



Skills in Planning, Process, and Evaluation of Teaching

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Article Info	Abstract
<p>Article history: Received: 2026-04-30 Revised: 2026-05-01 Accepted: 2026-05-03 Available on line:</p> <p>Keywords: teaching skills, lesson planning, instructional process, learning evaluation</p> <p>This is an open access article under the CC BY-SA license. Copyright © 2026 by Author. Published by the Foundation Mujtahidin Sajimah Selong (Moses Foundation), Indonesia.</p>	<p>This study aims to analyze teachers' knowledge and skills in lesson planning, instructional implementation, and learning evaluation at the Madrasah Ibtidaiyah (MI) level. This research employed a descriptive qualitative approach using a literature review method. Data were collected through an extensive review of books, scientific journals, and relevant research articles. Data analysis was conducted using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. The findings indicate that effective lesson planning requires teachers to formulate clear and measurable learning objectives, select appropriate instructional approaches, and organize teaching materials regularly. In the instructional process, essential teaching skills such as explaining, questioning, classroom management, and the use of teaching methods and instructional media play a significant role in creating active and meaningful learning experiences. In terms of evaluation, teachers are expected to design valid, reliable, and objective assessment instruments that align with learning objectives through diagnostic, formative, and summative assessments. In conclusion, the integration of planning, instructional implementation, and evaluation constitutes a fundamental factor in improving the quality of learning at the Madrasah Ibtidaiyah level.</p>

INTRODUCTION

The teaching and learning process is a combination of teacher instruction and student learning activities. This means that teachers and students each have their own duties and responsibilities. The process of disseminating knowledge from teacher to student is known as *Knowledge Transfer*. Building high-quality human resources and producing responsible graduates can be achieved by implementing the teaching and learning process for students. Teaching is carried out by instilling good moral principles and character, fostering a social spirit, and instilling the basics of cognitive, affective, and psychomotor knowledge. In addition, education must focus on social traits such as empathy, caring, mutual respect, responsibility, the ability to work together, and other social attitudes (Affan et al., 2023).

Implementation of the teaching and learning process in its implementation, skills in planning, process, and evaluation teaching become component important in determine success teaching. Skills the No only related with delivery material, but also includes ability in designing activity teaching, managing the learning process, and do evaluation in a way appropriate and sustainable.



Previous research shows that the quality of teaching is greatly influenced by skills in teaching. Research by Yuliyana, Rochmiyati, and Maulina (2021) shows that good teaching evaluation instruments can improve the quality of student learning outcomes (Yuliyana & Maulina, 2021). Another study by Rabiatal Adawiyah and Faizah (2024) explains that systematic teaching planning influences the effectiveness of the teaching and learning process (Adawiyah & Faizah, 2024). In addition, Susanti (2024) states that skills in managing the teaching process are an important factor in creating active and meaningful teaching (Anjiana et al., 2024).

Although various study has study skills in teaching, some big Still focus on aspects certain in a way separate, such as planning, implementation, or evaluation teaching. A partial approach the Not yet capable describe relatedness between third aspect in a way intact in practice teaching. Therefore that, there is gap in integrated study skills in planning, process, and evaluation teaching as One mutual unity related. The gap This become base the need further research comprehensive For understand skills teaching in a way integrated.

The theory in this research uses constructivism theory which states that the approach teaching that emphasizes that student in a way active build knowledge they alone, not accept information in a way passive (Nurjamilah et al., 2025). Skills in teaching can explained through approach constructivism which emphasizes that teaching will more meaningful if participant educate involved active in build his knowledge alone. Therefore that, skills in planning, implementing, and evaluating teaching become very important For creating an effective and meaningful teaching process.

Based on background said, the purpose writing article This is For analyze skills in planning, process, and evaluation teaching as something mutual unity related in support success teaching.

METHOD

Study This use approach qualitative descriptive with type study studies literature. Approach This chosen Because aim For understand and analyze in a way deep draft skills in planning, process, and evaluation teaching based on various source relevant scientific. Data sources in study This originate from literature in the form of books, journals scientific, and articles related research with skills teaching. Data collected through technique studies library, namely with identify, study, and analyze various relevant references with topic study.

Instrument in study This is researchers himself who plays a role as tool main in collecting and analyzing data. The data collection process is carried out with examine content literature, then grouping information based on focus study, namely planning, process, and evaluation teaching.

Data analysis techniques in study This using analysis models interactive from Miles and Huberman, which includes three stage, namely data reduction, data presentation,



and data extraction conclusion . Data reduction is carried out with selecting , focusing , and simplifying relevant data with objective research . Data presentation is carried out in form description systematic descriptive so that it is easy understood . Next , the withdrawal conclusion done based on results analysis of data that has been arranged in a way logical and continuous (Sugiyono, 2022) .

RESULTS AND DISCUSSION

Knowledge of Teaching Planning (Formulation of Teaching Objectives, Forms, and Content)

Based on the results of the literature review, it shows that lesson planning is a crucial first step in determining the success of teaching. Good planning not only serves as a guideline for implementing teaching but also serves as a basis for determining teaching objectives, selecting teaching formats, and determining what materials will be presented to students.

a. Formulation of Objectives

BF Skinner, a adherents flow psychology behaviorism , was the first person to put forward idea that objective must There is in learning . Robert Mager develop idea This in his book entitled *Preparing Instruction Objective*. This the more popular in almost all institution education throughout the world, including in Indonesia, from 1970 to Now (Soetjipto & Kosasi, 2019) .

Objective teaching , according to Oemar Hamalik , is description about behavior expected behavior student do after teaching end (Hamalik, 2010) . Objective teaching , on the other hand , was defined by Henry Ellington as expected statement can achieved as results Study (Uno, 2010) . Objectives teaching , according to Kemp and David E. Kapel , is statement specifically stated in behavior or appearance and written For describe results expected learning . Robert F. Mager say objective teaching is student behavior want to do or can do in conditions and levels competence certain .

According to experts in above , there is Lots definition formulation objective learning , but One the same thing still same : (1) goal learning is For change behavior or ability student after follow activity learning ; (2) objectives written in form statement or explanation special . However , one interesting thing For noted from Kemp and David E. Kapel's perspective is that objective teaching must written . Things This say that every planning good learning must written .

Formulation objective teaching is stage beginning in planning functional teaching as directions and guidelines in the entire teaching process . The goal teaching describe expected capabilities owned by participants educate after follow activity teaching , good in aspect knowledge , skills , and attitude . Therefore that , the goal teaching must formulated in a way clear , specific and measurable so that it can be become reference in determine strategies, methods , and evaluation teaching .

In a way conceptual , objective teaching arranged with notice component main , namely *audience* (participants) educate), *behavior* (behavior or expected capabilities) , *condition* (condition moment teaching ongoing) , and *degree* (level of expected achievement) . Fourth component the help in formulate operational goals so that easy implemented in the teaching process .

Besides that , the goal teaching is also related with level ability cognitive participant educate . In matter this , the goal teaching can classified based on level think , start from



understand, apply, until analyze and evaluate. Compilation goals that concern levels This will help participant educate in develop ability think in a way gradual and systematic.

Objective teaching must formulated in a way clear, specific, and measurable to be aligned with achievements established learning in Independent Curriculum (Fightiyah & Rozie, 2026). Besides that, the goal teaching must also be integrated with achievements learning (CP) and flow objective learning (ATP) so that the learning process become systematic and sustainable (Bait et al., 2025).

With Thus, the formulation objective teaching is foundation main in planning teaching. Formulated goals in a way appropriate will make it easier in determine form teaching, composing materials, as well as do evaluation in a way effective and targeted.

b. Form Teaching

The teaching format refers to the operational structure of teaching activities used to achieve predetermined teaching objectives. Technically, the teaching format encompasses the selection of teaching models, the steps of teaching activities (syntax), and the interaction patterns that occur during the teaching process.

Teaching practices are implemented through stages of instructional activities, consisting of preliminary, core, and closing activities. In the preliminary activities, apperception, presentation of teaching objectives, and motivation for learning are conducted. In the core activities, the teaching method is determined by the model used. For example, in *problem-based learning*, there are steps including problem orientation, data collection, analysis, and solution presentation. Meanwhile, in the closing activities, reflection, drawing conclusions, and providing feedback are conducted.

The format of teaching is also determined by interaction patterns, such as one-way (lecture), two-way (question-and-answer), or multi-way (group discussion). The choice of format must be aligned with the teaching objectives to ensure that the activities undertaken truly support the achievement of the desired competencies (Apriyanti, 2023)

Based on the explanation above, the form of teaching is not only related to the method, but more to how the teaching structure is designed systematically through clear and directed steps.

c. Teaching Content

Teaching content is a component containing teaching materials systematically arranged based on teaching objectives. Technically, teaching content includes facts, concepts, principles, and procedures that must be mastered by students. Factual material contains basic information such as terms or data, conceptual material relates to definitions or classifications, principle material explains the relationships between concepts, and procedural material contains the steps or stages in carrying out an activity. These four types of material must be arranged sequentially so that students can gradually understand the teaching.

Furthermore, teaching content should be structured in a sequence of material from simple to complex, from concrete to abstract, and from known to unknown. This arrangement aims to facilitate students' logical and systematic understanding of the



material.

The implementation of teaching content is also presented in the form of teaching materials such as modules, handouts, or teaching media that support the delivery of the material. Material that is structured and aligned with teaching objectives will help students achieve the expected competencies (Purwanto et al., 2022) . Thus, teaching content is not simply the material presented, but rather a systematic arrangement of knowledge designed to be easily understood and applied by students.

Knowledge About Teaching Skills

There are some skills base teaching what is necessary mastered by teachers and prospective teachers in the teaching process , namely as following :

a. Questioning *Skills*

Asking questions is a form of verbal communication aimed at eliciting responses from others. Asking questions is also an effective stimulus for fostering students' thinking skills. In the teaching process, questioning skills play a crucial role, as well-designed questions delivered with appropriate techniques will have a positive impact on students, including:

- 1) Improve student learning outcomes in teaching activities.
- 2) Cultivate students' interest and curiosity about the problems being discussed.
- 3) Developing students' active thinking patterns and abilities, because basically thinking is a process of asking questions.
- 4) Shows students' thinking processes, because good questions can help students find the right answers.
- 5) Directing students' attention to the topic or problem being studied.

Some principles for composing good questions include:

- 1) Questions should be clear and easy for students to understand.
- 2) Provide enough information so that students are able to answer questions.
- 3) Questions are focused on a specific problem or task.
- 4) Give students enough time to think before answering.
- 5) Distribute questions evenly to all students.
- 6) Provide a friendly and pleasant response so that students dare to answer or ask questions.
- 7) Guide students in finding the correct answers independently.

b. Reinforcement Skills

Reinforcement is any form of response, both verbal and nonverbal, provided by a teacher as part of an effort to modify student behavior. This response aims to provide feedback *on* student behavior or actions, either as encouragement or correction. This skill relates to how teachers respond appropriately to student behavior, both through words and body language.



In teaching activities, appreciation plays a crucial role. This appreciation doesn't have to be material; it can take the form of a word, a smile, a nod, or even a touch. The skill of providing reinforcement is also closely related to the skill of asking questions.

Essentially, reinforcement aims to respond to positive student behavior so that it is more likely to recur. Therefore, reinforcement should not be administered haphazardly but rather with careful attention. This is intended to encourage and increase students' enthusiasm for participating in instruction.

In general, reinforcement is divided into two types, namely:

- 1) Verbal reinforcement, namely reinforcement delivered through words of praise, appreciation, or approval, such as "very good", "right", "smart", or "I'm happy".
- 2) Nonverbal reinforcement, which is reinforcement conveyed through facial expressions and body movements, such as smiling, nodding, hand gestures, approaching, or touching, such as patting or rubbing the back. Symbols can also be used, such as marking a student's work on the board as correct.

Reinforcement should be delivered with warmth and enthusiasm, tailored to the student's behavior, and avoid negative responses such as teasing or demeaning jokes. If a student is unable to answer correctly, the teacher should not immediately blame them but instead redirect the question to another student.

c. Variation *Stimulus* Skills

Stimulus variation is an effort teachers make during the teaching process to reduce student boredom and maintain student attention, persistence, and active participation. Therefore, the primary goal of variation in teaching is to increase student interest and attention, thereby making the learning process more effective.

According to Wina Sanjaya, variation skills are a teacher's ability to maintain an engaging and engaging teaching environment, enabling students to demonstrate enthusiasm, diligence, and active participation in all teaching activities. Variation skills encompass three aspects: variation in teaching methods, variation in the use of media or teaching tools, and variation in student interaction patterns and activities.

- 1) Variations in Teacher Teaching Ways, for example:
 - a) The use of voice variations, namely changes in voice intonation such as from loud to soft, from high to low, and from fast to slow.
 - b) Focusing attention, namely the teacher's efforts to direct students' focus through phrases such as "pay close attention!", "don't make a noise!", and other forms of warning.
 - c) Silence or silence, namely a technique used by teachers by pausing for a moment when explaining material in order to regain students' attention.
 - d) Making eye contact, namely the teacher directs his gaze to all parts of the class and makes eye contact with students to create involvement in teaching.
 - e) Head movements and facial expressions, such as nodding, shaking the head,



smiling, raising the eyebrows, and other expressions that serve to strengthen nonverbal communication.

- f) Change of position and movement in the classroom, namely the teacher moves place to supervise and control student behavior to keep it conducive.

2) Variations in the Use of Media and Teaching Tools

- a) Variations of visual tools or materials (*visual aids*), namely media that can be seen, such as graphs, charts, posters, pictures, films and slides.
- b) Variations of audio tools or materials (*auditory aids*), namely media that can be heard, such as sound recordings, radio broadcasts, music, poetry readings, and sociodramas.
- c) Variations of motor tools or materials, namely media that can be touched and moved, such as student demonstrations, models, specimens, statues, masks and dolls.
- d) Variations of audio-visual tools or materials (*audio-visual aids*), namely media that can be seen, heard and felt, such as film, television, radio and slide projectors accompanied by explanations from the teacher.

3) Variations in Student Interaction and Activity Patterns

Variations in student interaction patterns and activities aim to prevent boredom, create a conducive learning environment, and increase student engagement in instruction. There are five types of interaction patterns:

- a) Teacher-student pattern, namely one-way communication from teacher to student.
- b) Teacher–student–teacher pattern, namely there is feedback from students to the teacher, but there has not been any interaction between students.
- c) Teacher-student-student pattern, namely there is feedback for the teacher and interaction between students in the learning process.
- d) Teacher-student, student-teacher, student-student patterns, namely interactions that occur optimally between teachers and students and between students (multi-directional communication).
- e) Circular pattern, namely each student gets the opportunity to express their opinion or answer in turn and is not allowed to speak twice before all students have had a turn.

d. Explaining Skills

Explanatory skills are the ability to convey information verbally in a systematic manner that demonstrates the relationships between concepts. According to Buchari Alma, explanatory skills include:

- 1) Conveying ideas, opinions, or concepts (subject matter) through words.
- 2) Organizing ideas in delivery, which includes:
 - a) Presentation systematics
 - b) The relationship between the parts in the idea



3) A conscious effort to foster students' understanding of the material.

A well-structured and well-planned delivery of information is a key characteristic of explaining. This skill is crucial for teachers to master because not all students are able to independently understand material from various sources, so teachers need to provide additional explanations.

T. Gilarso stated that the components that need to be considered in explaining include: a) planning the message to be delivered, b) using examples, c) emphasizing the most important parts, d) asking students questions about material that is not yet understood. These components are related to the use of simple language, providing relevant examples, clear structure, variation in delivery, as well as the presence of practice and feedback. The main goal of explaining skills is not only to convey knowledge, but also to train students' thinking skills. The content of the explanation is related to the planning and implementation stages of teaching.

e. Opening and Closing Lesson Skills (*Set Induction and Closure*)

According to Sardiman, lesson opening skills are a teacher's ability to initiate teaching interactions during a specific lesson period. Meanwhile, according to Wina Sanjaya, lesson opening (*set induction*) is a teacher's effort to create initial conditions so that students' attention and mental readiness are focused on the lesson. Closing a lesson (*closure*) is an activity carried out by teachers to conclude the lesson with the aim of providing a comprehensive overview of the material that has been learned and determining students' level of achievement.

Opening a lesson involves: attracting students' attention, providing motivation, providing references or an overview of the material, explaining the topic, planning activities and timing, and linking previous material to the new material. Furthermore, teachers also prepare students mentally so they are ready to participate in the lesson .

The activities to close the lesson include:

- (1) summarize the core material,
- (2) consolidate students' attention on the topic,
- (3) reorganize the material that has been studied,
- (4) provide follow-up in the form of suggestions or assignments for the next material.

f. Small Group Discussion Guiding Skills

Group discussion is a structured interaction process involving several people in informal face-to-face communication to share information, make decisions, or solve problems. In teaching, students engage in discussions in small groups under the guidance of a teacher or peers in an open atmosphere. Each student is given the opportunity to express their opinion without pressure, but still adheres to agreed-upon rules. Group discussions are an important part of teaching, but not all teachers are able to guide discussions without practice. Therefore, this skill needs to be developed.

Components in guiding a discussion include:



- a. Focus on the objectives and topics of discussion
- b. Clarify or summarize the problem
- c. Analyze student opinions
- d. Straightening students' thought processes
- e. Providing opportunities to participate
- f. Closing and evaluating the discussion.
- g. Classroom Management Skills

Classroom management is a teacher's ability to create, maintain, and restore optimal learning conditions when disruptions occur during the teaching process. Optimal learning conditions can be achieved if the teacher is able to organize students and teaching resources in a pleasant atmosphere. According to Djamarah and Zain, classroom management is a teacher's ability to create and maintain optimal learning conditions and restore them when disruptions occur. Some forms of classroom management include stopping disruptive student behavior, rewarding punctuality, and establishing productive group norms.

The principles of classroom management include:

- 1) Warmth and enthusiasm
- 2) Challenge
- 3) Variation
- 4) Flexibility
- 5) Emphasis on the positive
- 6) Cultivating self-discipline.

Thus, these skills serve to create and maintain optimal learning conditions and to overcome them if disturbances occur.

- h. Small Group Discussion Guiding Skills

Facilitating small group discussions is a directed interaction process that involves students in small groups to share information, solve problems, and make decisions. Groups typically range in size from 3 to 8 people. In this setting, the teacher can interact directly with both individuals and the group.

These skill components include:

- 1) Focus on the purpose of the discussion
- 2) Explaining students' ideas
- 3) Analyzing student opinions
- 4) Straightening out students' thought processes
- 5) Providing opportunities to participate
- 6) Closing and evaluating the results of the discussion.

The teacher's role in this activity includes acting as an organizer, source of information, motivator, facilitator, and guide. Small-group teaching provides



opportunities for students to be more active, increase responsibility, develop creativity, and practice leadership. Thus, the combination of classical, small-group, and individual teaching provides significant opportunities for achieving teaching objectives. Therefore, mastering these skills is essential for both professional and prospective teachers (Mansyur, 2017) .

Knowledge of Selection Skills, Using MI Subject Teaching Methods

Skills in select and use method teach is one of the competence important things to do owned by teachers, especially at the Madrasah Ibtidaiyah (MI) level . The method teaching in essence is methods used by teachers convey material lesson to participant educate so that the goal teaching can achieved optimally .

In the context of teaching in Islamic elementary schools, the selection of teaching methods cannot be done haphazardly, but must consider various aspects such as teaching objectives, student characteristics, teacher abilities, classroom conditions, and available facilities and infrastructure. The use of appropriate methods will significantly influence learning motivation, active student engagement, and success in understanding the material. This is because teaching methods are closely related to learning principles, such as student activeness, providing feedback, and the ability to relate learning to real life.

At the elementary school level, students are still in the concrete development stage, so the methods used should be varied, engaging, and provide hands-on experience. Therefore, teachers are required to be able to select and combine various teaching methods according to student needs.

Some teaching methods that can be used in teaching at MI include the following:

- a) The lecture method is the oral delivery of material by a teacher to students. This method is typically used when teachers want to explain concepts or material not yet covered in textbooks, or when dealing with a large number of students.
- b) *drill* method involves continuous repetition to reinforce understanding or specific skills until they become habits. This method is suitable for practicing basic skills such as reading, writing, and arithmetic.
- c) Demonstration method, namely a method carried out by directly showing a process or how an object works, so that students can understand it concretely.
- d) The assignment method (recitation), namely a method that gives students assignments to complete within a certain time, then the results are reported to the teacher.
- e) Question and answer method, namely a method carried out through interaction in the form of questions and answers between teachers and students to measure understanding and stimulate students' thinking power.
- f) Discussion method, namely a method that involves students in discussing a problem together to obtain a solution or conclusion.
- g) The sociodrama or role-playing method is a method that involves students in acting



out a social situation so that they can train their understanding, empathy and ability to work together.

- h) Storytelling method, namely the method of conveying material through stories, whether related to history, experience, or inspirational stories, so that it can attract attention and build students' imagination.
- i) Field trip method, namely a teaching method that takes students directly to the real environment to observe the teaching object directly.
- j) Project method, namely a method that provides students with the opportunity to learn through activities related to everyday life in an integrated manner.
- k) Audio-visual method, namely a method that uses media such as video, television, or audio players to help students understand.
- l) Case study method, namely a method that uses real problems as teaching material so that students are able to analyze and make decisions.
- m) The jigsaw method is a group teaching method where each student is responsible for studying a particular section and then sharing information with other group members.
- n) Debate method, namely a method that involves students in conveying and defending opinions from different points of view.
- o) Presentation method, namely a method that gives students the opportunity to present their learning outcomes in front of the class.
- p) Brainstorming method, namely a method used to explore students' initial ideas or knowledge regarding a problem.
- q) *The snowball method* is a method that starts with individuals, then develops into small groups and then large groups.
- r) The work visit method is a method that allows students to see each other's work and provide feedback on their friends' work.

Furthermore, in teaching at MI, it is also important to implement methods oriented towards character building, such as the role model method, the active student method, the democratic method, the collaborative inquiry method, and the *live-in method*. These methods can help instill moral values, cooperation, and responsibility in students from an early age (Ulfa, 2018).

Thus, the skill of selecting and using teaching methods is crucial to the success of teaching in MI. Teachers are not only required to understand various teaching methods but also to be able to adapt them to the students' conditions and teaching objectives to make the learning process more effective, engaging, and meaningful.

1. Knowledge and Skills in Using Teaching Aids for MI Subjects

Teaching aids are media used to help deliver material in a more concrete and understandable way for students. At the elementary school (MI) level, the use of teaching aids is crucial because students are still in the concrete operational thinking stage, requiring visualization and hands-on experience to grasp teaching concepts.



Technically, teaching aids can be classified into three main types: visual aids (pictures, diagrams, concept maps), concrete aids (real objects that can be observed or touched), and technology-based aids (teaching videos, animations, and interactive media). The selection of teaching aids must be tailored to the teaching objectives and characteristics of the material to clarify the concepts being taught.

The use of teaching aids should not be merely complementary, but should be integrated into the teaching process. In introductory activities, props are used to attract attention and build motivation. In core activities, props help explain concepts more concretely. In closing activities, props can be used to reinforce understanding through visual summaries or repeated demonstrations.

In teaching practice at MI, the use of teaching aids can be applied to various subjects as follows:

- a. Mathematics: The use of concrete objects such as buttons, popsicle sticks, or blocks to help students understand arithmetic operations, fractions, and geometric concepts. With these teaching aids, students not only memorize but also see and manipulate objects directly .
- b. Natural Sciences (IPA): the use of visual aids in the form of real objects such as plants, water, or simple experimental equipment to explain scientific concepts. For example, experiments on changes in the state of water or observations of plant parts allow students to learn through direct experience.
- c. Islamic Religious Education (PAI): The use of images, posters, or videos to explain religious procedures such as ablution and prayer. These teaching aids help students understand the steps visually and practically.
- d. Indonesian: the use of word cards, picture series, or picture story media to help students understand texts, construct sentences, and develop speaking skills.

The use of appropriate teaching aids can increase learning interest, clarify material, and help students understand concepts more deeply. Furthermore, teaching aids can also reduce verbalism, a condition where students simply memorize without understanding the meaning (Kumala et al., 2022) .

Thus, knowledge and skills in using teaching aids are essential skills for MI teachers. Teachers are not only required to be able to select appropriate teaching aids, but also to be able to use them effectively and integrate them into the teaching process to optimally achieve teaching objectives.

Knowledge and Skills in Developing Teaching Evaluation Tools for MI Subjects

Teaching evaluation is a systematic process for measuring the achievement of predetermined teaching objectives. In this context, evaluation tools serve as instruments for obtaining data on student abilities, including knowledge, skills, and attitudes. Therefore, the development of evaluation tools must be carried out in a planned manner and in accordance with teaching objectives (Ardianti & Amalia, 2022) .

Technically, the development of evaluation tools must adhere to several key



principles: validity (measuring what it is supposed to measure), reliability (consistent results), objectivity (non-subjective assessment), and practicality. Furthermore, evaluation tools must be aligned with the indicators or teaching objectives to ensure that the results truly reflect students' abilities.

The types of evaluation tools in MI teaching can be divided into several forms, namely:

- a. Written tests, such as multiple choice, fill-in-the-blank, and descriptive, are used to measure students' cognitive abilities.
- b. Oral test, in the form of direct questions and answers to determine students' understanding spontaneously.
- c. Performance assessment (practice), is used to assess students' abilities in carrying out an activity, such as religious practices or simple experiments.
- d. Attitude assessment is carried out through observation to see student behavior during the teaching process.

In the implementation of the Independent Curriculum, teaching evaluation focuses not only on final results but also on the learning process. Therefore, three types of assessment are recognized: diagnostic assessment (to determine initial abilities), formative assessment (during the teaching process), and summative assessment (at the end of the teaching process).

In teaching practice at MI, the preparation of evaluation tools can be applied to various subjects as follows:

- a. Mathematics: story problems to measure conceptual understanding and numeracy skills, as well as simple problem-solving exercises.
- b. Science: practical assessment such as conducting simple experiments and reporting observation results.
- c. PAI: assessment of religious practices such as ablution and prayer, as well as prayer memorization tests.
- d. Indonesian: assessment of reading, writing, and the ability to tell stories or construct sentences.

Developing appropriate evaluation tools will provide an accurate picture of student abilities. Furthermore, evaluation results can be used as a basis for improving future teaching processes (Kumala et al., 2022).

Thus, knowledge and skills in developing evaluation tools are essential competencies for MI teachers. Teachers are not only required to be able to create assessment instruments but also to adapt them to teaching objectives and student characteristics.

CONCLUSION

Based on results and discussion, it can be concluded that knowledge and skills in planning, process, and evaluation teaching is One mutual unity related in determine success teaching at the Madrasah Ibtidaiyah (MI). At the stage planning, teachers must be capable of formulating objective teaching in a way clear, decisive form appropriate teaching, as well as compile



content material in a way systematic . At the process stage , skills teach like explain , ask , manage class , and use methods and tools props become factor important in create active and meaningful teaching . Temporary that , at the stage evaluation , teachers are required capable compile tool proper evaluation For measure aspect knowledge , skills , and attitudes participant educate in a way comprehensive .

Based on findings mentioned , it is recommended that teachers continue increase competence in designing integrated teaching start from planning until evaluation . In addition that , the institution education expected can give ongoing training related use method varied teaching , utilization tool props , as well as compilation tool appropriate evaluation with Independent Curriculum . With Thus , the quality teaching can improved optimally .

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