from research journals, reference books, modules, the internet, and other sources relevant to this research topic.

RESULTS AND DISCUSSION

A. Utilization of ICT in Compilation of Islamic Education Items.

One of the obligations that must be carried out by the teacher in learning evaluation activities is to compile items or quizzes because this activity is an integral part of the evaluation of Islamic education learning activities. This is so that the achievement of student learning outcomes can be known. In connection with the development of technological products modern model

Information and Communication Technology (ICT)-based learning is considered capable of helping Islamic religious teachers in facilitating Islamic education learning activities. The thing that needs to be considered is that when using question preparation software, the teacher must still refer to the question-making grid, especially in writing question indicators. Therefore, religious teachers are expected to be able to use it, moreover able to make software (*software*) that can be made as a tool for learning activities. Except for presentation purposes with use*Ms. Powerpoint*, also for the purposes of communicating online both through blogs and social media, religious teachers can also benefit*software* assist in making questions or quizzes as a means of evaluating student learning outcomes (Rusman, 2011: 97-98). There are some*software* which can be utilized, both paid and free, provided by media developers whose purpose is to help create questions in the world of education, which include:*Hot Potatoes* and*Wondershare Quiz Creator*.

1. Hot Potatoes

a. Pengertian Hot Potatoes

Hot Potatoes is software or a tool to create a question bank or often called a collection of questions. There are six programs which can be used to compile interactive web-based practice questions. This software is created by*Research and Development team di Universitas Victoria Humanities Computing and Media Centre*. The six programs in the software this is*JCloze, JQuiz, JCross, JMatch, JMix,* and *The Masher* (Purnomo, 2016). Hot Potatoes can be used freely by educational institutions. The following is an explanation of the six Hot Potatoes programs.

1. JQuiz is a programm for compile training material consisting of four types, namely multiple choice, short answer, combination of multiple choice questions and short answer, as well as multiple choices.
2. jmix (*Jumble sentence exercises*) is a program created to practice constructing sentences.

3. JCross (*Crossword puzzles*) is a program created to arrange modules in the form of a crossword puzzle.
4. JMatch (*matching or ordering exercise*) is program made training with the form of matching.
5. JCloze (*gap fill exercise*) is a program designed for training with "blank essay" form.
6. *The Masher* is a program designed to arrange some of the contents of exercises or questions from the five types of programs above by collecting some kind of exercise Of Hot Potatoes. But The Masher Program is paid. In this program, planners can carry out process and monitoring base practice directly to the server from Hot Potatoes (P3K Petra, 2014).

Advantages of*software Hot Potatoes* is an interactive question file of Hot Potato results that can be placed on the site. As a result, students are able to access and utilize questions as practice. However, if you don't have an internet connection, the practice questions can still be accessed offline by placing them in the in the hard drive in html form.

b. Quiz making procedure with Hot Potatoes

1. Create quizzes with*JQuiz*

The steps involved in creating multiple choice quizzes with JQuiz are:

a. Turn on the program*Hot Potatoes* by clicking on the symbol (icon) of this program on the computer desktop.
b. Click*icon JQuiz*, then the initial display will appear on Jquiz.
c. Click and type a question in the question box.
d. In*answer box*, type answers sequentially from A, B, C, D, and so on, then click*correct* on the most correct answer in the box provided.
e. Write*feedback* for each answer, both right and wrong. But*Feed back* this is not required.
f. Next question can be made by clicking the up arrow located to the right of the question number.
g. You can also add pictures from your computer to the quiz. By clicking on the menu*tab insert* ➔ *picture* ➔ *picture from local file.*
h. Besides being able to insert pictures, quiz writers can also insert files with the*video* and*flash animation* into the quiz with the click technique*menu insert* ➔ *media object*. (ICT Team of SMKN 2 Yogyakarta, 2011).

The procedure for making a short answer quiz with JQuiz is the same as making a multiple choice quiz, the difference is only in the choice of the type of quiz in the short answer

choices and the question maker can provide one or more answer options, but must give a check mark.*correct* in all answers.

2. Create a quiz with JMix

The procedures carried out in designing quizzes in the form of questions to make correct sentences by arranging words are:

a. Click *icon Mix* on the initial appearance of the Hot Potatoes program.
b. Click and type the quiz title in the column*title.*
c. In the box*Main Sentence*, type word for word which is a random sentence constituent element.
d. Then on the box*alternate sentence*, type the correct sentence order, on*alternate sentences* This can be filled in more than one correct sentence (P3K Petra, 2014).

3. Create a quiz with JCross

JCross can be used for make questions in the form of a crossword puzzle with the following stages:

a. On the Hot Potatoes initial screen, click*Icon Jcross.*
b. Prepare JCross questions for descending and horizontal questions.
c. Click and type a title for the section*Title*
d. Start from the top right corner for question number 1 down. Fill in each letter in the box provided.
e. Clickpaand the power**Add Clues** innthatk makepetunju soal. *Across* used for temporary horizontal questions*Down* used to question decrease. Continue until all questions have been entered.
f. The next step is to shift the word so that it takes the form of a crossword that is different from the navigation buttons (P3K Petra, 2014).

4. Create quizzes with JMatch

The procedure for making a quiz with questions of the form of matching:

a. Click*icon JMatch* on the initial Hot Potatoes menu.
b. Enter a title for the column*title.*
c. Enter the words to be matched on the left (*left*) and the right (*right*). To add a click statement*up* and*down.*
d. *Output* from JMatch could be*standard Output*, *Drag & Drop Format*, and*Flashcard Format*. Click on*File create webpage* ➔ *standard Output, Drag & Drop Format*, and*Flashcard Format* (P3K Petra, 2014)

5. Make a quiz with Jcloze

The steps for making a quiz in the form of completing the missing words are:

a. Prepare the text to be used for the quiz.
b. Open *software Hot Potatoes*, and select *icon Jcloze*.
c. Then enter a title in the column *Title*, and type the quiz text on the text worksheet provided.
d. To mark the part that is given a gap, click on the word that will be the problem, and click on the Gap. After that, a question and answer box appears with columns *Gap, Word, Clue,* and *Alternative correct answer* which needs to be filled.
e. Part the title removed will be colored red and striped down. For delete filling, revising filling, delete fields, and provide fields automatically can use the button *Delete gap, Show word, Clear gaps,* and *Auto gaps* (P3K Petra, 2014).

6. Combining five types of program questions using *The Masher*

The procedure for combining questions with The Masher is:

a. Open programs *Hot Potatoes* and select menu *The Masher*.
b. Click on the icon *Add Files* to add files.
c. After collecting the questions, choose *output folder* or where the results of the merger of these questions will be stored. Next click *Browse*.
d. After that press *Built unit*. Wait for the process to finish and click on each option. Finished. (P3K Petra, 2014).

c. How to save quizzes that have been created

After completing the question creation with the five Hot Potatoes components, the question writer can save the quiz by clicking *File* on quiz work To *Save As* To Select a storage location. The file can be in *export* to html or in web format by clicking the icon *spider's web button* which exist in *tool bar*, or through the menus *File* To *Create Web Page* To *Standard Format*. This makes data or files stored in a form *web page* which can be known via a browser (ICT Team at SMKN 2 Yogyakarta, 2011). After the quiz has been created and saved, the quiz can be uploaded in *e-learning* who is willing accessed by participant educate with a wider range. To get inside *e-learning*, participants need to enter *username* and *password*.

2. *Wondershare Quiz Creator* (WQC)

Wondershare Quiz Creator is software that can be used to create online-based questions, quizzes or tests. Utilization*Wondershare Quiz Creator* in writing questions, As a result, it is very easy to use and does not require complex programming language skills to operate (Hernawati, 2009). Results of questions, quizzes and tests created with this software can be saved in*Flash* who can stand on their own (*stand alone*) Of*website*. With*Wondershare Quiz Creator*, users can create and compile various forms and different levels of questions, namely true/false questions, multiple choice, word filling, matchmaking, quizzes with image areas and others. Even with*Wondershare Quiz Creator* You can also insert various images or Flash files (*Flash movie*) to increase students' understanding in solving problems.

a. Teknik install Wondershare Quiz Creator

Installation technique*wondershare quiz creator* is by opening (*extract)* file "*wondershare quiz*" utilise*winrar*, so you will get 1 file "*Quiz Creator*"and 1 folder"*keygen wondershare quiz creator*". The next step is:

1. Install "*Wondershare Quiz Creator*".
2. Disconnect the internet connection and run the Quiz Creator application.
3. Operate "*Keygen Wondershare Quiz Creator.exe*". To click*Generate*, until it appears*username* in the form of an email account and serial number.
4. *Copy Paste* E-mail and serial into the register page,To click register (Taufiqurrochman, 2014).

b. Make practice questions with Wondershare Quiz Creator

There are three steps in designing a quiz with an application*Quiz Creator* that is*quiz properties*, make quizzes or questions, and the third step is*publish*quiz (Physics Lecturer Team at UNJ. 2016).

1. First step: *Quiz Properties*

To start*Quiz Properties*, open*software Wondershare Quiz Properties* and select*Create a new quiz*. In this first step, the quiz maker can pre-set*properties* from*quiz* which is divided into*quiz information, quiz setting, question result,* and *question setting* (Adriyanto, 2010).

a. Arrange *Quiz Information*

Quiz information function to show information related to the quiz created. Quiz creator can change*title* add instructions, provide pictures. To add an image click on the button*Browse* then select a picture. Enter the info from the test that we will write. Quiz authors can input their personal data as copyright by clicking on*Edit Information*.

Quiz user data can be collected by ticking on*collect data from quiz participants*. Next, to change the question form, click on*Data Collcetion*.

b. *Quiz Setting*

In this menu the quiz writer can fix*setting* standards in report cards like*passing rate* (MoH) (Adriyanto, 2010).

(1) ***Quiz Result Type***, in this setting the quiz creator can enter a pass grade limit. If 70% is entered, it means that the participant is declared passed if he manages to answer 70% of all questions correctly. Meanwhile, if we choose*grade level* then each participant's answer will be given its own score, for further settings in the menu*Result Setting*.

(2) ***Time Limit***, the length of the quiz can be limited to how long you want. If not checked, the quiz will continue until the user presses the button*submit,* if checked on*Enable Time Limit* then click button*option*, when the test taker enters the value (in minutes and seconds) the quiz will automatically finish within the time we have set. Or maybe in a personal limit so that each question will have a different time limit for solving it.

(3) ***Randomization***, for men-*setting* the questions appear sequentially or randomly. Tick on*randomize* to make the questions and answers randomized in such a way.

(4) ***Answer Submision***, there are two options for submitting answers, if we select Submit *one question a time,* meaning that every single question, participants must click the submit button to proceed to the next question. If Submit*all at once* meaning that all questions are answered first, then click the submit button to set whether or not the finish button appears after the quiz is finished. Next tick*Show Correct Answer after Submision* to display the correct answer.

c) Question Result

In this menu, the question maker can set what will be displayed if the user is successful or not in completing the practice questions.

d) Question Setting

In this Question Setting to set the points for each answer right and for set level difficulty from quizzes overall.*Shuffle question* checked if you want make question displayed randomly.*Shuffle Answers* checked if you want the answer choices to also be randomized.*Font Properties* used to change the setting of f*have* Of*question* and in*answer* good

font type, bold, and so on.*Feedback properties* for a correct or incorrect answer, replace*feedback properties* with sentences that are more suitable for students, for example if the correct answer is replaced from *correct* to be the "correct answer" (Triprasetia, 2015).

2) The second step: make a question

On*wondershare quiz creator* This presents a variety of model questions. Not all types of questions we use, adjust to the subject matter. Among the problem models contained in*wondershare Quiz Creator* is*true-false, multiple choice, fill in the blank, matching, sequence, word bank, click map,* and *short essay.*

To create a question model*true-false*, click on the icon*true-false.* For this type of question, just enter a statement and then determine if this statement is true or false by ticking the available options. Click OK to finish or preview to see what the results are like (Hernawati, 2009). The technique for making questions for all types of questions is almost the same, namely entering questions, answers and then marking the correct answer. For some types of questions, enter the instructions correctly.

3) Step three: publish the quiz

If you have finished creating and setting the choice of questions, then the questions or quiz can be published. The step to publish the quiz is to click on the menu*publish*, then select the desired file type, then click*publish* (Triprasetia, 2015).

In addition to the two applications above (*HotPotato and Wondershare Quiz Creator*), actually there are many alternatives that can be used to make quizzes or practice questions such as applications*propofs, flash, quiz creator, powerpoint, moodle, edu20, google form, classmaker, quiz center, quizbox, myquizcreator* and others.

C. Utilization of ICT in the Implementation of Islamic Education Tests

Implementation of the correct evaluation is needed to measure the achievement of learning objectives. The achievement of learning objectives can be seen from the changes that occur in students. One sign that students have learned is a change in the level of knowledge. Changes in the knowledge aspect can be evaluated through tests. Implementation cognitive test on usually done using paper and pencil*paper based test*). However, along with the development of information and communication technology (ICT), the evaluation can be carried out using a good computer*offline*

or with an internet connection, in this case commonly referred to as a computer-based test (*computer based test*).

There is four shapes model computer and internet-based tests developed by ICT, namely the open model (*open mode*), controlled models (*controlled mode*), *supervised mode*, and*managed mode* (Yamu'allim. 2014).

1. open models (*open mode*); Tests with an open model like this can be followed by anyone and without anyone's supervision, for example tests that can be accessed openly on the internet. Test takers do not need to register participants.
2. controlled model (*controlled mode*); Tests with a model like this are the same as tests with an open model, namely without anyone's supervision, but only test takers who have registered, by entering a username and password.
3. *Supervised mode*; on models This there is a supervisor who identifies test takers to be authenticated and validates the test taking conditions. For tests on the internet this mode requires the test administrator to log in the participant and confirm that the test was completed correctly at the end of the test.
4. *Managed mode*; In this model, tests are usually carried out centrally. The organization managing the test process can define and ensure the performance and specifications of the equipment at the test center. They also train the ability of employees / staff to control the course of the test.

The mechanism for computer-based exams or tests can be illustrated into 3 types of mechanisms, namely mechanisms*offline*, semi *online*, and exam mechanisms*online* (Yamu'allim. 2014).

1. Offline exam mechanism

a. The place for conducting the exam must provide a server or local internet network (LAN).
b. The organizer/technician/admin of the test comes to the test location with the*hard disk external* which contains a package of questions and a list of examinees.
c. *Hard disk external* Of-*plugin* the*server* local by organizers/technicians/admin.
d. Participants access the exam online*offline* the*server local.*
e. Exam results are stored in*external hard drive* or sent to*server* online center shortly after the exam took place.

f. The decision to hold the results is announced after the judiciary session after the administration of the examination, profession and examiners.

2. Semi-online exam mechanism

a. The place for conducting the exam must provide a server or network*internet local* (AND).
b. Exam administrator/technician/admin visits the exam location and men*download* package of questions and list of examinees online with internet access, and install in*server local.*
c. Participants access the exam online*offline* ke server local.
d. Exam results are stored on an external hard disk or sent to*central server* online shortly after the exam took place.
e. The decision on the results is announced after the judicial session is held by the administration of the exam, profession and examiners.

3. Online exam mechanism

a. Place of implementation has internet access with*bandwidth* adjusted to the number of participating computers.
b. Computer Participants must be able to access the internet.
c. Examination participants access the exam question package directly to the central server via the internet.
d. Organizer/technician/admin the test serves as technician / assistant if there are difficulties participants in logging into the exam system.
e. The results of the examination will be announced after the judicial session is held by professional exam organizers and examiners.

Basically, execution*Computer Based Test* (CBT) same case with the learning process using a computer. CBT can be carried out in a computer laboratory connected to the network and the system. In implementing CBT there are several things that need to be considered including: the authenticity of the test participants, the question bank, and system CBT itself. The advantages of CBT include being allowed to take tests at the right time for participants, reducing time for test assessment work and making written reports, eliminating logistical work such as distributing and save tests using paper, and test takers can immediately find out the results (Permatasari, 2014). Administration of computer-based exams or tests to scale class still not widely implemented, but nationally it has been implemented by the government and educational institutions through the

Computer-Based National Examination (UNBK) for studentsschools that have met criteria (Pakpahan, 2016). Implementation of computer-based exams or tests needs to pay attention to the readiness of facilities and infrastructure as well as related human resources with implementation based test computer.Apart from preparing the facilities and human resources, CBT organizers also need to pay attention to the weaknesses in the implementation of computer-based tests such as*machine errors*.

D. Utilization of ICT in Analysis of Islamic Education Question Items

The activity of analyzing the items is one of the "obligations for every Islamic religion teacher". Item analysis was carried out with the aim of knowing the quality of the item items both qualitatively and quantitatively (Sahlan, 2013). The job of analyzing the results of daily tests or end-of-semester tests for teachers certainly takes a lot of time to do. So that not all religious teachers are able to carry out analyzes for all test results and exam results. Development knowledge knowledge and technology bring up various innovations in the world of education, one of themon the quantitative analysis of the items that can be done using a well-known computer program to analyze the questions, for example using*microsoft excel, SPSS,* Ducks

1. Excel

Excel is a data processing program commonly known as*spreadsheet*". Because this program can be used to process data in the form of numbers or otherwise. There are two ways to process data with Excel, namely (1) through a special auxiliary program for statistical calculations and (2) through statistical functions contained in Excel. Therefore not all Statistics programs are in the Excel program, such as the Test of Validity of items both in multiple choice questions and in the form of descriptions, reliability tests in both the form of multiple choices, descriptions and non-test reliability, in this case must be designed manually. the program is not available.

2. SPSS

SPSS is a computer program used to make statistical analysis. SPSS is published by SPSS Inc. SPSS (*Statistical Package for the Social Sciences* or Statistical Package for the Social Sciences) the

first version was released in 1968, created by Norman Nie, a graduate of the Faculty of Political Science from Stanford University, who is now a Professor Faculty Researcher science Politics at Stanford and Emeritus Professor of Political Science at the University of Chicago (Center for Educational Data and Statistics, 2014). Originally SPSS was only used for science social course, but the next development usedfor various disciplines so that the abbreviation changes to "*Statistical Product and Service Solution*". The following steps that must be done to analyze the items with*SPSS*.

a. Educators must prepare data by correcting student answer sheets that have been tested by giving a score of "1" for correct answers and a score of "0" for wrong answers. This can be done using*Ms Excel*.
b. Opens the application*SPSS* that has been installed on the computer, after the application opens, click*views variable*. In the display that appears, column*NAME* filled with item variables.
c. After filled variable, click data **view**, then enter the data that was prepared earlier.
d. To test the validity analysis, Click*Analyze* To *Correlate* To *Bivariate* Box "*Variables*"Filled in Question 1 Question 2 Question 3 Question 4 Question 5 Question 7 Question 8 Question 9 Question 10 Question 11 Question 12 Question 13 Question 14 Question 15 Total.

   Click*Pearson*, Click*Two-tailed*, Click*Flag significant correlation*, Click OK. After knowing the results of the calculation, then the next step that is giving interpretation of the results, whether the question is declared valid or not.
e. For reliability analysis; Click*Analyze* To *Scale* To*Reliability Analysis* Box "*Item*"Filled in Question1 Question2 Question3 Question4 Question5 Question6 Question7 Question8 Question9 Question10 Question11 Question12 Question13 Question14 Question15.

   In the model column, click*Alpha*, click "*List item labels*", Click*Statistics*, Click*Item*, Click*Continue*, Click*OK*. After seeing the calculation numbers. Then do the interpretation using certain criteria.
f. For analysis of difficulty level; Click*Analyze* To *Descriptive Statistics* ToFrequencies Kotak "*Variables*"Filled in Question 1 Question 2 Question 3 Question 4 Question 5 Question 7 Question 8 Question 9 Question 10 Question 11 Question 12 Question 13 Question 14 Question 15.

Click*Statistics*, Click*Mean*, Click*Continue*, Click*OK*. From the results shown value*MEAN* on the table*statistcs* interpreted in a range of difficulty levels, and interpreted according to predetermined criteria.

g. For analysis of differentiating power can be done by looking at the results of the item validity analysis test and comparing with differentiating power criteria, for decision/data interpretation.

2. Ducks

Anates is a computer application program that aims to analyze item questions. This program is very useful, especially for teachers who are generally observers of educational evaluation. Anates was able to display several features and calculations including, weighted data scores, test reliability, upper and lower groups, discriminating power, level of difficulty, correlation of item scores with total scores and the quality of the distractor. The steps that must be taken by educators in analyzing multiple choice items are:

a. Installation*software Anates*, after a successful installation the next step is to open the anates program.
b. Enter data with a click**Create a New File**, and then enter the required subject in Anates' command.
c. If you have filled in the Number of Subjects, Number of question items, and Number of Answer Choices, click OK.
d. Example data entry: Enter answer key on the first line. Enter the student's name in the name/subject column. Enter the student's answer in the white cell/column, if the student does not answer, enter an asterisk (*).
e. After the data is entered, to find the results of the reliability calculations, click Reliability on the Data Processing menu. Likewise, to look for validity, discriminatory power, level of difficulty and distractor function, the upper and lower groups.
f. If you want to see the results of processing as a whole, click Process All Automatically.

E. Utilization of ICT in reporting Islamic Education learning outcomes

The activity of reporting learning outcomes is an activity of communicating and explaining the results of the assessment of religious teachers about growth and student development. The use of information on the results of learning assessments in improving the quality of learning must be supported by students, parents or guardians of students, principals, teachers, and other school

members. the form of reporting on student learning outcomes during a certain period is manifested in the form of a report card, namely a book that contains information about the value of intelligence and achievement student learning at school which is usually used as a teacher's report to parents.

The form of the report card is generally in the form of a print out or manual writing of the teacher's data or grades contained in the assessment master book. The use of report cards with print out models ranges from damage, lost, wet, or burned. To overcome this, technological developments in the world of education began to develop computer and internet functions that were used as e-reports. e-Raport is here as a response to the commitment to implementing the 2013 Curriculum. With this online report card system, it makes assignments easier and reduces the burden on teachers, guardians classes, to schools starting from filling in report card grades to storing report card data. All data from online report cards will automatically be stored on the central server online (Farida, et al., 2017).

With there is an e-report, whole. The academic community of Islamic educational institutions can easily access computerized report cards. To access the e-Raport, the user must*log-in* with*password* and other identifiers that have been set on the central server. For national value data reporting, there is the Dapodik application which is currently available in version 2017.c for the 2013 curriculum and KTSP (Director General of Elementary and Secondary Education,2017). To input value data, preparation is required beforehand. Data preparation is intended so that the value input process does not experience problems. If data preparation is not carried out, there will be obstacles such as incomplete semester references, evaluation data empty, no students, etc. For that, it is necessary to take preliminary steps as preparation as follows:

1. Install *updater/patch* Dapodik Application Version 2017.C.
2. Perform Sync. This stage is intended so that all required semester references go down to the Application.
3. *GeneratePrefill* report card Stage This is important so that learning data and previous semester class members enter the application.
4. Check the completeness of the learning data in the semester whose grade data will be processed.
5. Check the completeness of the class member data for the semester whose grade data will be processed.
6. Ensure that subject teacher and homeroom teacher accounts can log in to the Dapodik Application (Director General of Elementary and Secondary Education,2017).

The authority to fill in value input in the Dapodik application is only in the teacher and homeroom teacher, while the school operator is only in charge of managing general technical arrangements.

F. Closing

Evaluation activities in learning begin with the preparation of items by the teacher as an instrument evaluation. Besides preparation of questions manually, use of offline and online applications can also be used, such as applications*Hot Potatoes* and*Wondershare Quiz Creator* which has many varied menus such as making multiple choice questions, short answers, matching and so on. Implementation test or exam can be done using a computer with online, semi-online, or offline mechanisms. Computer-based exams or tests have a number of advantages such as practicality, but they also have drawbacks in their use such as a machine that suddenly crashes. Question details prepared by religious teachers and used in learning evaluation must be valid items and have good discrimination, level of difficulty and function of a good distractor. To analyze the items, the teacher can use the SPSS and Anates applications.

Evaluation purposeful learningto give information about competency achievement by students through e-reports. In general, report cards are usually written manually but with computers and value processing and reporting programs, value input and reporting activities can be more practical and relatively faster so that they can help the work of teachers in Islamic education institutions.

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