



Evaluating the SAVA System as a Digital-Based Quality Strategy in Islamic Schools: A CIPP Model Approach

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Abstract:

This study evaluates the implementation of the SAVA system as a digital-based quality management strategy at SDIT Ar-Rahmah, Indonesia, using the CIPP (Context, Input, Process, Product) evaluation model. The research was conducted through a qualitative descriptive approach, employing interviews, observations, and documentation, with data analysis following Miles and Huberman's interactive model. The findings reveal that the SAVA system was adopted in response to contextual needs for systematic monitoring of academic and affective services. In terms of input, teacher training, adequate infrastructure, and strong parental involvement provided the foundation for implementation. The process dimension highlighted comprehensive academic strategies including teacher training, supervision, use of digital media, and project-based assessments alongside affective strategies such as daily Islamic practices, character-building programs, and social activities, all integrated into the SAVA system. The product dimension demonstrated measurable impacts: efficiency in report preparation, increased student motivation, and observable improvements in honesty, discipline, and cooperation. Despite these achievements, challenges remain, particularly the absence of a mobile version and the need for automatic notifications. Theoretically, this study contributes to the literature on educational quality management by showing how digital innovation can be systematically combined with values-based education in Islamic schools. Practically, it offers a best-practice model for holistic quality assurance, integrating academic excellence with character development through data-driven strategies.

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Introduction

Education serves as a fundamental pillar for shaping civilization and producing generations who are intellectually competent, morally upright, and socially responsible. In the era of globalization and rapid technological advancement, educational institutions are increasingly challenged to enhance the quality of their services to remain relevant and impactful (Herawati et al., 2025). The quality of education should not be assessed solely

through students' academic achievement, but also through how schools successfully cultivate character, personality, and affective attitudes (Yandi et al., 2023). This dual responsibility highlights the urgency of strategies that integrate academic and affective dimensions, particularly at the elementary school level where children's character formation is most critical.

Integrated Islamic elementary schools (SDIT) represent an alternative model that combines Islamic values with the national curriculum. Such institutions play a strategic role in nurturing students who excel not only intellectually, but also in spiritual and emotional awareness (Frimayanti, 2015). One such school is SDIT Ar-Rahmah in Makassar, which has introduced various academic and affective quality improvement strategies. On the academic side, initiatives include technology-based learning and literacy development programs, while on the affective side, efforts focus on Islamic character-building and structured monitoring of students' attitudes.

Despite these efforts, quality improvement strategies in schools require systematic and periodic evaluation. Evaluation ensures that the implemented strategies achieve their intended goals while also identifying strengths, weaknesses, opportunities, and challenges (Díez et al., 2020; Neumann et al., 2018). Moreover, evaluation provides an empirical foundation for continuous improvement and sustainable quality assurance programs (Dwisusanti & Mukhroji, 2025). In this regard, studying the educational quality strategies at SDIT Ar-Rahmah is particularly important, as it allows a comprehensive assessment of their impact on both academic and affective services.

Academic services encompass all educational activities directly related to the learning process, cognitive development, and student achievement, including curriculum quality, teacher competence, learning infrastructure, and technological support (Karimulah & Ummah, 2022). Meanwhile, affective services focus on cultivating values, attitudes, and behaviors such as discipline, empathy, responsibility, and moral integrity (Utami et al., 2025). Within the SDIT context, the affective dimension also emphasizes the integration of Islamic values into students' daily lives, positioning character development as an equally vital outcome alongside cognitive achievement.

Theories of educational quality management stress the importance of systematic and strategic approaches to quality improvement. Total Quality Management (TQM), for instance, emphasizes integrated planning, implementation, monitoring, and evaluation in fostering sustainable school improvement (Yasin, 2021). In line with this perspective, SDIT Ar-Rahmah has developed innovative strategies, including the adoption of the *Sistem Aplikasi Virtual Ar-Rahmah* (SAVA), a digital platform that facilitates both academic reporting and affective monitoring. SAVA enables teachers and parents to track students' learning progress and behavioral development in real time, thereby fostering stronger collaboration and accountability.

However, while promising, the effectiveness of SAVA and other quality strategies remains underexplored. Previous studies have generally focused on either academic outcomes or technological adoption in schools, but limited attention has been paid to the holistic evaluation of academic and affective services through integrated systems in Islamic education contexts. This study, therefore, seeks to address this gap by evaluating the educational quality strategies at SDIT Ar-Rahmah using the CIPP (Context, Input, Process,

Product) evaluation model.

Accordingly, this research aims to provide an objective assessment of the strengths and limitations of the implemented strategies, while offering practical recommendations for school management. Beyond its practical relevance, this study also contributes theoretically to the discourse on educational quality management by highlighting the integration of digital systems with Islamic character education. Furthermore, the findings are expected to inform other integrated Islamic schools in their pursuit of holistic service quality improvement.

Method

This study employed a qualitative evaluative case study design to examine in depth the implementation of educational quality strategies at SDIT Ar-Rahmah in improving both academic and affective services. A qualitative approach was chosen because it allows researchers to capture social dynamics, stakeholder perceptions, and lived experiences, while also providing interpretative insights into the processes and contexts of quality policy implementation in the school environment (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

As an evaluative framework, this study adopted the CIPP model (Context, Input, Process, Product) developed by Stufflebeam (2003). The CIPP model provides a systematic structure for assessing program effectiveness across four dimensions: (1) *context*, which analyzes the needs and strategic background of schools; (2) *input*, which evaluates available resources, planning, and supporting policies; (3) *process*, which examines the implementation of quality strategies; and (4) *product*, which assesses the outcomes and impacts of the strategies on academic and affective services.

The research was conducted at SDIT Ar-Rahmah, an integrated Islamic elementary school located in Makassar, South Sulawesi. The school was selected purposively because it has introduced several strategic innovations, including the digital-based SAVA system (Sistem Aplikasi Virtual Ar-Rahmah), which integrates academic reporting with affective monitoring. This made the school a suitable case for exploring technology-supported educational quality management. Data collection took place over a three-month period (June–August 2025), encompassing the stages of fieldwork, data analysis, and reporting.

Data sources were obtained from key informants selected purposively according to their involvement in planning and implementing quality strategies. There were 20 informants, including the principal (1), the vice principal in charge of curriculum and student affairs (1), classroom and subject teachers (2), parent representatives (10), and selected students (6). The diversity of informants was intended to ensure comprehensive coverage and facilitate data triangulation across stakeholder groups.

Data were collected using three primary techniques: in-depth semi-structured interviews, participant observation, and document analysis. Interviews explored stakeholders' perceptions, experiences, and assessments of quality strategies, each lasting 45–60 minutes and conducted both face-to-face and via online platforms when necessary. Observations were carried out over a six-week period during classroom learning, teacher–student interactions, and extracurricular character-building activities, guided by an observation protocol. Document analysis included reviewing school policy documents,

strategic plans, academic and affective report cards, and records of quality improvement programs.

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three iterative stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved organizing and coding transcripts and field notes based on emerging themes. Reduced data were then presented in the form of thematic narratives and analysis matrices to identify key patterns and relationships. The conclusion drawing stage employed constant comparison techniques to refine interpretations and ensure coherence between data and findings.

To ensure trustworthiness, multiple validation strategies were applied. Triangulation of sources was conducted by comparing perspectives from principals, teachers, parents, and students, while methodological triangulation compared data from interviews, observations, and documents. In addition, member checking was carried out by sharing preliminary findings with selected informants for verification, and peer debriefing was undertaken with two external qualitative researchers to enhance analytical rigor.

Through this methodological design, the study systematically evaluates the effectiveness of educational quality strategies at SDIT Ar-Rahmah and generates recommendations for continuous improvement in academic and affective services within integrated Islamic school contexts.

Result and Discussion

Result

The Need and Background of Quality Strategy

Interviews with teachers revealed that the **SAVA system** was formally introduced in the 2022 academic year to address the need for more systematic and digital-based quality management. One teacher explained, *“Before SAVVA, we relied on manual reporting, which was very time-consuming and often delayed the identification of students’ academic or behavioral issues.”* The primary rationale for adopting this system was the demand for a comprehensive platform that could integrate academic and affective monitoring simultaneously.

Teachers emphasized that the previous manual model of reporting was less effective in tracking students’ progress consistently, particularly in detecting subtle changes in behavior. Consequently, the SAVA system was considered not only a relevant but also an adaptive innovation in responding to contemporary challenges in educational quality management.

Table 1. Summary of Research Results (CIPP Framework)

CIPP Dimension	Findings	Supporting Evidence
Context	Need for systematic and digital-based quality management integrating academic and affective aspects.	SAVA introduced in 2022 to address inefficiencies in manual reporting; teachers reported delays in tracking student progress.
Input	Resources and stakeholder readiness were generally adequate.	4 training sessions for teachers; sufficient infrastructure (computers, networks, projectors); parents adapted with digital guides; 75% accessed online report cards within first week.
Process	Implementation of strategies	Academic: teacher training, supervision, digital

	supported both academic and affective dimensions.	media, project-based assessment. Affective: daily Islamic practices, character-building programs, social activities, affective monitoring via SAVA.
Product	Positive impact on academic and affective services, though challenges remain.	Academic: report preparation time reduced (2 weeks 3 days); increased student motivation. Affective: improved honesty, discipline, and cooperation; parents reported changes at home. Challenges: need for mobile app and automatic notifications.

To enhance the quality of academic services, SDIT Ar-Rahmah has implemented several structured strategies that focus on strengthening teacher competence, optimizing learning supervision, utilizing digital media, and encouraging student-centered assessments. These initiatives are designed not only to improve the effectiveness of teaching and learning but also to foster creativity, critical thinking, and active student engagement. A summary of these academic strategies, their modes of implementation, and observed impacts is presented in Table 2.

Table 2. Strategies to Improve the Quality of Academic Services

Strategy	Implementation	Impact
Regular teacher training	Conducted at least twice a year (internal and external)	Improving teachers' pedagogical and professional competence
Learning supervision	Implemented by the principal and vice principal every semester	Improving teacher discipline and the quality of the learning process
Use of digital media	Learning applications, WhatsApp class groups, and utilization of LCDs	Facilitating learning interactions and academic control
Project based assessment	Students are given thematic project-based assignments	Sharpening students' creativity and critical thinking skills

In addition to academic services, SDIT Ar-Rahmah places strong emphasis on affective development as an integral part of holistic education. The school integrates Islamic values into daily practices, structured character-building programs, social engagement activities, and systematic affective monitoring through the SAVA system. These initiatives aim to nurture students' moral integrity, spiritual discipline, and social responsibility in alignment with the school's vision of integrated Islamic education. A detailed summary of the affective service strategies, their implementation, and resulting impacts is presented in Table 3.

Table 3. Strategies to Improve Affective Service Quality

Strategy	Implementation	Impact
Islamic daily habits	Praying together, memorizing, Duha prayers, morning recitations	Improving students' discipline and spiritual values
Character building	Through the "Weekly Character" program, rewards and punishments	Forming an attitude of responsibility, honesty and independence
Social activities	Friday alms, social services, and Ramadan activities	Cultivating empathy and social awareness in students
Affective monitoring	Teachers record student behavior through the SAVA application and character reports.	Facilitate evaluation and communication with parents

The synthesis of findings across the CIPP framework confirms that the SAVA system functions as an integrative quality management tool, linking contextual needs,

institutional resources, implementation strategies, and measurable outcomes in a coherent manner. As demonstrated in Table 2, the academic strategies at SDIT Ar-Rahmah consistently reinforce teacher competence, improve instructional quality, and foster students' creativity and critical thinking skills. Complementing these efforts, Table 3 illustrates that affective strategies are systematically embedded into both daily routines and special programs, thereby nurturing students' moral character, empathy, and spiritual discipline. Taken together, these results indicate that the combination of academic and affective strategies through the SAVA platform provides a holistic model of educational quality improvement, which will be further elaborated in the discussion section.

Resource Readiness and Implementation Support

The readiness of resources was reported to be adequate, though not without challenges. Teachers received intensive training at the onset of SAVA implementation, supported by continuous guidance through digital discussion forums. According to school records, at least four training sessions were held in the first year. One teacher emphasized, *"We were given repeated training sessions, and although it was challenging at first, the online forums really helped us when problems appeared during class."*

Technological infrastructure including computers, internet networks, and projection devices was deemed sufficient, although some teachers noted issues with slow internet access during peak hours. A teacher remarked, *"Sometimes the internet connection is unstable, especially during peak hours, but overall the facilities are better than before we had SAVA."*

Students and parents gradually adapted to the system with the support of homeroom teachers and digital guides. Parents demonstrated strong enthusiasm, as evidenced by increasing login frequencies in the SAVA system. For example, usage reports showed that 75% of parents accessed their child's report card within the first week of release. As one parent stated, *"Now I don't have to wait until the semester meeting. I can check my child's progress anytime, and it makes me more involved in guiding them at home."*

In practice, the adequate resources, teacher readiness, and growing parental participation suggest that the SAVA system not only improves school operations but also fosters a more transparent and collaborative learning environment.

Implementation of SAVA-Based Quality Strategy

In practice, teachers actively used the SAVA platform to input academic grades, record daily affective aspects, and generate e-report cards. Teachers emphasized that the system allowed them to monitor students' performance more effectively. One teacher shared, *"I can now see a student's progress graph within seconds, which helps me identify who needs extra support."*

Students also acknowledged the motivational effect of SAVA. They admitted that knowing their academic and behavioral performance was continuously monitored encouraged them to study more diligently and behave responsibly. Parents likewise expressed appreciation for the system, as it allowed them to intervene more promptly at home. For instance, parents reported using the behavior logs to initiate discussions about honesty and discipline with their children.

Importantly, SAVA transformed teacher–parent communication into a data-driven process, moving beyond occasional verbal feedback toward evidence-based dialogue. This shift was recognized by both groups as a key factor in strengthening collaboration.

Impact on Academic and Affective Services

The evaluation confirmed that the SAVA-based quality strategy positively influenced both academic and affective services at SDIT Ar-Rahmah. 1) Academic impact: Teachers reported increased accuracy and efficiency in grade reporting, with the average time for compiling report cards reduced from two weeks to three days. Students expressed higher motivation when they saw tangible recognition of their achievements in the system. 2) Affective impact: Teachers and parents observed noticeable improvements in students' awareness of discipline, cooperation, and honesty. For example, parents highlighted that their children began reminding siblings at home to pray on time.

The system also supported structured follow-up coaching. Behavioral data recorded in SAVA facilitated joint meetings between teachers, guidance counselors, and parents, enabling targeted interventions for students with recurring issues. Despite these achievements, challenges remain. Teachers and parents noted the need for a mobile version of the application to increase accessibility and requested automatic notification features to alert parents of significant updates. These limitations underline the necessity of further system refinement. Overall, the findings suggest that the SAVA-based strategy represents an effective innovation in holistic educational quality management, though continuous improvement is required to optimize its impact.

Discussion

The findings of this study demonstrate that the adoption of the SAVA system at SDIT Ar-Rahmah was a strategic response to contextual demands for more systematic and digital-based quality management. The transition from manual reporting to a technology-supported platform addressed inefficiencies previously experienced by teachers, such as delays in feedback and difficulties in monitoring student progress. This confirms Stufflebeam's argument in the CIPP model that effective educational programs must be grounded in real contextual needs (Stufflebeam, 2003). It also aligns with global trends in digital transformation in education, where technology has become a key instrument for ensuring accountability and quality assurance (OECD, 2019).

From the perspective of resources, the study found that teacher training, adequate infrastructure, and strong parental engagement created favorable conditions for implementing the SAVA system. Teachers reported that targeted training improved their capacity to integrate technology into instruction, while parents demonstrated enthusiasm by frequently accessing their children's reports through the platform. This finding is consistent with Sahid and Rachlan (2019), who emphasized that resource readiness and stakeholder involvement are crucial determinants of educational innovation. Moreover, the involvement of parents reflects Epstein's (2018) model of school-family-community partnerships, which underlines collaboration as a core element of educational quality improvement. Nonetheless, challenges such as unstable internet access during peak hours highlight the importance of sustained investment in technological infrastructure to ensure equitable access for all users.

The implementation process revealed that SDIT Ar-Rahmah applied a holistic set of strategies addressing both academic and affective dimensions. Academic initiatives including teacher training, learning supervision, digital media integration, and project-based assessments are consistent with best practices in fostering 21st-century competencies such as creativity, collaboration, and critical thinking (Darling-Hammond et al., 2020).

Meanwhile, affective initiatives including Islamic daily practices, structured character-building, and social activities illustrate how integrated Islamic schools uniquely combine cognitive excellence with moral and spiritual formation. What distinguishes this case is the integration of these programs with the SAVA system, enabling real-time, data-driven monitoring of both academic and behavioral outcomes. This transformation toward evidence-based decision-making reflects the participatory and transparent principles of modern quality management (Neumann, Robson, & Sloan, 2018).

In terms of outcomes, the SAVA-based quality strategy produced clear improvements in efficiency, accountability, and student development. Academically, the average time required for compiling report cards decreased significantly, while students reported increased motivation due to the visibility of their progress. Affective outcomes included improved discipline, honesty, and cooperation, as observed by both teachers and parents. These findings reinforce Paputungan and Paputungan's (2023) argument that character education requires structured and continuous monitoring. At the same time, the need for a mobile version of SAVA and automatic notifications for parents demonstrates that quality management is a dynamic process requiring constant refinement, in line with the principle of Continuous Quality Improvement (Syafaruddin, 2002).

The novelty of this study lies in its demonstration that digital innovation and values-based education can be systematically integrated into a single quality management strategy. Previous research on educational quality has often focused on either academic outcomes (Karimulah & Ummah, 2022) or technological innovation (Rismawati, Ibrahim, & Arifudin, 2024), while affective dimensions remained underexplored. By combining academic and affective strategies within a digital monitoring framework, this study provides empirical evidence of how integrated Islamic schools can achieve holistic quality improvement. Furthermore, the use of the CIPP model to evaluate the SAVA system contributes a structured and theoretically grounded approach to understanding the interplay between context, input, process, and product. This integrative model not only strengthens the accountability of Islamic schools but also offers a transferable best practice for similar educational contexts.

Conclusion

This study evaluated the educational quality strategies implemented at SDIT Ar-Rahmah through the SAVA system using the CIPP framework. The findings indicate that the school's contextual need for integrated academic and affective monitoring was effectively addressed by adopting a digital platform that improved efficiency, accountability, and stakeholder collaboration. From the input perspective, adequate teacher training, supportive infrastructure, and strong parental involvement provided a solid foundation for implementation. The process dimension revealed that academic strategies such as teacher training, supervision, digital learning, and project-based assessments were complemented by affective strategies including daily Islamic practices, character-building programs, and social activities, all systematically supported by SAVA. The product dimension demonstrated tangible impacts, with report preparation times significantly reduced, student motivation increased, and observable improvements in discipline, honesty, and cooperation.

Theoretically, this study contributes to the literature on educational quality management by showing how digital innovation can be systematically integrated with values-based education in Islamic schools. The use of the CIPP framework offered a structured and comprehensive analysis that revealed the interdependence of context, input, process, and outcomes in sustaining quality improvement. Practically, the findings provide a best-practice model for integrated Islamic schools seeking to balance academic excellence with character development through data-driven strategies. While the results affirm the effectiveness of SAVA, challenges such as the absence of a mobile version and the need for automated notifications suggest that continuous refinement is essential. Therefore, the study concludes that holistic, technology-supported, and value-integrated strategies can serve as an effective and sustainable model for improving the quality of educational services.

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