

An Analysis of Islamic Education Evaluation Results in Madrasahs: Techniques, Interpretation, and Implementation for Continuous Improvement

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Abstract:

This research employs a qualitative research method with a literature study approach. The analysis uses literature analysis, literature review, and secondary data analysis. The object of the research uses 8 journal articles related to the evaluation of Islamic education published in the last 5 years (2020-2024) in national journals accessed through Google Scholar. The findings indicate that a balanced approach utilizing both traditional and digital evaluation methods, alongside quantitative and qualitative analyses, offers a holistic perspective on learning outcomes. The research underscores the importance of incorporating evaluation findings into curriculum development to ensure that Islamic education remains relevant and impactful. This study highlights the importance of providing teachers with intensive training to enhance teacher skills, creating valid and reliable instruments rooted in Islamic values, while leveraging technology to design adaptive assessments aligned with students' needs. Evaluation findings should be integrated into the curriculum and learning improvements, fostering students' ability to compete globally without losing their Islamic identity.

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Introduction

Islamic education is an important foundation in the formation of a generation that has academic competence as well as noble character (Mukmin, 2023; Nadliroh, 2024). Al-Attas emphasized that the purpose of education in Islam is to form individuals who are not only intellectually intelligent but also have good manners and character. The values of Islamic education aim to provide knowledge and instill the ethical, moral, and spiritual aspects essential to human development. *"The values of Islamic education aim to inculcate not just knowledge, but also the ethical, moral, and spiritual aspects essential to human development."* (al-Attas, 1977). This opinion is in line with the opinion of Khosrow Bagheri Noaparast in the study of Islamic education. He successfully linked Islamic teachings with educational practices, providing valuable insights into how education can shape ethical, moral individuals (Noaparast, 2001:21), and integrity (Yuniartin et al., 2024). Therefore, to realize the ideal educational objectives as outlined by scholars such as Al-Attas and Bagheri Noaparast, a robust and comprehensive evaluation system is needed. This evaluation must not only measure students' academic achievements but also their ethical, moral, and spiritual growth, which are fundamental aspects of Islamic education (Azmi et al., 2024; Nafisa & Albina, 2024).

Evaluation is a systematic process to collect data on student learning abilities, assess the effectiveness of teaching, and determine educational objectives. It must be valid, effective, objective, and provide reliable information for continuous improvement in the learning process (Idrus, 2019; Waugh & Gronlund, 2013). Evaluation addresses not only the final achievements of learners but also the methods and stages involved in the learning journey (Jannah et al., 2024). Therefore, a comprehensive evaluation approach is essential to ensure that learning outcomes truly reflect students' intellectual, emotional, and social development (Haikal et al., 2025). In the context of Islamic education, this holistic view of evaluation becomes even more critical, as it aligns with nurturing individuals who are academically competent and possess strong moral character (Azmi et al., 2024). Through continuous and reflective evaluation, it provides critical feedback that informs instructional adjustments and addresses learning gaps (Chamisah, 2024). Educators can identify areas for improvement, refine instructional strategies, and ultimately foster a more meaningful and transformative learning experience.

Evaluation of Islamic education plays a strategic role in ensuring the success of the learning process. Evaluation is an integral part of the learning process, especially in Islamic education, where the teaching of Islamic values is not only assessed in terms of cognitive, but also affective and psychomotor aspects (Bahari, 2023; Maspuroh et al., 2024). However, the practice of evaluating Islamic education often faces various challenges, such as the lack of relevant instruments, teachers' limited digital literacy, and the lack of assessment of affective and psychomotor aspects. Hull et al., (2019) state that anxiety experienced in the evaluation process can be an obstacle to measuring students' non-academic development, such as emotional development, social skills, or student character. This anxiety occurs not only when given an impromptu quiz in class, but also during the final semester exam. Julie Stern, et al. say that:

"Assessment often feels as if it has high stakes. Whether it's an end-of-the-year exam or a pop quiz in class, assessments can create anxiety for students, teachers, administrators, and parents. We know that some of our most difficult conversations and heated debates have been about assessment. While we agree that assessments are incredibly important and should be taken seriously by all stakeholders, it's imperative that we link assessments' importance and value to their purpose: understanding where students are in their learning and how they can move forward, as well as what is working about our instruction and where we need to improve." (Stern et.al., 2017:136).

This statement is reinforced by Schildkamp et.al, who revealed that teachers' lack of ability in data analysis impacts the accuracy of evaluation results (Schildkamp et al., 2020). Based on a review of several previous studies published in international journals, Schildkamp and colleagues found that some teachers lack the basic skills necessary to interpret score reports from pupil monitoring systems in primary education. According to them, *"It was found that some teachers do not possess the basic skills needed to interpret score reports from a pupil monitoring system in primary education. If teachers do not know how to analyze and interpret the collected data, this will lead to a lack of or even inappropriate (e.g., providing students with inaccurate feedback) use of formative assessment."* (Schildkamp et al., 2020). Furthermore, they also highlighted that some teachers are unable to teach their subjects effectively, resulting in instructional practices that are unfocused and do not adequately measure the formative assessment process.

There are also many challenges in evaluating Islamic education, such as the lack of valid and reliable instruments (Sidik et al., 2023), the limited ability of teachers to use modern evaluation techniques, and the lack of integration between evaluation results and curriculum improvement (Jaya et al., 2024). The challenges mentioned above need to be taken seriously by all stakeholders in an effort to achieve educational goals (Munandar et al., 2023), especially the goals of Islamic education, because evaluation is a crucial instrument to measure the effectiveness of learning that not only serves as a measure of success, but also a reference for improving the quality of education in a sustainable manner.

In this digital era, technology offers various tools that can assist educators in evaluating students more comprehensively (Ramadhan & Inayati, 2024). There is a significant opportunity to leverage technology in educational evaluation, enabling more thorough and in-depth data analysis (Nuri, 2024). However, technology also presents new challenges, particularly in the context of Islamic education. One of the main concerns is how to meaningfully integrate Islamic values into technology-based evaluation processes (Syarif et al., 2024). Additionally, infrastructure limitations and the varying levels of digital literacy among teachers and students complicate the integration process (Yemmardotillah et al., 2024). For instance, online evaluations often emphasize cognitive outcomes while neglecting the assessment of affective and psychomotor aspects, which are essential components in Islamic education.

Furthermore, technology risks widening the digital divide, especially for students lacking adequate access to internet services or technological devices (Afzal et al., 2023; Li & Li, 2021). This situation underlines the urgent need for a deeper understanding of techniques for analyzing both quantitative and qualitative evaluation results. Strengthening educators' ability to interpret and utilize evaluation

data effectively is crucial for enhancing the quality of Islamic education and ensuring that technology supports, rather than hinders, holistic student development.

Educational evaluation also plays an important role in measuring the success of educational institutions in achieving learning objectives ([Fachri, 2018](#); [Rahmafitri et al., 2024](#)). In madrasas, for example, as in other Islamic educational institutions, evaluation should not only assess the cognitive aspects of learners, but also include the spiritual and moral dimensions that are at the core of Islamic education. Comprehensive evaluation techniques are essential for enhancing educational practices and ensuring equitable access for all students ([Feriansyah, 2023](#)). Educational evaluations should be structured to guarantee that learning delivers tangible benefits in students' daily lives, fostering both intellectual growth and spiritual development.

The concept of evaluation in Islamic education, as expressed by Nurmawati, encompasses an assessment of learning success across various dimensions, including the internalization of Islamic values in students' daily lives ([Nurmawati, 2016](#)). Research conducted Susanti and Rahmatiyah, further demonstrates that Qur'an-based evaluation methods can effectively connect learning outcomes with students' spiritual ([Susanti & Rahmatiyah, 2022](#)). Building on these foundations, this study aims to explain appropriate analytical techniques for evaluating Islamic education in madrasahs, outline approaches to interpreting evaluation results, identify the challenges encountered during the evaluation process, and explore strategies for utilizing evaluation outcomes to support continuous improvement in madrasahs.

Research Method

This article uses a qualitative research method with a literature study approach. This research deals with theoretical studies and references related to the evaluation of Islamic education. The analysis used is literature analysis, literature review, and secondary data analysis.

Literature analysis is used to analyze research results relevant to Islamic education evaluation to identify key themes such as evaluation techniques, data interpretation, challenges faced, and utilization of evaluation results. The literature review was conducted by referring to books, journals, and articles that discuss Islamic education evaluation. The number of references is 18 data analysis techniques and integrating evaluation results in education improvement. Secondary data from scientific articles were analyzed to provide an empirical picture of the implementation of Islamic education evaluation techniques in various educational institutions.

The stages in this writing include: selecting topics, searching for literature using keywords: Islamic education evaluation, quantitative analysis, qualitative analysis, implementation of evaluation results, continuous improvement, writing reviews, and writing articles.

Table 1. Summary of Reviewed References Related to Islamic Education Evaluation

Author	Year	Title	Research Method	Journal/ Publisher
Fitriyani, M. I., Amanulloh, M. D., Muthmainnah, R., & Kais, R. T.	2024	Applikasi Google Forms dalam pelaksanaan penilaian tengah semester berbasis online di Madrasah Aliyah Negeri 1 Tegal	Descriptive qualitative	Jurnal Teknologi Pendidikan
Paramansyah, A., Masitho, S., & Yanih, S.	2023	Pengembangan asesmen pembelajaran PAI pada lembaga pendidikan madrasah dan pondok pesantren dalam era digital	Descriptive qualitative	Jurnal Dirosah Islamiyah
Yunianto, H., & Nuryanta, N.	2020	Aplikasi Teknik Evaluasi pada Mata Pelajaran Akidah Akhlak di Madrasah Aliyah Negeri	Qualitative	Jurnal Pendidikan Islam
Susanti, C. P., & Rahmatiyah, A.	2022	Urgensi Evaluasi Pendidikan Islam dalam Perspektif Al-Qur'an di Madrasah	Descriptive qualitative	Auladuna
Ihwanuddin, A., Bunyamin, A., & Hakim, A.	2024	Pengaruh Evaluasi Proses terhadap Hasil Belajar Peserta Didik pada Mata Pelajaran PAI Madrasah Aliyah Kelas XII Pondok Pesantren Darul Muttaqin Kabupaten Maros	Qualitative and quantitative	Jurnal Pendidikan Tambusai
Cela Petty Susanti, Rahmatiyah, & Mazidah	2022	Urgensi Evaluasi Pendidikan Islam dalam Perspektif Al-Qur'an di Madrasah	Descriptive qualitative	Auladuna
Rofiq, M. H., & Nadliroh, N. A.	2021	Analisis evaluasi pembelajaran aqidah akhlak dalam sistem kredit semester di madrasah tsanawiah cerdas istimewa amanatul ummah	Descriptive qualitative	Fatwa: Jurnal Pendidikan Agama Islam
M. Rofiq Husnur	2021	Analisis evaluasi pembelajaran aqidah akhlak ...	Descriptive qualitative	Fatwa: Jurnal Pendidikan Agama Islam
Warsah, I., & Habibullah, H.	2022	Implementasi Evaluasi Hasil Belajar Pendidikan Agama Islam di Madrasah	Qualitative	Journal of Education and Instruction (JOEAI)
Wholey, J. S., Hatry, H. P., & Newcomer, K. E.	2010	Handbook of Practical Program Evaluation	-	Jossey-Bass

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Apetorgbor, M., Narad, S., Akpabio, E., Dhawale, C., Konto, A., & Verma, P.	2024	Leveraging Artificial Intelligence for Effective Assessment and Evaluation in Education: A Comprehensive Review	Review	IEEE Conference (IDICAIEI)
Ahmed, S., Zaki, A., & Bentley, Y.	2024	Automated Evaluation Techniques and AI-Enhanced Methods	Theoretical review	IGI Global Scientific Publishing
Raco, E.	2010	Penilaian Pendidikan: Teori dan Praktik	-	Rineka Cipta
Nurhayati, S., Fitri, A., Amir, R., & Zalismahan, Z.	2024	Analysis of the Implementation of Training on Digital-based Learning Media to Enhance Teachers' Digital Literacy	Qualitative	Al-Ishlah: Jurnal Pendidikan
Soekamto, H., Nikolaeva, I., Abbood, A. A. A., et al.	2022	Professional Development of Rural Teachers Based on Digital Literacy	-	Emerging Science Journal
Pranajaya, S. A., Idris, J., Abidin, Z., & Mahdi	2023	Integration of Cognitive, Affective, and Psychomotor Domain Scoring in Islamic Religious Education	Mixed methods	Sinergi International Journal of Education
Jannah, R., & Khairunnisa, K.	2025	Evaluasi Kesiapan Madrasah Ibtidaiyah di Banjarmasin Timur Terhadap Nasional Akreditasi	Qualitative	DIMAR: Jurnal Pendidikan Islam
Jannah, R., Khairunnisa, K., Sholeh, M., & Khaliq, R.	2024	Minimum Assessment in Madrasah Ibtidaiyah	Competency Qualitative	Al-Hayat: Journal of Islamic Education

Results and Discussion

The following is an analysis of the evaluation results of each journal article listed in the table above, focusing on the interpretation of evaluation data and the accuracy of the results analysis.

1. Techniques for Analyzing Islamic Education Evaluation Results

The studies listed in the table provide insight into the diverse analysis techniques for Islamic education evaluation:

Research conducted by Fitriyani et al., entitled "The Effectiveness of Using Google Forms Application in Implementing Online-Based Midterm Assessment at Madrasah Aliyah Negeri 1 Tegal", demonstrates that the use of Google Forms significantly facilitates the online evaluation process, particularly in the collection and analysis of quantitative data such as test scores (Fitriyani et al., 2024). The findings indicate that applications like Google Forms are effective tools for conducting online-

based evaluations, as they streamline both data collection and the analysis of student performance.

Similar to the research of Paramansyah et al. entitled "Development of Islamic Religious Education (PAI) learning assessments in Madrasahs and Islamic Boarding Schools in the digital era". This research uses AI-based assessments. This assessment is used to improve the accuracy and efficiency of evaluation. The findings show the great potential of digital technology in accelerating data processing, but this technique increases the efficiency of data processing, and needs assistance for teachers who are not familiar with technology. requires intensive training to improve the digital literacy of educators (Paramansyah et al., 2023). This research shows that digital-based evaluation techniques for PAI lessons using AI-based platforms provide efficiency in data collection and processing.

Yunianto & Nuryanta (2020) conducted a study entitled "Application of Evaluation Techniques in Akidah Akhlak Subjects at Madrasah Aliyah Negeri". This study describes the application of traditional evaluation techniques, such as essays and multiple-choice questions, which are analyzed using descriptive statistics to assess student understanding. Traditional evaluation techniques, such as essays and multiple-choice questions, are used in conjunction with descriptive statistics to analyze learning outcomes. These techniques remain relevant in madrasahs with limited resources.

The literature review indicates that while tools like google form (Fitriyani et al., 2024) are effective in expediting the process of collecting and analyzing quantitative data, they fall short in capturing students' affective and spiritual dimensions. Similarly, Paramansyah et al., (2023) demonstrated the promise of assessment based on AI in enhancing accuracy, though challenges remain due to limited teacher digital literacy. In contrast, Susanti & Rahmatiyah (2022) highlighted a different perspective by emphasizing evaluation based on al-Qur'an, which connected learning achievements with the internalization of spiritual values. These findings suggest a shifting trend that technology enhances the efficiency of evaluation but still leaves gaps in addressing the affective and tactile aspects that form the essence of Islamic education.

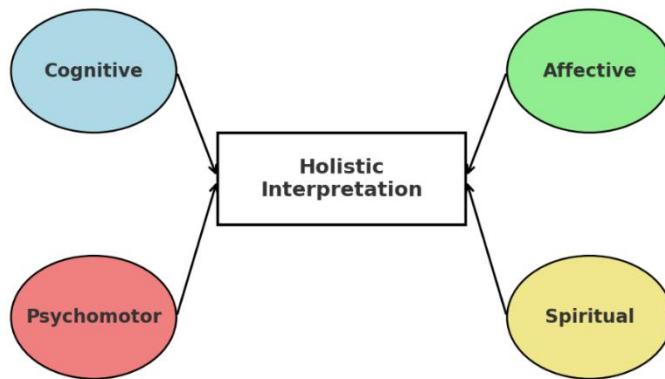


Figure 1. Interpretation of Evaluation Result: Holistic Dimension

2. Interpretation of Evaluation Results to Gain Deeper Insights

Research conducted by (Ihwanuddin et al., 2007) on "The Effect of Process Evaluation on Student Learning Outcomes in PAI Subjects of Madrasah Aliyah Class XII Darul Muttaqin Islamic Boarding School in Maros Regency," found that process evaluation (formative assessment) is more effective in providing insight into student development than relying solely on summative assessment. This approach allows teachers to provide more timely feedback. Evaluation thus serves not only to assess the end result but also the learning process. Ihwanuddin et al (2007) showed that formative evaluation provides deeper insight into student development. Interpretation of evaluation results should consider moral and spiritual dimensions.

Cela Petty Susanti et al., who examined the "Urgency of Islamic Education Evaluation in the Perspective of the Qur'an in Madrasahs," revealed that the interpretation of Qur'an-based evaluation emphasizes the importance of linking results with students' spiritual aspects, for example, how students internalize Islamic values in their daily lives.

The interpretation of evaluation results in Islamic education indicates that depending solely on summative assessments gives an incomplete view of students' progress. Studied such as Ihwanuddin et al., (2007) highlight the greater effectiveness of formative, process-based assessments in providing timely feedback and enabling continuous monitoring of students' learning, while Susanti & Rahmatiyah (2022) pointed out that evaluation based on al-Qur'an uniquely connects learning achievements with the internalization of Islamic values in daily life. These perspectives affirm that evaluation needs a holistic interpretation that integrates cognitive, affective, psychomotor, and spiritual dimensions.

3. Challenges in Evaluation Implementation

With regard to this sub-discussion, (Rofiq & Nadliroh, 2021) wrote an article entitled, "Analysis of Aqidah Akhlak Learning Evaluation in the Semester Credit System at MTS Cerdas Cerdas. in the Semester Credit System at MTS Cerdas Istimewa Amanatul Ummah". The main obstacle faced is the lack of teacher training in carrying out semester credit system-based evaluations. This has led to less-than-optimal implementation of the evaluation.

The lack of valid and reliable evaluation instruments is a significant challenge. In addition, the digital divide in remote areas limits the application of technology-based evaluation. M. Husnur Rofiq et al. (2021): Lack of teacher training is a major obstacle in the implementation of semester credit system-based learning evaluation, so many teachers have difficulty adapting to new evaluation methods.

The lack of valid and reliable instruments in evaluating PAI learning outcomes in madrasah is a major challenge. In addition, the digital divide is an obstacle to integrating evaluation technology in remote areas (Warsah & Habibullah, 2022).

4. Implementation of Evaluation Results for Continuous Improvement

Although evaluations can offer valuable insights, challenges often arise in ensuring that these findings are effectively utilized for program improvement. Such challenges may stem from stakeholder resistance or a lack of understanding of the evaluation results. To address this, evaluators must develop strategies to encourage

the use of findings, such as presenting clear and compelling reports and actively involving stakeholders throughout the evaluation process (Wholey et al., 2010).

Research conducted by Ulil Amri Syafri et al., titled "*SWOT Analysis of Madrasah Aliyah in Improving Graduates at the National Level to Welcome the Superior Civilization of 2045*," highlights the importance of utilizing evaluation results to develop strategies aimed at enhancing the quality of madrasah graduates. The study emphasizes the need to prepare students to compete effectively at the national level, with a long-term vision of contributing to the realization of a superior civilization by 2045. The results of the SWOT analysis underscore that strategic use of evaluation findings is crucial for improving graduate quality and achieving these broader national goals.

Arman Paramansyah et al. (2023) in their article titled "*Development of Islamic Religious Education (PAI) Learning Assessments in Madrasahs and Islamic Boarding Schools in the Digital Era*," found that the development of adaptive assessments based on student needs enhances the relevance of learning to students' actual conditions. The study also highlights that the use of technology-based evaluation results supports the improvement of learning strategies in madrasahs and Islamic boarding schools, particularly through the creation of assessments that are responsive to the diverse needs of students.

The integration of technology-based evaluation techniques, such as Google Forms and AI-driven assessments, has demonstrated significant effectiveness and efficiency in the collection and analysis of quantitative data (Apetorgbor et al., 2024). These methods not only streamline the assessment process but also enhance the accuracy, relevance, and personalization of evaluations, ultimately improving educational outcomes. The use of AI in assessment and evaluation further strengthens these advantages. AI technologies provide instant and highly accurate feedback through advanced data analytics, enabling the creation of tailored learning experiences that meet individual student needs (Apetorgbor et al., 2024). In addition, AI-driven evaluation methods facilitate real-time feedback and the application of personalized grading criteria, thereby promoting greater equity and engagement within learning environments (Ahmed et al., 2024).

Technology-based evaluation techniques, such as Google Forms, and the use of AI-based assessments, have been proven effective and efficient in quantitative data collection and analysis (Fitriyani et al., 2024). However, these techniques need to be balanced with qualitative evaluations, such as interviews and observations, to capture the spiritual and affective dimensions of students. This is in accordance with the Prophet's Hadith on the importance of character evaluation:

"Verily, I was sent to perfect noble character." (HR. Bukhari). The integration of Islamic values in evaluation techniques is also highlighted by (Raco, 2010), who emphasizes the importance of understanding the cultural context in Islamic education assessment.

Technology-based quantitative analysis requires adequate training to enhance teachers' digital literacy (Nurhayati dkk., 2024; Soekamto dkk., 2022). Meanwhile, qualitative techniques such as interviews and observations remain essential for gaining deeper insights into affective and psychomotor aspects that technology has not yet fully captured. Interpretation of quantitative data should be complemented

with qualitative findings to provide a comprehensive and nuanced picture of student development (Pranajaya et al., 2023). In the context of Islamic education, evaluating spiritual and moral aspects—which are central to its objectives—demands the use of specific indicators to ensure meaningful measurement. Therefore, the interpretation of evaluation results must adopt a holistic approach that encompasses cognitive, affective, psychomotor, and spiritual dimensions, in line with the goal of Islamic education to foster students' character and moral integrity (Pranajaya et al., 2023). However, current limitations, including teachers' capacity and the lack of instruments grounded in Islamic values, highlight the urgent need for targeted training and the development of appropriate evaluation tools. In addition, addressing the digital divide is crucial to ensure equitable access to technology-based evaluations across diverse educational settings.

The planned implementation of evaluation results with a cyclical approach (plan-do-check-act) can improve the quality of education in a sustainable manner (Jannah & Khairunnisa, 2025). In addition, integration of evaluation results with curriculum planning helps ensure learning is more relevant to students' needs and Islamic values. The cyclical "plan-do-check-act" approach ensures that evaluation contributes directly to continuous improvement. Structured implementation of evaluation results can help madrasahs improve the quality of learning.

Conclusion

Based on the description above, it can be concluded that:

The analysis and implementation of Islamic education evaluations in madrasahs have incorporated a range of techniques, including technology-based quantitative methods such as Google Forms and AI-based assessments. However, traditional techniques, such as essay questions, continue to hold relevance, particularly in contexts with limited resources. To interpret evaluation results effectively, a holistic approach is necessary, encompassing the cognitive, affective, psychomotor, and spiritual dimensions. This aligns with the goals of Islamic education, which emphasize the development of students' character and morals. Despite these advancements, several obstacles hinder the effective implementation of evaluations, such as the lack of teacher training in evaluation technologies, the absence of valid and reliable instruments, and the digital divide in remote areas. Additionally, the results of evaluations have not been fully utilized to enhance the quality of education. Therefore, it is crucial to integrate evaluation findings with curriculum planning to ensure the creation of relevant and sustainable learning experiences.

This study recommended intensive training for teachers to enhance digital literacy and mastery of qualitative and quantitative data analysis techniques to improve the interpretation of evaluation results. Furthermore, the use of valid, reliable, and Islamic values-based instruments is essential to better measure affective and spiritual aspects. As well as optimizing the use of technology to create adaptive assessments that are relevant to student needs. In addition, strengthening the evaluation system by applying a cyclical "plan-do-check-act" approach in the implementation of evaluation results and involving all stakeholders, including

teachers, students, and parents, in the evaluation process to ensure effective utilization of the results. Finally, evaluation findings should be strategically integrated into the curriculum and learning improvements, fostering students' ability to compete globally without losing their Islamic identity. The limitation of this research, which relies only on literature from journal articles, suggests the need for broader empirical studies to ensure that the implementation of Islamic education evaluation truly supports sustainable quality improvement in madrasahs.

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