

The Important Role of Learning Evaluation for Improving the Quality of Islamic Education: A Literature Study

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Abstract

The efficacy of Islamic education in fulfilling its objectives can be assessed by the evaluation of its graduates' outcomes. This study seeks to investigate the significant role of learning evaluation in enhancing the quality of Islamic education in schools. This study employs a library research methodology, gathering data from pertinent journals, articles, and books as reference materials. The data analysis methods employed were content analysis and thematic analysis. This study's findings demonstrate that learning evaluation plays a crucial role in enhancing the quality of Islamic education. Evaluations are conducted during the teaching and learning process to assess the effectiveness of teachers in conveying content and students' comprehension of the material presented. An extensive assessment of educational programs in schools is important. By means of thorough and ongoing assessment, educators can discern the strengths and weaknesses of pedagogical approaches, inspire students, and oversee their spiritual growth, while ensuring the internalization of Islamic values in their daily lives. This process aims to cultivate a generation that embodies not only intellectual acumen but also exemplary morals and integrity, thereby enhancing the quality of Islamic education.

Abstrak

Keberhasilan pendidikan Islam dalam mencapai tujuan dapat diukur dari hasil evaluasi terhadap output para lulusannya. Jika output para lulusan sesuai dengan tujuan yang telah ditetapkan, maka pendidikan tersebut bisa dikatakan berhasil. Namun, jika sebaliknya, output lulusan tidak sesuai dengan tujuan yang telah ditetapkan maka pendidikan tersebut bisa dikatakan gagal. Penelitian ini bertujuan untuk mengeksplorasi peran penting evaluasi pembelajaran untuk meningkatkan kualitas pendidikan Islam di sekolah. Penelitian ini menggunakan metode kepustakaan, yang

mengumpulkan data dari jurnal, artikel, dan buku yang relevan sebagai sumber rujukan. Teknik analisis data menggunakan *content analysis* dan *thematic analysis*. Hasil penelitian menunjukkan bahwa evaluasi pembelajaran memiliki peran penting dalam meningkatkan mutu pendidikan Islam. Selama proses belajar mengajar, evaluasi dilakukan untuk mengetahui informasi tentang keberhasilan guru dalam menyampaikan materi dan pemahaman siswa terhadap materi yang telah disampaikan tersebut. Evaluasi yang komprehensif terhadap program pembelajaran di sekolah sangat diperlukan. Melalui evaluasi yang komprehensif dan berkesinambungan, pendidik dapat mengidentifikasi kekuatan dan kelemahan metode pengajaran, memotivasi siswa, serta memantau perkembangan spiritual mereka juga memastikan bahwa siswa menginternalisasi nilai-nilai Islam dalam kehidupan sehari-hari, sehingga terbentuklah generasi yang tidak hanya cerdas secara intelektual, tetapi juga berakhlak mulia dan berintegritas tinggi sebagai puncak peningkatan kualitas pendidikan Islam.

Keywords: Evaluation; learning evaluation; Islamic education quality

Introduction

Education is an important element that is inseparable from life (Williamson, 2023). The contribution of the education sector is still highly anticipated until now, because education has the ability to improve the dignity of a nation by producing skilled human resources in facing various life challenges (Darling-Hammond et al., 2020). However, the essence of the education process is to develop good moral character in students without leaving other aspects. As a result, education will continue to be a widely discussed subject in various contexts, especially by the government which is responsible for the mission of educating its entire society.

Efforts to improve the quality of learning are being emphasized by the government, especially higher education institutions in Indonesia. Law Number. 20 of 2003 states that evaluation of learning quality is the process of improving the quality of learning that has been implemented and evaluated to determine the level of success and the steps that need to be taken (Fejfarova & Fajcikova, 2019).

In Law No. Article 58 paragraphs 1 and 2 of Law No. 20 of 2003 states that program evaluation is very important in decision-making, because it provides the insight needed for decision-makers to determine the next steps for ongoing programs, including improvements, limitations, or continuation. In planning and designing learning systems, developing evaluation designs is crucial. Appropriate evaluation is needed to assess the extent to which programs and student achievement in the learning process

can be successfully achieved. The effectiveness of education in achieving goals is clearly seen through the assessment of the results produced. If the results of graduates are in line with educational goals, then educational efforts are considered successful; if not, then they are considered unsuccessful (Saidah, 2019). This underscores the importance of learning within the educational framework, highlighting its integral role in educational assessment.

Islamic education is one of the main pillars in the development of Islamic civilization. The quality of good education is not only determined by the curriculum and teaching methods, but also by effective learning evaluation. Learning evaluation is a systematic process for measuring and assessing student learning achievement and the effectiveness of teaching carried out by educators. In Islamic education, this evaluation has a very important role to ensure that the noble goals of education can be achieved optimally (Suarga, 2019).

Historically, Islamic education has experienced various significant developments. However, challenges in maintaining and improving the quality of education remain (Ahdar & Musyarif, 2019). One key aspect that is often overlooked is the importance of comprehensive and continuous learning evaluation. This evaluation is not only a tool to measure student learning outcomes, but also as a means to improve the quality of the learning process itself (Destian, 2023). Thus, learning evaluation has a dual role: as a measuring tool and as a mechanism for continuous improvement. Effective learning evaluation in Islamic education must cover various dimensions, ranging from cognitive, affective, to psychomotor aspects. This is important considering that the main goal of Islamic education is to form individuals who are not only intellectually intelligent, but also have noble character and have skills that are relevant to everyday life (Sawaluddin, 2018). Therefore, a holistic evaluation approach is needed to ensure that every aspect of student development can be monitored and improved.

In addition, the role of educators in the evaluation process is also very crucial. Educators must have adequate competence in designing and implementing learning evaluations (N. Haris et al., 2023). They must be able to identify students' strengths and weaknesses, and provide constructive feedback to encourage improvement. Here, the importance of training and professional development for educators cannot be ignored (Marhamah, 2018). Well-trained educators will be better able to carry out objective and targeted evaluations. Support from all stakeholders in Islamic education is also an important factor in the success of learning evaluations. Collaboration between the government, educational institutions, parents, and the wider community is needed to create a conducive and supportive learning environment. Thus, learning evaluations can run effectively and make a real contribution to improving the quality of Islamic education as a whole.

Previous studies such as research by Abdul Haris (2020), found that several Islamic schools still use conventional evaluation methods that are less effective in measuring students' holistic development and evaluation activities are carried out only to assess the process and learning outcomes that occur in and outside the classroom. This is reinforced by the study of Inom Nasution (2022) which shows that the evaluation approach in many Islamic educational institutions has not been fully integrated with efforts to form students' character and morals. However, most of this research still focuses on the cognitive aspect, paying less attention to the affective and psychomotor dimensions which are also important in Islamic education. The urgency of this research lies in the need to develop a more comprehensive and sustainable evaluation approach in Islamic education in Indonesia. Given the challenges of globalization and rapid technological developments, Islamic education must be able to adapt and ensure that students are not only intellectually intelligent but also have noble character and are ready to face future challenges. Effective learning evaluation can serve as a tool to identify areas that need improvement and ensure that the goals of Islamic education can be achieved properly. Therefore, this study aims to explore the important role of learning evaluation in improving the quality of Islamic education. Through this research, it is hoped that future research can develop a more effective and efficient evaluation model to be applied in Islamic education, so that it can make a real contribution to improving the quality of Islamic education as a whole.

Method

This study uses a library research methodology to gather and analyze material from diverse written sources pertinent to the subject of learning evaluation in enhancing the quality of Islamic education. This method was selected due to its capacity to facilitate the exploration of diverse theoretical and empirical perspectives previously examined by scholars (Nazir, 2003). This study utilizes secondary data sourced from diverse scientific publications, encompassing books, journal articles, conference proceedings, theses, dissertations, and other pertinent official documents. This material encompasses theories, prior research outcomes, and optimal techniques applied within the realm of learning assessment in Islamic education. This study primarily uses a literature search guide and a set of source selection criteria. The literature search guide provides a framework for discovering pertinent keywords, topics, and themes related to the study's emphasis. The source selection criteria are employed to evaluate the quality and relevance of identified sources, guaranteeing that only reputable and pertinent sources are utilized in the analysis.

This study employs a systematic data collection technique comprising multiple steps. A literature search was initially performed

utilizing academic databases, including Google Scholar, conference proceedings, and university digital libraries. The utilized keywords encompassed "learning evaluation," "Islamic education," "quality of education," and "evaluation methods." Subsequently, after identifying pertinent sources, a selection was conducted based on factors like publication year, publisher reputation, and content relevancy. The chosen materials were subsequently organized and catalogued to enable additional investigation. This study employed content analysis and thematic analysis as its data analysis approaches. Content analysis was conducted by locating and categorizing information in the literature according to specified themes. These subjects encompass essential elements of learning assessment, including assessment methodologies, assessment tools, assessment outcomes, and their influence on the quality of Islamic education. A thematic analysis was performed to discern patterns and relationships among the topics, as well as to derive conclusions and recommendations from the studied material (Heriyanto, 2018).

Results and Discussion

Understanding Learning Evaluation

In a narrower context, learning evaluation is carried out to measure student success. However, in a broader context, learning evaluation aims to achieve achievements and identify the strengths and weaknesses of the learning process in achieving the desired educational goals (Ganagalla, 2023). To understand learning evaluation, we must first understand the concepts of "measurement", "assessment", and "evaluation". Sometimes these terms are used interchangeably and cause confusion because of their close relationship. However, the following explanation will help explain the differences and relationships between measurement, assessment, and evaluation more clearly (Kurniawan et al., 2022).

Measurement, or measurement in English, can be interpreted as the process of determining the magnitude or quantity of something (Kurniawan et al., 2022). In general, measurement is related to a quantitative approach to obtaining the desired information. Therefore, in making measurements, it is necessary to use appropriate tools or instruments (Faiz et al., 2022). For example, using a thermometer, the results are: 36^o Celsius, 38^o Celsius, 39^o Celsius and so on. Assessment means assessing something. Assessing means making a decision about something based on personal views or using certain criteria, such as diligent or lazy, thin or fat, handsome or ugly, and so on. Therefore, the assessment is qualitative (Stenfors et al., 2020).

Evaluation consists of two activities, namely measurement and assessment, as previously explained. Evaluation comes from the word "evaluating" in English, which according to Alkin, refers to the activity of providing information used to make decisions (Rahman & Nasryah, 2019).

According to two evaluation experts, Stufflebeam and Shinkfield, Evaluation is a process that provides information to be used as consideration in assessing the achievement of goals, designing, implementing and disseminating the impact of an activity (Rohman, 2020). The goal is to support decision making, strengthen accountability, and improve understanding of the observed phenomena.

Guba and Lincoln define evaluation as a systematic consideration of the value and significance of something being studied, which can include individuals, objects, activities, situations, or specific entities (Ananda & Rafida, 2017). Ramayulis emphasized that evaluation is not just a spontaneous assessment of an activity, but a planned and systematic process driven by clear objectives (L, 2019). In short, evaluation, assessment, and measurement are interrelated and inseparable concepts. Evaluation includes a series of planned and systematic actions aimed at collecting data and assessing something using appropriate instruments. This process serves as a basis for making decisions, formulating policies, and advancing further programs.

In the curriculum at the educational unit level, there are two important things to understand about evaluation, namely 1) Evaluation plays an important role in the learning process, this indicates its inseparable nature from educational activities. It not only focuses on results but also covers the entire learning journey. 2) Evaluation is not only the responsibility of teachers, but also students. This means that in the evaluation process, teachers involve students so that they understand the importance of evaluation to monitor their own progress. This self-evaluation is the key to success in learning. As a result, students no longer consider evaluation as a stressor that can interfere with their mental well-being. Through self-evaluation, students begin to view assessment as a routine and important part of their educational experience, allowing them to reflect on their progress and improve their learning journey (L, 2019).

In planning and designing a learning system, it is important to develop a good evaluation design. This is because by conducting the right evaluation, we can evaluate how effective the learning program is and the extent to which students succeed in participating in the learning activities. Learning evaluation is an assessment that focuses on the teaching and learning process. This includes activities carried out by teachers or educators in delivering learning materials to students or learners. For teachers or educators, learning evaluation is an important part of teaching activities because it provides data and information on student learning outcomes. Evaluation also helps teachers understand how students receive the material being taught (Yadnyawati, 2019). From the analysis that has been presented previously, it can be concluded that learning evaluation is the process of collecting and analyzing data on student learning outcomes

to assess the achievement of learning objectives and to assist in decision making or policy making regarding improvements and development of learning in the future.

In general, learning evaluation aims to assess how effective and efficient the learning system is in achieving its goals, this includes an assessment of the objectives, content, teaching methods, learning aids, learning materials, learning conditions, and assessment systems. According to Sukardi in his book *Educational Evaluation*, evaluation has several functions in the teaching and learning process. First, evaluation is used as a tool to assess whether students have mastered the knowledge, values, and skills that have been taught by the teacher. Second, evaluation is used to identify student weaknesses in carrying out learning activities. Third, evaluation is used to assess the level of student achievement in learning activities. Fourth, evaluation is used as a means of feedback for teachers, which is obtained from students. Fifth, evaluation is used as a tool to see student learning progress. Sixth, evaluation is used as the main material for reporting learning outcomes to parents of students (Sukardi, 2012).

Wina Sanjaya explains that evaluation has several functions. First, evaluation functions as a feedback tool for students. Evaluation provides students with information about how effectively they learn, helping them plan actions to improve the learning process. Second, evaluation is used to gain knowledge about student achievement in achieving predetermined goals. Third, evaluation provides useful information in the curriculum development program. Fourth, students can use information from individual evaluation results to make decisions. Fifth, evaluation serves as feedback for all parties involved in school education (Khairiah et al., 2022). Suarga explains several evaluation objectives in the context of learning. First, evaluation is used to measure the achievement of learning objectives. The relationship between learning objectives, evaluation methods, and student learning styles is interrelated. The evaluation method chosen will affect the way students learn, while the evaluation objectives will determine the strategies used by the teacher. Second, evaluation is used to measure various aspects of learning. Learning can be categorized into cognitive, psychomotor, and affective. Achievements in these aspects are often expressed in the form of knowledge, skills, and values. Third, evaluation is used to determine the extent to which students' knowledge has developed. Fourth, evaluation is used as a learning motivation tool for students. Fifth, evaluation provides useful information for guidance and counseling purposes. Sixth, evaluation results are used as a basis for making changes to the curriculum (Suarga, 2019).

Evaluation Model

An evaluation model refers to a design framework developed by experts or professionals in the field of evaluation, often named after its creator or the period in which it was formulated. These evaluation models are considered standard models, including:

1) CIPP Evaluation Model

The CIPP model developed by Stufflebeam and Shinkfield defines evaluation as the process of collecting, analyzing, and disseminating critical information to assess various decision options. They categorize evaluation into four different types, Context Evaluation, which assists in decision planning, identifying program needs, and formulating objectives. Input Evaluation, which assesses decision guidelines, identifies available resources and options, and develops plans and strategies to meet needs. Process Evaluation, which monitors the implementation of decisions, evaluates the extent to which plans are being implemented, and suggests revisions if necessary. Product Evaluation, which assesses outcomes to inform future decisions, examines accomplishments, and outlines post-program actions (Lee et al., 2019).

2) CSE-UCLA Evaluation Model

The CSE-UCLA evaluation model, developed by Alkiin, shares similarities with the CIPP model while introducing additional complexity through its comprehensive framework of five distinct evaluations (Fathurrozi & Pamungkas, 2021). This phase includes a systematic approach to evaluation, beginning with system assessment, which involves gathering and analyzing information to understand the current state and dynamics of the system being evaluated. After system assessment, the model moves on to program planning, where stakeholders identify and select programs that align with identified needs and goals. This phase serves as an important foundation for subsequent phases, providing a strategic roadmap for program implementation. The third phase, program implementation, focuses on the implementation and implementation of the selected program. This includes monitoring the initial launch, evaluating adherence to established plans and strategies, and making adjustments as needed to optimize program effectiveness. Once the program is implemented, the model moves on to program improvement, a phase dedicated to ongoing assessment and improvement. This phase emphasizes ongoing evaluation of the program's functionality and performance, aiming to identify areas for improvement or modification to better meet goals and improve outcomes. Finally, the model concludes with program certification, which includes an overall evaluation of the impact and benefits derived from the program implemented. This stage provides important insights into the effectiveness and value of the program, and informs decisions about continuing, expanding, or modifying the program.

3) Brinkerhoff Evaluation Model

Brinkerhoff groups evaluations into three categories based on the combination of the same elements, namely: a) Fixed vs Emergent Evaluation Design. Fixed evaluation design involves systematic and structured planning before the start of the program. This evaluation is structured based on program objectives and uses a series of questions to gather information from predetermined sources. b) Formative vs Summative Evaluation. Formative evaluation aims to obtain information that can help improve projects, curricula, or workshops. Meanwhile, summative evaluation aims to evaluate the effectiveness of an object, such as a program that has been running, and determine its continuation. c) Experimental and Quasi Experimental Design vs Natural / Unobtrusive Inquiry. The purpose of this design is to evaluate the benefits of a new object, program, or strategy being tested. Experimental designs may involve intervention or manipulation of certain variables under controlled conditions, while natural investigations may simply observe phenomena without active intervention (Jusar et al., 2023).

4) Kirkpatrick Evaluation Model

Donald Kirkpatrick, former president of the American Society for Training and Development (ASTD), developed this evaluation framework. Kirkpatrick categorized evaluation into four levels: reaction, which assesses participants' perceptions of the relevance and interest of the training. Learning, which evaluates the extent to which participants have acquired the desired knowledge, skills, attitudes, confidence, and commitment to learning, using formal and informal methods. This level includes assessments conducted before and after learning to measure accuracy and understanding. Behavior, a key stage in the Kirkpatrick Model, measures the practical application of learning outcomes and their impact on participant behavior. Outcomes, the final level, assesses the impact and outcomes of the overall learning process (Ritongga et al., 2019).

Cognitive Evaluation

According to Benjamin S. Bloom's taxonomy of education, there are three main domains in education, namely the cognitive domain (thinking), the psychomotor domain (skills), and the affective domain (attitudes and values). These three domains must be the target of every learning evaluation activity in schools (Nafiati, 2021).

Cognitive evaluation refers to students' intellectual abilities in thinking, understanding, and solving problems. This domain involves mental activity (brain). According to Bloom, all efforts that involve brain activity are included in the cognitive domain. In this domain, Bloom divides it into 6 levels, including:

1) Knowledge

At this level, students are expected to be able to recall facts, terms, basic concepts, and information that has been previously learned. Evaluation

at this level usually includes tests that require students to recall factual information.

2) Comprehension

This level involves students' ability to understand the meaning of the information they have learned. Students must be able to explain concepts in their own words and make interpretations. Assessments at this level often use questions that ask students to summarize or explain a particular concept.

3) Application

At this level, students must be able to use the information they have learned in a new situation or different context. Assessments at this level require students to apply concepts, theories, or procedures to practical problems or new scenarios.

4) Analysis

The analysis level involves students' ability to break down information into its component parts and understand the structure and relationships between the parts. Assessments at this level require students to differentiate, organize, and connect concepts or information.

5) Synthesis

At this level, students are expected to be able to combine various information or concepts to form a new whole. This includes the ability to design, plan, or create something new based on existing information. Assessments at this level often involve creative projects or design tasks.

6) Evaluation

The evaluation level involves students' ability to make judgments or decisions based on certain criteria. Students must be able to evaluate information, theories, or situations and provide arguments or justification for their judgments. Evaluation at this level often includes tasks that ask students to assess the strengths and weaknesses of arguments or concepts.

Affective Evaluation

Affective evaluation is one of the important components in the education system that aims to measure and assess the attitudes, feelings, and values held by students. The affective domain includes emotional and attitudinal aspects that determine how students respond to their learning environment. This affective evaluation is closely related to the formation and change of attitudes which include three main components, namely affective (feelings), cognitive (beliefs or beliefs), and conative (tendencies to behave in certain ways) (Chabib, 2003).

The formation of attitudes in the affective domain can be done through three main models, namely 1) Observing and imitating. Students learn through observing and imitating the behavior of other influential people, such as teachers and parents. 2) Receiving reinforcement. Attitudes are formed through positive (reward) or negative (punishment) reinforcement of certain responses. 3) Receiving verbal information.

Information received orally or in writing can influence students' attitudes towards certain objects (Ali, 2019).

Affective evaluation is a challenge in formal education because students' attitudes and behaviors are often influenced by strict rules and disciplines, making it difficult to measure actual attitudes. However, this evaluation is very important because the affective domain greatly determines students' success in achieving learning completion.

According to the theory of attitude change put forward by social psychology experts, there are several approaches to understanding attitude change (Chabib, 2003), namely: a) Learning Theory. Learning theory connects attitude change with the learning process through stimulus and response. b) Functional Theory. Functional theory assumes that attitudes are maintained according to individual needs. c) Social Judgment Theory. Social judgment theory emphasizes individual perceptions and considerations about the objects or ideas being evaluated. d) Consistency Theory. Consistency theory assumes that humans strive to achieve balance in their attitudes and behavior.

In Islamic education, Affective evaluation includes an assessment of students' morals and behavior in social interactions. In Islam, noble morals are highly emphasized, such as honesty, politeness, obedience to parents, and concern for others. Teachers can observe students' behavior inside and outside the classroom, and assess how they apply these moral values in their daily lives. This assessment helps students to continue to improve themselves and strive to become individuals with good morals according to Islamic guidance. In addition, students' attitudes towards peers and the social environment are also an important part of affective evaluation. Islam teaches the importance of *ukhuwah Islamiyah* or brotherhood between Muslims. Teachers can assess how students interact with their friends, whether they show tolerance, help each other, and respect differences. A positive attitude in social interactions shows students' understanding of the concept of *ukhuwah* and the importance of maintaining good relationships with others (Nisa et al., 2024). Islamic education also emphasizes the importance of a sense of responsibility and discipline. Affective evaluation can include assessing students' discipline in following school rules, punctuality, and responsibility in completing assignments. Discipline and responsibility are a reflection of students' seriousness in seeking knowledge and living their lives according to Islamic principles. Teachers can provide feedback and guidance to help students develop these attitudes further (Kristiawan et al., 2016).

Affective evaluation in Islamic education can be done through self-reflection and open dialogue. Teachers can invite students to reflect on their attitudes and behaviors and how they can improve the quality of their faith and morals. Through open discussions, students can share their experiences

and views on the application of Islamic values, which can provide additional insights and strengthen their understanding.

Psychomotor Evaluation

The psychomotor domain refers to physical abilities and muscle strength related to physical activities such as jumping, running, dancing, and hitting. This domain is related to the skills and abilities to act that are acquired after students receive learning. In learning, psychomotor is a follow-up result obtained from students' cognitive and affective learning. When students learn to understand something, their behavioral tendencies begin to appear. The development of psychomotor skills is a process of skill acquisition that develops progressively in children (Rodiyah, 2019).

Psychomotor evaluation in Islamic education plays an important role in developing practical skills related to the application of Islamic values and teachings in everyday life. This assessment includes students' abilities in carrying out worship, understanding and practicing religious teachings, and interacting with the social environment in accordance with Islamic principles. Psychomotor evaluation helps ensure that students not only understand Islamic teachings theoretically but are also able to apply them in real actions.

One important aspect of psychomotor evaluation in Islamic education is the assessment of students' skills in carrying out worship. For example, students' abilities in performing ablution, prayer, fasting, and hajj can be evaluated through direct observation or simulation. In this case, teachers can assess the accuracy of movements, compliance with sharia guidance, and the regularity of worship implementation. This assessment helps students understand the importance of performing worship correctly and devoutly, and correcting any mistakes that may occur.

In addition to worship, psychomotor evaluation also includes an assessment of students' skills in reading and memorizing the Qur'an. The ability to pronounce the Qur'an correctly and fluently are skills that can be measured through practical tests. Teachers can evaluate students based on the accuracy of reading, fluency, and understanding of the meaning of the verses read. This evaluation is important to ensure that students are not only able to read the Qur'an but also understand and internalize its contents and teachings.

Islamic education also emphasizes the importance of noble morals in everyday life. Therefore, psychomotor evaluation can include an assessment of students' behavior in social interactions. For example, students' ability to demonstrate honesty, trustworthiness, fairness, and politeness can be evaluated through observations in the school or community environment. This assessment helps students internalize noble moral values and practice them in their daily lives, so that they become individuals with good morals and are useful to society.

The Important Role of Learning Evaluation in Improving the Quality of Islamic Education

Learning evaluation plays a very important role in improving the quality of Islamic education. This evaluation functions as a tool to measure the extent to which educational goals have been achieved, both in academic and spiritual aspects. By conducting regular evaluations, educators can obtain a clear picture of the effectiveness of the teaching methods applied and the development of students in understanding and implementing Islamic values.

One of the main objectives of learning evaluation in Islamic education is to ensure that students not only gain academic knowledge, but are also able to internalize and practice Islamic teachings in their daily lives. Good evaluation must be able to assess both of these aspects in a balanced way, so that the education provided not only produces individuals who are academically intelligent, but also have noble character and integrity.

Learning evaluation also allows educators to identify strengths and weaknesses in the learning process. Thus, educators can make adjustments and improvements as needed to improve the effectiveness of teaching. For example, if it is found that a particular method is less effective in delivering material, educators can seek alternative approaches that are more appropriate to the characteristics and needs of students. In addition, learning evaluation can function as a motivational tool for students. When students know that their learning outcomes will be evaluated, they tend to be more motivated to study harder and more seriously. Evaluations that are carried out transparently and fairly also provide students with constructive feedback, so that they can find out which areas need to be improved and how to improve them.

In Islamic education, learning evaluations must also include spiritual aspects. For example, evaluations can be carried out through observations of students' behavior in implementing Islamic values, their participation in religious activities, and their ability to read and understand the Qur'an. This evaluation is important to ensure that the education provided is able to shape students' character in accordance with Islamic teachings. The evaluation tools and techniques used must also be diverse and comprehensive. The use of various types of tests, assignments, projects, as well as interviews and observations can provide a more complete picture of students' abilities and development. The combination of these various evaluation techniques allows educators to obtain more accurate and comprehensive data, so that they can design more effective learning strategies.

Parental involvement in the evaluation process is also very important. Parents need to know the results of their children's evaluations so that they can provide the necessary support at home. Good

communication between educators and parents can create a more conducive learning environment, both at school and at home, so that students can reach their maximum potential. The results of learning evaluations also play an important role in curriculum development. By understanding areas that need improvement, the curriculum can be adjusted to be more relevant and appropriate to students' needs. In addition, evaluation results can also be used to determine training needs for educators, so that they can continue to improve their competence and skills in teaching.

The principles of fairness and inclusivity must always be upheld in learning evaluations. All students must have the same opportunity to be evaluated fairly, regardless of their background. Inclusive evaluations will ensure that each student gets attention that suits their needs, including students with special needs. With the implementation of effective and comprehensive learning evaluations, Islamic education can continue to develop and make a significant contribution to producing a generation that is not only intellectually intelligent, but also has noble character and high moral integrity. Therefore, learning evaluation is an integral part of efforts to improve the quality of Islamic education as a whole so that it can produce a generation that is ready to face future challenges with noble character and adequate skills.

Conclusion

The assessment of learning is crucial for enhancing the quality of Islamic education by guaranteeing the attainment of both academic and spiritual objectives. Through thorough and ongoing assessment, instructors can discern the strengths and shortcomings of instructional approaches, inspire students, and oversee their spiritual growth. The quality of education is determined by the attainment of student learning outcomes within a specific timeframe; therefore, educators must be inventive and original in selecting methods and media that align with the learning material. This assessment facilitates the development of more effective pedagogical strategies and ensures that students integrate Islamic values into their daily lives, thereby cultivating a generation that is not only academically proficient but also possesses exemplary character and integrity, which are essential for enhancing the quality of Islamic education. This research aims to facilitate the development of a more efficient and effective evaluation methodology for Islamic education, thereby contributing significantly to the overall enhancement of educational quality.

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Conflict of Interests

The author has no conflicts of interest to declare. I confirm that this submission is original and is not under review by any other publisher.

Ethical Considerations

The materials utilized in this research, including articles, books, research papers, and proceedings from scientific forums, are all free from copyright infringement.

Disclaimer

The opinions and assumptions presented in this article represent the authors' perspectives and do not necessarily align with the official policies or positions of any organizations associated with the authors.

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