

Rotating Monitoring System and Multi-Model Evaluation for Enhancing Islamic Religious Education Extracurricular Quality in Elementary Schools

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Keywords:	Abstract
Monitoring, Evaluation, Religious Extracurricular Activities, Elementary School	<i>This study aims to comprehensively analyze the implementation of monitoring and evaluation of Islamic Education extracurricular activities at SDN 5 Jurug, Sooko District, Ponorogo Regency, with a focus on: (1) the monitoring procedures applied by Islamic Education teachers in supervising six religious extracurricular programs; (2) the evaluation model used and its effectiveness; (3) supporting and inhibiting factors in the implementation of monitoring and Evaluation. The research used a qualitative approach with a field study method involving one Islamic Education teacher as the main participant. Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation. Data analysis included data reduction, data presentation, and conclusion drawing, with data validity ensured through source and method triangulation. The results of the study show that SDN 5 Jurug implements a two-way monitoring system (directly through teachers on duty with a rotation schedule, and indirectly through attendance records) and implements four evaluation models simultaneously (Summative Evaluation, Goal-Oriented Evaluation Model, Countenance Evaluation Model, and Ten-Step Evaluation Model). The main supporting factors include full support from the principal, availability of adequate facilities, involvement of competent external mentors, and active participation of parents. The identified inhibiting factors are the lack of awareness and commitment of some teachers on duty to the established monitoring schedule. This study concludes that the integration of a rotation monitoring system and multi-model Evaluation has proven effective in improving the quality of religious extracurricular programs. However, improvements are needed in terms of the consistency of supervising teachers' attendance to achieve optimal results.</i>
Kata Kunci: Monitoring, Evaluasi, Ekstrakurikuler Keagamaan, Sekolah Dasar	Penelitian ini bertujuan untuk menganalisis secara komprehensif implementasi monitoring dan evaluasi kegiatan ekstrakurikuler Pendidikan Agama Islam di SDN 5 Jurug, Kecamatan Sooko, Kabupaten Ponorogo, dengan fokus pada: (1) prosedur monitoring yang diterapkan guru Pendidikan Agama Islam dalam mengawasi enam program ekstrakurikuler keagamaan; (2) model evaluasi yang digunakan dan efektivitas

implementasinya; (3) faktor pendukung dan penghambat dalam pelaksanaan monitoring dan evaluasi. Penelitian menggunakan pendekatan kualitatif dengan metode studi lapangan yang melibatkan satu orang guru Pendidikan Agama Islam sebagai partisipan utama. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif dan dokumentasi. Analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan, dengan keabsahan data dijamin melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa SDN 5 Jurug menerapkan sistem monitoring dua arah (langsung melalui guru piket dengan jadwal rotasi, dan tidak langsung melalui presensi kehadiran) serta mengimplementasikan empat model evaluasi secara simultan (Summative Evaluation, Goal Oriented Evaluation Model, Countenance Evaluation Model, dan Ten-Step Evaluation Model). Faktor pendukung utama meliputi dukungan penuh kepala sekolah, ketersediaan fasilitas memadai, keterlibatan pembimbing eksternal yang kompeten, dan partisipasi aktif orang tua siswa. Faktor penghambat yang teridentifikasi adalah kurangnya kesadaran dan komitmen beberapa guru piket terhadap jadwal monitoring yang telah ditetapkan. Penelitian ini menyimpulkan bahwa integrasi sistem monitoring rotasi dan evaluasi multi-model terbukti efektif dalam meningkatkan kualitas program ekstrakurikuler keagamaan, meskipun memerlukan perbaikan pada aspek konsistensi kehadiran guru pengawas untuk mencapai hasil optimal.

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1. Introduction

Islamic Education extracurricular activities in elementary schools face challenges in terms of monitoring and evaluation systems that are not yet well structured. This problem arises because the majority of schools still apply conventional supervision patterns without a rotating mechanism that systematically involves various stakeholders. Research at MTs Muhammadiyah Ciasmara identified various factors that hinder the implementation of religious extracurricular activities, such as environmental factors, parental awareness, student difficulties, the influence of gadgets, and economic limitations, which indicate the need for a comprehensive monitoring system (Fitriani, 2022). An evaluation study of religious extracurricular programs at Integrated Islamic Elementary School Cordova Samarinda found that evaluation procedures covering cognitive, affective, and psychomotor aspects had been implemented but still required system improvements (Hakkurahmy, 2023). This condition shows that even though the School has conducted evaluations, there is still no rotation of the evaluation team to ensure the objectivity of the assessment. As a result, the measurement of Islamic religious education learning outcomes has become inconsistent and difficult to use as a basis for continuous program improvement. This social fact demonstrates the urgency of implementing a rotating monitoring system involving Islamic religious education teachers, homeroom teachers, school

committees, and parents to improve the accountability and effectiveness of the Islamic religious education extracurricular program.

Islamic education management shows that a multi-model evaluation approach is a fundamental requirement in measuring the success of religious extracurricular programs holistically. Affect-based assessment models that include various instruments to comprehensively measure students' religious attitudes, values, and behaviours are important (Kusumawardani, 2025). Research on the Evaluation and monitoring of Islamic education learning management proves that a structured monitoring system can improve the quality of education through the identification of gaps and continuous tracking of improvements (Marantika & Fauzi, 2025). This multi-model approach integrates various methods, such as cognitive tests to measure religious knowledge, observations to assess worship practices, portfolios to document progress, and self-assessments to measure students' spiritual awareness. The rotating monitoring system strengthens the validity of the Evaluation by involving the perspectives of various evaluators, reducing subjectivity, and ensuring consistency of assessment over time. Thus, the integration of a rotating monitoring system and multi-model Evaluation not only improves the technical quality of extracurricular implementation but also strengthens stakeholder collaboration in the measurable, objective, and sustainable development of the religious character of elementary school students.

The concept of monitoring in the context of education is defined as a systematic monitoring process of program implementation to ensure conformity with the plan that has been set. A strong conceptual understanding of monitoring is necessary because it is the basis for effective surveillance practices in educational institutions. According to Diaz et al (2025), monitoring is a periodic collection and analysis of information about program developments that aims to identify gaps between planning and implementation (Diaz et al., 2025). Gennari (2025) explained that effective monitoring must include three main components: setting performance standards, measuring actual results, and deviation analysis for continuous improvement (Gennari, 2025). In the context of Islamic education, Al-Ghazali in *Ihya Ulumuddin* emphasises the importance of *muraqabah* (supervision) as a form of quality control in the learning process that is in line with the principle of *itqan* (work perfection) (Indana & Mustofa, 2024). Therefore, monitoring is not just an administrative activity, but a strategic instrument to ensure the quality of education through structured, sustainable, and oriented supervision towards achieving the standards that have been set.

Education is a fundamental and inseparable aspect of human life that extends beyond formal schooling to encompass family and societal contexts (Almeida & Morais, 2025). Education serves as the cornerstone for developing individuals who can contribute meaningfully to society. According to Jasubhai (2025), education represents a conscious and deliberate effort to facilitate the learning process, enabling students to actively develop their potential in self-control, intelligence, personality, ethics, and creativity qualities essential for societal participation (Jasubhai, 2025). Furthermore, Ki Hajar Dewantara, the father of national education, conceptualises education as a fundamental demand in human life, arguing that through education, individuals can fulfil their roles as productive members of society and achieve personal fulfilment and well-being (Sardiyanah, 2020). The critical importance of education is reflected in Indonesia's constitutional framework. The 1945 Constitution Article 31, Fourth Amendment, explicitly

guarantees every citizen's right to education (Wijaya, 2018). This constitutional provision underscores the government's recognition that quality education is essential for producing superior human resources. Consequently, Indonesia's education system must encompass comprehensive components, including clear concepts, well-defined objectives, strategic planning, robust evaluation mechanisms, and effective pedagogical models, all requiring careful monitoring from planning through implementation to assessment. Therefore, the development of superior and quality human resources in Indonesia is directly dependent on establishing and maintaining a superior education system, making educational quality not merely a policy priority but a constitutional imperative and national necessity.

Ideally, a teacher conducts monitoring and evaluation activities for their students related to reporting student learning activities and student learning outcomes in accordance with good procedures, appropriate planning, and next actions (Leeuwen, 2023). Conducting monitoring and evaluation activities is a way to find out and ensure whether the program plan has been implemented in accordance with the main objectives that have been determined beforehand, and the extent of the results. Because our focus is on the results of students' achievements, supervision and assessment activities must, of course, be in accordance with procedures so that later we can see the ways and results of students' learning. Often, monitoring and Evaluation are found to have less influence in certain cases. However, in addition to the results of the final assessment, various sources are also needed to be used as determinants of follow-up decisions in the process of planning and implementing various advanced programs. With this, these activities can be carried out continuously so that it is a continuous quality improvement process.

In this millennial era, the new demands that must be faced by schools are related to the implementation of government regulation no. 19 of 2005 concerning national education benchmarks (Presiden Republik Indonesia, 2005). Therefore, schools are strongly asked to design, implement, monitor and assess the development of the program plan that has been prepared earlier to be able to meet these standards so that it can be continued with efforts to improve school quality to a higher level or standard. A very important and dominant factor in the process of improving the quality of a school is the educator or teacher, because the teacher is a role model who has important duties, functions and roles to build the sustainability of a smart nation (Levy-feldman, 2025). In addition, teachers are also people who can interact directly with students; therefore, teachers are considered an example or role model by a student. To determine the success of the learning earlier, teachers are required to have good performance, namely the ability to carry out tasks, especially during the process of teaching and learning activities which must be in accordance with the teacher's professional ethics. However, some efforts that aim to develop teachers' professional performance and also improve the quality of learning often encounter obstacles. Although the teacher group and the teacher meetings for each subject continue to run properly, this activity is considered insufficient in the aspects needed in this learning development process. Therefore, due to the inadequacy of effectiveness, this is the cause of the implementation of MONEV activities, which should always be part of the performance of the head of the head so that the activity runs optimally (Zubaidi, 2020).

Developing the potential of students is the responsibility of a teacher in the learning process (Wityastuti et al., 2025). The learning system in the classroom is certainly targeted as a means of improving the quality of education. So it is through Evaluation that it can be known how the results of the achievements that have been obtained by an educator or teacher in the learning process. Evaluation of students can be carried out by assessing the learning activity process and evaluating student learning outcomes. Some of us do not realise that we always carry out evaluation activities at all times. In various daily activities, we obviously measure and judge very often. The learning process is often seen as a change in student behaviour, so Evaluation plays a very important role in the learning process. Assessment or Evaluation of the teaching and learning process can not only be carried out by academic researchers and Evaluation, but teachers also have appropriate responsibilities and rights as stated in UUSPN no. 20 of 2003 article 58 paragraph 1 concerning educators who play a role in the process of assessing student learning outcomes and supervising the process, progress, and improvement of student learning outcomes (Magdalena et al., 2020).

Several previous studies have examined monitoring and Evaluation in the context of education, but the focus on Islamic Religious Education extracurricular at the elementary school level is still limited. Identification of research gaps is necessary to demonstrate the unique contribution and novelty of this research in the academic literature. Wafa et al (2024) analysed the monitoring of Islamic Religious Education learning in junior high schools with a focus on the curricular aspect. However, they did not touch on extracurricular programs (Wafa et al., 2024). Mubarak (2022) examined the implementation of monitoring in madrasas, but did not explore the multi-model evaluation method comprehensively (Mubarak, 2022). The novelty of this research lies in: (1) a specific focus on six islamic religious education extracurricular programs in elementary School; (2) an in-depth analysis of the implementation of four evaluation models simultaneously (*Goal Oriented, Countenance, Summative, and Ten Steps Model*); (3) identification of supporting and inhibiting factors of monitoring-evaluation from the perspective of islamic religious education teachers; and (4) formulation of best practices that can be replicated in other elementary schools to improve the quality of Islamic religious education.

This study aims to comprehensively analyse the implementation of monitoring and Evaluation of extracurricular activities of Islamic Religious Education at Public elementary school (*SDN: Sekolah Dasar Negeri*) 5 Jurug, Sooko District, Ponorogo Regency. Clear goal setting is necessary to provide a direction of research focus and ensure a significant academic contribution to the development of educational practice. Specifically, this study is designed to: (1) describe the monitoring procedures applied by islamic religious education teachers in supervising six religious extracurricular programs; (2) identify the evaluation models used and the effectiveness of their implementation; (3) analyzing supporting and inhibiting factors in the implementation of monitoring and Evaluation; and (4) formulate practical recommendations for the optimization of the islamic religious education extracurricular monitoring-evaluation system. The achievement of this goal will provide a theoretical contribution in the form of enrichment of literature on Islamic education management and a practical contribution in the form of a monitoring and evaluation implementation guide that can be adapted by other elementary schools. The achievement of this research goal is expected to provide empirical solutions to the challenges of Islamic religious education and extracurricular management, and strengthen the position of SDN 5 Jurug as a model of

outstanding schools in the field of Islamic religious education at the sub-district level.

2. Methods

This study uses a qualitative approach with a field study method to analyse the monitoring and Evaluation of religious extracurricular activities at SDN 5 Jurug, Sooko District, Ponorogo Regency. A qualitative approach was chosen because this study aims to understand the phenomenon in depth through the perspective of participants who are directly involved in the activities (Creswell & Creswell, 2017). The research participant was an Islamic Education teacher who had 4 years of teaching experience and had been actively supervising extracurricular activities for five months. Data collection techniques were carried out in three ways: semi-structured in-depth interviews, participatory observation, and documentation. Interviews were conducted for 60-90 minutes per session, with a total of two meetings, to explore information about the monitoring and evaluation process applied by teachers. Observations were conducted four times during extracurricular activities, with a duration of 90-120 minutes per session, to directly observe the monitoring practices carried out by the teacher towards students. Documentation was collected in the form of photos of activities, teacher evaluation notes, and extracurricular administrative documents.

Data analysis used the Huberman & Michael (1992) model, which consists of three stages: data reduction, data presentation, and conclusion drawing (Huberman & Michael, 1992). In the data reduction stage, researchers sorted and coded information obtained from interview transcripts, observation notes, and documents. Data presentation was carried out in the form of descriptive narratives and matrices to facilitate the identification of patterns of findings. Data validity was ensured through source triangulation and method triangulation, namely by comparing data from interviews, observations, and documentation to ensure consistency of information (Sugiyono, 2016). The research was conducted over three months, from preparation and data collection in the field to data analysis. The research location was selected purposively because SDN 5 Jurug has an active religious extracurricular program and has implemented a monitoring system, which is in line with the research focus on the practice of monitoring and evaluating religious extracurricular activities at the elementary school level.

3. Result and Discussion

3.1. *Basic Concepts of Monitoring and Evaluation in Extracurricular Activities*

Extracurricular activities are an integral part of the education system that must be carried out in a planned and measurable manner. The duties of teachers and principals are not only limited to teaching and educating, but also play an integral role in moving the wheels of school life. Therefore, a systematic agenda is needed to monitor and assess student achievement and the role of teachers in extracurricular activities, known as monitoring and Evaluation. Monitoring etymologically means to give warnings or monitors, whereas according to Webster's New Collegiate Dictionary, monitoring is a useful tool for observing and issuing warnings. In terminology, monitoring is defined as the activity of collecting various data on a regular basis and measuring the process and progress of an activity with the aim of monitoring the development and focusing on the process of activities and the outputs produced (Hasanah, 2018). Monitoring is also a process of accumulating and analysing information based on the implementation of the activity program to periodically and regularly ensure whether the program

has run according to the purpose, so that the problems found can be overcome immediately (Aditya Wijaya, 2018). Based on the results of the interview with Mrs Amin, as an Islamic Religious Education teacher at SDN 5 Jurug, she said:

"That the monitoring and evaluation of religious extracurricular activities is adjusted to the basic and general process of implementing monitoring activities, starting from planning, implementation, assessment or evaluation, to follow-up."

This is in line with the basic monitoring process which goes through three stages: first, setting implementation standards, namely setting a plan according to the implementation standards of the monitoring object; Second, the measurement of implementation, namely when the monitoring activity process takes place; and third, determine the gap between implementation and the plan and standards that have been set (Setiyatna et al., 2022). Observations made by researchers during extracurricular activities show that the supervisory teacher does apply these stages by recording student progress on a monitoring sheet that has been prepared beforehand.

In the context of Islamic education, monitoring and Evaluation have a strong foundation in the Qur'an and hadith that teach the importance of continuous supervision and improvement in every activity. The concepts of muhasabah (self-introspection) and murakabah (supervision) in Islam are in line with modern monitoring principles that emphasise systematic observation and continuous improvement. Mrs Amin, in an interview, explained that:

"The implementation of monitoring at SDN 5 Jurug does not only focus on administrative aspects, but also emphasises fostering students' character and spirituality through religious activities. He stated, "We not only supervise students' attendance and technical skills, but also pay attention to the development of their morals and understanding of their religious values in every activity."

This holistic approach reflects the understanding that the goal of religious extracurriculars is not solely to produce competitive achievements, but to form a generation with noble character and competence in the religious field. The importance of a structured monitoring and evaluation system in extracurricular activities is also supported by research (Papavasileiou et al., 2025), which shows that schools with good monitoring systems tend to produce more effective and sustainable extracurricular programs. The results of the researcher's observations show that the monitoring system implemented has used standardised instruments, in the form of observation sheets that contain indicators of student competency achievement in each extracurricular field. The monitoring sheet includes cognitive (material understanding), affective (attitude and behaviour), and psychomotor (practical skills) aspects that are assessed periodically. The principal, Mr Sutrisno, in an interview, affirmed the School's commitment to continue to improve the quality of the monitoring system by stating:

"We recognise that the success of extracurricular programs is highly dependent on the consistency of supervision and evaluation carried out by the entire teaching team."

This commitment is reflected in the special budget allocation for the development of monitoring instruments and teacher training in carrying out effective supervision, so that the monitoring process does not only become an

administrative routine but actually functions as a tool to improve the quality of learning.

3.2. *Implementation of Religious Extracurricular Programs*

Religious extracurricular activities at SDN 5 Jurug are the School's flagship program, which is proven through various achievements that have been achieved by students in various competitions, especially in the religious field. In achieving this, of course, a process that produces progress is needed. One of the processes carried out by SDN 5 Jurug is by presenting extracurricular activities to support the potential of students according to their respective talents and interests. Religious extracurricular activities at SDN 5 Jurug are carried out every Saturday by presenting six religious extracurricular areas that have been successfully implemented in the process of improving and supporting student potential. Based on the results of the interview with Mrs Amin:

There are six extracurricular areas at SDN Jurug: first, the Calligraphy Art class, which is attended by students in the second to sixth grades, where students are taught starting from basic methods, such as colouring paper that already contains pictures or calligraphy writing, then students are also taught to write or compose themselves according to the examples given. The researcher's observation in the calligraphy class showed that the students of the lower class (grades 2-3) were still in the stage of colouring the templates that were already available, while the students of the higher class (grades 4-6) were able to make their own calligraphy works with the guidance of their supervisors. Second, the Islamic Music class (hadroh or banjari), which is one of the leading classes in the extracurricular activity program of SDN 5 Jurug, is evidenced by several achievements and recognition from the community outside the School, and the hadroh group of SDN 5 Jurug has appeared several times in activities held in the village and sub-district clusters. Third, Maudhoh or Speech classes that train students to speak well and automatically train the process of mental maturation of students when speaking in front of a large crowd. Fourth, the Tahfidz Juz 'Amma class, which guides students to memorise the letters in Juz 30 of the Qur'an using the bi annadhor method or looking at writing. Fifth, the Qiroah class introduces students to various techniques and tones in Qiroah. Sixth, the Basic Hijaiyah and Qur'an Letter Recognition class, which is devoted to the first grade, where students are taught starting from the basics of reading and writing Arabic letters properly and correctly.

The results of the researcher's observation during extracurricular activities that took place from 08.00-10.00 WIB showed that each extracurricular class was accompanied by a competent supervisor in their respective fields, with an average of 15-20 students per class. The enthusiasm of students in participating in the activity was high, even though there were some students who attended late. According to Mrs Amin, in an interview said:

In the process of extracurricular activities, students are guided directly by teachers and also workers from outside the School who are experts in their respective fields. This is the reason why SDN 5 Jurug is included in one of the top elementary schools in the Sooko district.

The involvement of external practitioners in School extracurricular activities is an important strategy to improve the quality of learning and student achievement.

This is because external practitioners bring real experience, professional insights, and practical skills that complement formal classroom learning. Therefore, students not only gain theoretical knowledge but also develop social competence, leadership, and creativity that are relevant to the needs of society. This is in line with research, Sumardi (2025) shows that the involvement of external practitioners contributes significantly to improving the quality of learning and achieving student achievement (Sumardi et al., 2025). These findings are in line with various cutting-edge studies that emphasise the importance of collaboration between schools and communities in building a holistic education ecosystem. Therefore, the strategy of involving external practitioners in extracurricular activities is an effective approach to strengthen the quality of education, while preparing students to become competitive individuals and contribute positively to the development of the nation.

3.3. Implementation of Monitoring of Religious Extracurricular Activities

The monitoring process of religious extracurricular activities at SDN 5 Jurug is carried out through two main approaches, namely direct monitoring and indirect monitoring. A direct monitoring approach is needed to ensure the quality of the learning process and provide immediate intervention when problems are found in the implementation of extracurricular activities. This is in line with the theory of education management put forward by Röhl et al. (2025), which emphasises that live monitoring allows supervisors to observe in real-time, provide instant feedback, and make immediate improvements to less effective learning practices. Based on the results of the interview with Mrs Amin, she explained that:

Direct monitoring is carried out by presenting an accompanying teacher in each extracurricular class, where teachers can directly participate in monitoring student activities and provide directions and reprimands if there are things that are not effective or not in accordance with learning procedures.

The researcher's observation showed that there were two picket teachers who were in charge of monitoring six extracurricular classes running simultaneously. The researcher observed that the picket teacher went around from one class to another, recorded student progress on a monitoring sheet, and assisted the extracurricular supervisor in overcoming obstacles that arose. In the hadroh class, the researcher witnessed Mrs Sri Wahyuni as a picket teacher giving directions to three 3rd-grade students who were not focused on learning to hit the hadroh musical instrument by saying, "Come on, son, pay attention to the way Mr Ardi hits the tambourine, don't talk while talking." Meanwhile, in the tahfidz class, Mr Ahmad Fauzi was seen helping to guide Rizki, a 4th-grade student who had difficulty memorising Surah Al-Buruj verses 1-5, by teaching the technique of memorising word by word and repeating it until the student began to be fluent. Therefore, the direct monitoring method has proven to be effective because teachers are directly involved in the learning process, so that they can immediately find and implement solutions to improve problems that occur during the activity.

The teacher rotation system in the implementation of direct monitoring is an important strategy to ensure an even distribution of tasks and prevent teacher saturation in carrying out supervisory tasks. The implementation of this rotation system is in line with the principle of job rotation in educational human resource management, as stated by Supartini et al. (2025), where task rotation can increase

work motivation, broaden teachers' horizons about various extracurricular areas, and reduce the psychological burden that arises from monotonous task routines. Based on the results of the interview with Mrs Amin, she explained that:

The principal and teachers of Islamic Religious Education have prepared a fair rotation schedule for each teacher since the beginning of the semester, so that no teacher feels overburdened or feels uninvolved in monitoring activities. Mrs Amin added, "We make a rotation schedule in such a way that each teacher gets the same turn. Usually, one teacher is in charge of monitoring twice a month. This is important so that no one feels objectionable and all teachers are responsible for the success of the extracurricular program."

Indirect monitoring through the attendance system is an important component in building a student attendance database that can be used as a basis for Evaluation and follow-up of extracurricular programs. The importance of recording student attendance is in line with the principle of documentation in the education management information system stated by Sergiovanni (2015), which states that attendance data is an early indicator of student participation and interest in a program, and can be an early warning system to identify students who have the potential to drop out of extracurricular activities. According to Mrs Amin, the indirect monitoring method is carried out through the presence of student attendance recorded by each extracurricular supervisor in each class. He explained:

"This attendance is very important because from there we can know which students are consistently present, which ones are often absent, and which ones are without information. We use this data for monthly evaluations and also to communicate with parents if there are students whose attendance is problematic."

The results of the researcher's observations show that each extracurricular supervisor has a special attendance book that is filled out every time the activity takes place, complete with a record of student attendance (attendance, permission, illness, or no information). In the qiroah class, the researcher saw Ustadz Fauzi record the attendance of 18 out of the 20 students registered, with 2 students on leave due to illness, and added the note "Alifah showed a significant increase in today's reading" in the caption column. In an interview with the Principal, Mr Sutrisno revealed that this attendance data is recapped every month and is one of the materials in the evaluation meeting. "We use attendance data to identify attendance patterns. If there is a student whose absence occurs three times in a row without clear information, we will contact their parents to find out the cause and find a solution together." Therefore, indirect monitoring through the attendance system serves as an important instrument to monitor student participation and becomes the basis for decision-making in the Evaluation and further coaching process.

Supporting and inhibiting factors in the implementation of monitoring need to be identified and managed properly to ensure the effectiveness of the supervision system for extracurricular activities. The understanding of these factors is in line with the SWOT analysis theory in education management, where the identification of internal strengths and weaknesses, as well as external opportunities and threats, is the basis for formulating the right improvement strategy. Based on the results of the interview with Mrs Amin, the main internal supporting factor is the full

support of the principal, who provides adequate facilities and gives teachers the freedom to develop programs according to the needs of students. In contrast, the external supporting factor is the full support of the student's parents, as seen from the timeliness of the student's arrival and the completeness of the equipment brought. The researchers' observations confirm this, where of the 110 students who participated in extracurricular activities on that day, 95% arrived on time with complete equipment such as the Qur'an for tahfidz and qiroah classes, stationery for calligraphy classes, and hijab uniforms for Islamic music classes. However, there is a significant inhibiting factor, namely the lack of awareness and commitment of some picket teachers to their monitoring schedules. Amin's mother explained:

"Sometimes there are teachers who cannot attend because there are sudden matters or other activities at the same time, so the burden of monitoring falls on only one person, and the results are not optimal."

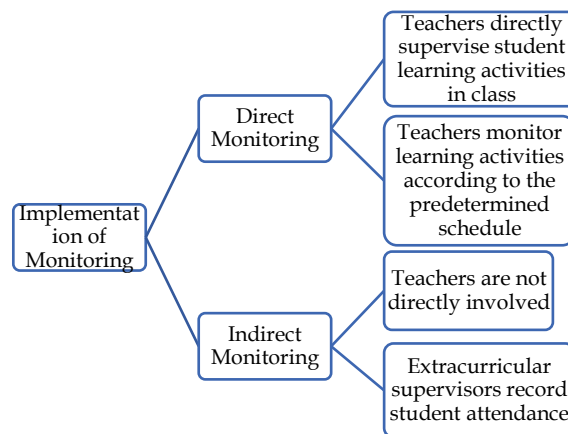


Figure 1. Implementation of Monitoring

3.4. Implementation of the Evaluation of Religious Extracurricular Activities

In following up on monitoring, Evaluation is also needed. Evaluation in English is known as Evaluation, which means the process or action used to determine the value of an activity. Meanwhile, educational Evaluation is an estimate of development and progress towards achieving goals or values that have been set by the curriculum. Learning evaluation is a process in which there are activities to collect, analyse, and interpret information sequentially to determine the extent of the achievement of a learning activity (Magdalena et al., 2020). The achievement of this competency is also in line with the assessment instrument of the school principal to the supervisor of activities, where one of the indicators that can be done is to assess the performance of teachers in every ongoing extracurricular meeting (Yulianti et al., 2020).

In carrying out evaluation activities, there are several models used and developed by experts to be used in the learning program evaluation process (Devi et al., 2022). The evaluation process of religious extracurricular activities, teachers use the following methods: First, the summative evaluation method, where the evaluation activity takes place at the end of the activity (Rohman, 2020). The first Evaluation lies at the end of the learning activity, where the student is appointed by the supervisor to move forward to show the results and achievements obtained in the learning activity process. The students appointed at each meeting are

students who are different from the previous week to find out the extent to which the students have captured the lessons that have been delivered.

The researcher's observation showed that at the end of the lesson, the supervisor appointed three students to come forward to display their learning results. Students who perform well are rewarded. A simple thing like this can make students more excited to take part in learning in the next class. The second Evaluation, the evaluation process is carried out at the end of the month in the last week, which is carried out by all picket teachers who have been scheduled to monitor extracurricular activities. This evaluation process is carried out with each teacher expressing their opinion on the results of supervision that has been carried out during extracurricular activities. After one by one, the teachers expressed their opinions, the evaluation activity began by solving the problem point by point. During the monthly evaluation meeting in the teacher's room, which lasted for approximately 90 minutes, it was seen that the principal led the meeting, and each picket teacher submitted a report on the results of their monitoring. The discussion discussed various things ranging from student achievements, obstacles faced, to solutions to improve the quality of extracurricular activities. This is routinely done so that teachers can evaluate performance results, achievements, obstacles, and also positive things in a certain month to be immediately corrected in the next lesson.

Second, the Goal-Oriented Evaluation Model, which is the second final assessment method used by SDN 5 Jurug teachers. In this case, the main focus is the goal that the program wants to achieve (Ketaren et al., 2022). This is in accordance with what is done by schools that make the goals of each program the main focus, where the main goal of all programs to be achieved is to create students who are active, creative, insightful outside the academic field, develop student potential, and create outstanding students. Third, the Countenance Evaluation Model, which is the third final assessment method used in the evaluation process of religious extracurricular activities, where in the Evaluation, the emphasis is on two things, namely consideration and explanation (Nasihi & Hapsari, 2022). In it, there are three main things that are used as the target of Evaluation. Meanwhile, as an evaluator, the teacher identifies the context and also the process of learning activities and then conveys the final results of monitoring at the end of the month. Fourth, the Ten-Step Evaluation Model, where in this ten-step model, the teacher prepares all the needs that will be used for the Evaluation of this model, such as preparing valid data, data that matches the facts of the field, using the correct procedures (Munthe, 2015). The data is in the form of student attendance at extracurricular activities obtained with the correct procedures, equipped with various relevant evidence in addition to attendance, and there are also several documentation results during learning activities. Then, in the final stage, teachers analyse the existing data to determine the results of the Evaluation and how to overcome various problems, as well as the results of student achievements in the future.

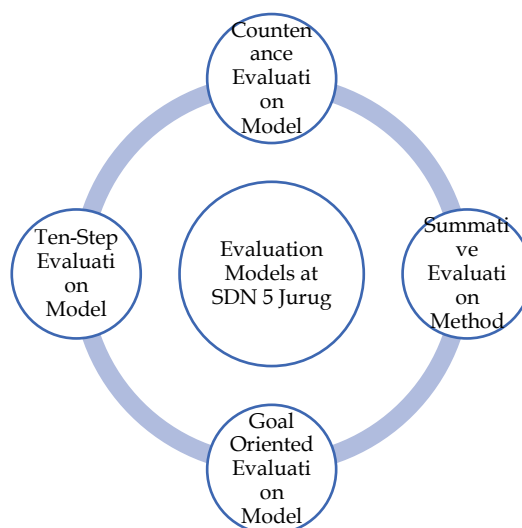


Figure 2. Evaluation Models

4. Conclusion

The implementation of monitoring and evaluation of Islamic Education extracurricular activities at SDN 5 Jurug has been carried out systematically and structurally through the application of a two-way monitoring system and multi-model Evaluation. The monitoring procedures applied include direct monitoring with a teacher rotation system that ensures an even distribution of tasks and comprehensive supervision in six extracurricular classes (calligraphy, hadroh, mauidhoh, tahfidz, qiroah, and introduction to Hijaiyah letters), as well as indirect monitoring through an attendance system that functions as a database for Evaluation and follow-up. The evaluation models implemented include Summative Evaluation for final and monthly learning assessments, Goal-Oriented Evaluation Model, which focuses on program goal achievement, Countenance Evaluation Model, which emphasises contextual consideration and explanation, and Ten-Step Evaluation Model, which uses valid data and standardised procedures. Supporting factors for the program's success include the principal's commitment, the availability of adequate facilities, collaboration with competent external mentors, and active parental participation. In contrast, the main inhibiting factor is the inconsistent attendance of teachers on duty, which results in suboptimal supervision. The importance of strengthening the communication and coordination system among teachers through a stricter attendance confirmation mechanism, as well as the need to develop a more responsive substitute teacher system to ensure that every extracurricular class is always properly monitored. Further research recommendations explore the application of digital technology in religious extracurricular monitoring and evaluation systems, as well as examining the long-term impact of extracurricular programs on the formation of students' religious character at the elementary school level.

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