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ANALYSIS OF EVALUATION TECHNIQUES IN THE BOOK "ISLAMIC RELIGIOUS EDUCATION AND ETHICS" FOR ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH

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ABSTRACT

Background: The importance of comprehensive evaluation techniques in Islamic Religious Education (PAI) is critical for fostering students' cognitive, affective, and psychomotor development. **Purpose:** This study analyzes the evaluation techniques in the "Islamic Religious Education and Ethics" textbook for Grade XI students, published by the Ministry of Religion of Indonesia. It examines both test-based and non-test-based approaches, highlighting their limitations in assessing affective and psychomotor aspects critical for student character and skills development. **Method:** Using qualitative methods, including document analysis and expert interviews, the study suggests incorporating digital-based evaluations to enhance character assessment and religious skills. **Result:** Recommendations include project-based assessments, interactive multimedia tests, digital portfolios, and game-based learning. **Conclusion:** The integration of digital tools is proposed to offer a comprehensive evaluation of cognitive, affective, and psychomotor dimensions in religious education.

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A. INTRODUCTION

Islamic Religious Education (PAI) and Ethics are important subjects in the school curriculum in Indonesia, therefore this PAI subject is at the level of pseudo-education. Learning evaluation or final assessment of PAI is an important part of the learning process to measure the achievement of student learning outcomes which serves to provide feedback for teachers to improve the quality of learning (Wardah, Halik, and Juliadi 2019, Asrul, Ananda, and Rosnita 2015) . Among the PAI textbooks that are widely used in schools is the book Islamic Religious Education and Ethics published by the Ministry of Religion of the Republic of Indonesia in 2019. Learning evaluation or final assessment of PAI is an important part of the learning process to measure the achievement of student learning outcomes which serves to provide feedback for teachers to improve the quality of learning. Until this article was written, the Directorate of Islamic Religious Education of the Ministry of Religion of the Republic of Indonesia was still in the process of preparing the next Islamic Religious Education textbook. Therefore, this study aims to analyze the implementation of evaluation techniques used in textbooks, and is expected to contribute ideas as input and consideration for the Directorate General of Islamic Religious Education of the Ministry of Religion of the Republic of Indonesia in the preparation of Islamic Religious Education textbooks at the Madrasah Aliyah or MA level for the next edition. In addition, the analysis of the educational evaluation of this book can provide stimulus and inspiration for teachers of PAI subjects (Wardah, Halik, and Juliadi 2019; Asrul, Ananda, and Rosnita 2015). (Abdushomad,2024).

In carrying out the educational process, there are four components of education that must be considered by education practitioners, namely the components of educational objectives, educational programs, educational processes and educational evaluation (Tafsir 2012) . This article will focus on the study of the components of educational evaluation, among the benefits and urgency of educational evaluation, namely:

1. Measuring the achievement of student learning outcomes, evaluation helps teachers find out the level of student understanding of the PAI material that has been taught.

2. Providing feedback for students, the results of the evaluation can be the basis for students to know their strengths and weaknesses in learning PAI.
3. Improving the learning process, teachers can use the results of the evaluation to improve the learning process and adjust it to the needs of students.
4. Increasing student motivation to learn, good evaluation can motivate students to study harder.

Educational evaluation theory includes a variety of approaches to assessing the effectiveness of educational programs, policies, and processes. These evaluations play an important role in improving the quality of education by providing feedback on what is working and what needs to be improved. Here are some of the most commonly used theories of educational evaluation initiated by education experts:

1. Formative and Summative Evaluation Theory

Michael Scriven Introduces the concepts of formative and summative evaluation, which focus on two main aspects. Formative evaluations are conducted during the teaching process to provide feedback that can be used to improve and improve the educational program. Summative evaluations are carried out after the program is completed to assess overall success. Formative evaluations are important for continuous learning, while summative evaluations help assess overall effectiveness.

2. Criteria-Based Evaluation Theory

Criteria-based evaluation refers to an assessment based on pre-established standards or criteria. *Stufflebeam* developed the CIPP (Context, Input, Process, Product) model as a criteria-based approach in educational evaluation. This model evaluates educational programs through four dimensions: context, input, process, and product. This evaluation provides a holistic view of the success of an educational program, measuring its effectiveness at each stage.

3. Participatory Evaluation Theory

Participatory evaluation is the active involvement of stakeholders is essential. This evaluation involves teachers, students, and the community in the evaluation process. *Cousin and Whitmore* emphasized that participatory evaluation increases accountability and relevance of outcomes, as all parties involved in education contribute

to the evaluation process. This theory helps to develop more inclusive and tailored educational programs.

4. Responsive Evaluation Theory

Responsive evaluation theory, developed by Stake (Ecker and the Stake 1976) , focuses on evaluations that take into account the interests and needs of students and teachers. These evaluations are more responsive to real-life situations on the ground and adapt to the changing educational context. Responsive evaluation emphasizes the relevance and direct influence of evaluation results on teaching and learning.

5. Test-Based Evaluation Theory

Test-based and non-test-based educational evaluation are the two main approaches in assessing the success of the learning process. Both have different functions and purposes, depending on the aspect of learning you want to measure. Test-based evaluation assesses students' abilities especially on cognitive aspects through formal tests such as written tests, multiple-choice, or standardized tests. The theory underlying this evaluation focuses on objective and quantitative measurement of student learning outcomes.

a) Classical Test Theory

This theory is widely used in test development and emphasizes the relationship between test results (scores) and students' actual abilities. Classical Test Theory states that test scores are made up of two components: correct scores and measurement errors. This model aims to minimize these errors so that the evaluation results are more valid and reliable (Kline 2014).

Among the advantages of *Test-Based Assessment* is that it is easy to implement and set up, can objectively measure the achievement of student learning outcomes, allowing for a wide comparison of student learning outcomes. Meanwhile, the disadvantages of this type of test are Lack of ability to measure students' affective and psychomotor aspects, Take a long time to correct questions, sometimes it is not possible to measure students' ability to apply PAI knowledge and skills in real life.

b) Teori Respons Item - IRT

This theory is more sophisticated than the Classical Test Theory, because it assumes that the difficulty of each question item in the test can be different and adjusts to the test taker's ability level. IRT allows for more accurate measurement of student abilities, especially in adaptive tests. This theory is crucial in the development of standardized tests such as national exams or international certifications (Embretson and Reise 2001).

6. Non-Test Evaluation Theory

Non-test-based evaluations are used to assess aspects that cannot be effectively measured with formal tests, such as attitudes, social skills, and creativity. This approach is more qualitative and emphasizes direct observation, active participation, and portfolio assessment.

7. Authentic Assessment Theory

This theory emphasizes assessments that are relevant to real life and the daily learning process. In authentic evaluation, students are required to demonstrate their skills and abilities in practical contexts, for example through practical projects or assignments. These evaluations are better suited to assess critical thinking and problem-solving skills, which are difficult to measure with standardized tests. (Wiggins 1993)

8. Formative and Summative Evaluation Theory

According to Scriven, formative evaluation aims to provide feedback during the learning process, while summative evaluation assesses the final result after the learning is completed. Formative evaluation uses observation, interviews, or performance assessments to understand the student's learning process, while summative evaluation uses a final test to assess overall achievement. (Scriven and Scriven, Michael 1967)

9. Participatory Evaluation Theory

Participatory evaluation involves students, teachers, and stakeholders in the evaluation process. This approach emphasizes collaboration and continuous feedback to improve the quality of education. The theory also helps ensure that the evaluation process is more inclusive and relevant for all parties involved (King, Cousins, and Whitmore 2007).

Test-based and non-test-based evaluation theories provide two different perspectives in assessing educational success. Test-based evaluations focus on objective and quantitative measurements, while non-test-based evaluations provide a more holistic and in-depth assessment of a broader range of student skills. A combination of these two methods is necessary to get a comprehensive picture of student achievement.

There are several evaluation approaches that can be used in the assessment of Islamic Religious Education, including:

1. Behavioristic Theory, this theory focuses on measuring changes in student behavior as a learning outcome.
2. Cognitive Theory, this theory focuses on measuring students' mental processes in learning PAI and Ethics.
3. Contextual Theory, this theory focuses on measuring students' ability to apply knowledge and skills of PAI and Ethics in real life.

The PAI and Ethics book published by the Ministry of Religious Affairs of the Republic of Indonesia in 2019 uses various forms of assessment, including test-based assessments. Test-based assessments in this book are generally in the form of multiple-choice questions, fill-in, and description. This method has several advantages, such as being easy to implement, structured, and objective. However, this method also has some drawbacks, such as a lack of assessment of students' affective and psychomotor aspects, as well as a lack of student involvement in the assessment process.

1. Project-Based Tests

Project-based evaluation involves assessing the processes and products students produce through real-life assignments that reflect practical skills and critical thinking. This test requires students to develop a project that typically includes several stages, such as research, planning, development, and reporting of results. This approach is relevant to improve students' collaborative, problem-solving, and critical thinking skills. Project-based evaluations also support the active involvement of students, as they play a direct role in the learning process and the development of useful products. Therefore, this evaluation technique focuses more on evaluating students during the process of completing their projects (Kolb 1984).

2. Product-Based Tests

Product-based tests focus on concrete outcomes that students produce, such as models, written papers, or experiments. This assessment focuses on the quality and suitability of products made with predetermined criteria, such as originality, precision, and accuracy. Product-based tests are useful for measuring learning outcomes in areas where the ability to produce high-quality products is an indicator of success, such as art, science, or technology. This test assesses students' technical skills and creative abilities in producing a product, therefore this type of test focuses more on assessing students' results or products (Chappuis and Stiggins 2002).

3. Portfolio test

A portfolio is a collection of student work that shows their progress and achievements over a period of time. Portfolio tests allow students to reflect on the learning process and identify strengths and areas that need to be developed. A portfolio can consist of diverse works such as essays, projects, reports, and self-reflections, which demonstrate the student's progress and improvement in abilities. Portfolio evaluation is considered effective in education because it provides a comprehensive picture of a student's abilities and allows teachers to conduct formative assessments on an ongoing basis. (Magdalena, dkk. 2023)

B. METHOD

This research is a qualitative research, research data was obtained from various documents relevant to the research topic, with the main data taken from the book Islamic Religious Education and Ethics published by the Ministry of Religion of the Republic of Indonesia in 2019. Data collection techniques are carried out by observation, interviews and document analysis. The data analysis technique carried out is descriptive analysis, which is a data analysis technique that presents data by relying on the power of stringing word by word (Alwasilah 2017) , and does not use many special calculation. Qualitative research is carried out to get a complete picture of a concept or model comprehensively (Raco 2010) . So that the reader can understand it in its entirety from start to finish (Sugiyono, 2014) .

These research steps began with the observation of the book PAI and Ethics published by the Ministry of Religion of the Republic of Indonesia in 2019, where the book is available online on the website of the Ministry of Religion of the Republic of Indonesia. The next step is document analysis or textbook analysis. At this stage, a comprehensive identification is carried out to find the purpose of this research, namely to identify the evaluation techniques applied in the textbook. The next step after the data is collected, an in-depth analysis is carried out and corroborated by expert interviews to find a formulation of digital-based evaluation techniques that are relevant and can be used by PAI and Ethics teachers.

C. RESULTS AND DISCUSSION

1. RESULT: Book Contents Overview

The Book of Islamic Religious Education and Ethics Class XI of the Ministry of Religion of the Republic of Indonesia, which was published in 2019, covers a number of religious topics and character formation presented through a holistic approach, including in-depth educational evaluation. The following is an analysis of the material, topics, and types of evaluations used.

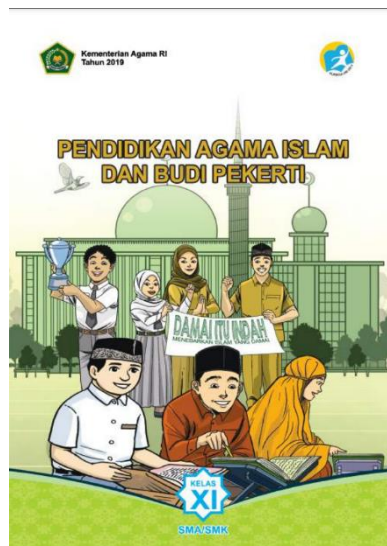


Figure 1. PAI and Ethics Books Published by the Ministry of Religion Republic of Indonesia in 2019

Topics and Materials

The material in this book consists of comprehensive chapters, ranging from the basic concepts of Islam to their application in daily life. This book discusses among others about Becoming a Sightseeing, Competitive and Superior Work Ethic, Competition in the Goodness of Islamic Perspective, Superior Work Ethic in the Qur'an and Hadith, Dare for the Righteous, Funeral Management, Spreading Islam with Modesty and Peace, Lessons from the Glory of Islamic Civilization, Living Peacefully with Tolerance, and Avoiding Violence, Imitating Muhammad's Politeness, Respecting and Obeying Parents and Teachers, Living the Blessings with Islamic Economics, Islamic Civilization in the Modern Age. Each chapter focuses on aspects of Islamic teachings and character values designed to strengthen faith, discipline, work ethic, responsibility, and commitment to social justice. In each material, this book uses various teaching methods, including reading the Qur'an, infographics, tadabbur, Islamic insights, character application, khulasah (summary), and assessment.

Implementation of Evaluation Techniques in Books

In the Class XI Islamic Religious Education and Ethics book, there is the use of test-based and non-test-based evaluation techniques that are applied to support comprehensive Islamic religious learning. This book applies various evaluation methods that vary, including:

Test-Based Evaluation Techniques

a) Knowledge Test

Test-based evaluations are used to measure students' understanding of the material being taught. For example, in the chapter on Faith in Scripture, students are faced with multiple-choice questions and essays that aim to test their cognitive knowledge of topics such as the book of Allah, the main teachings of the Qur'an, and comparisons with other books. These questions help to evaluate the understanding of the basic concepts of Islam with true or false answers, as presented on pages 76 and 77.

b) Quran Reading Practice Test

The Qur'an reading skill test with tajweed is also carried out as part of a test-based evaluation. This technique is applied to the activity of reading certain verses correctly

and correctly in accordance with the science of tajweed and makharijul letters, as explained in the early chapters. This evaluation aims to hone students' technical skills in reading the Qur'an correctly in accordance with the rules of tajweed.

Non-Test Evaluation Techniques

1) Assessment and Observation of Attitudes

Non-test-based evaluations are conducted through attitude assessments and observations, which are designed to measure the application of religious values and ethics in students' lives. Students, for example, are asked to reflect on the factors that led to the progress of Islamic civilization in the time of the Prophet and their relevance to the application of these values in daily life. This is reflected in attitude assessments that require students to reflect on their understanding of faith and its practical practices in life. Another example, after studying the material, students were asked to assess their self-awareness of Islamic teachings by using the "Agree" or "Disapprove" scale in the attitude assessment column (pages 77 and 78).

2) Skills Assessment

This PAI and Ethics textbook also includes skills assessments carried out through assignments and project practices. This assignment involves students in collaborative activities, such as creating a concept map of Islamic organizations in Indonesia, or conducting interviews to understand the diversity of religious ways. This approach aims to develop social skills, interfaith understanding, and cooperation within groups. So that students' practical skills are assessed both in groups and individually (pages 131 and 169).

3) Portfolio Assessment

This book also uses portfolio assessment as a way to collect students' religious works and activities in a sustainable manner, both in school, home, and community environments. Portfolio assessments allow for continuous evaluation of students' religious and character development over time, supporting holistic monitoring and coaching on non-cognitive aspects. (page 130).

This Islamic Religious Education and Ethics book has succeeded in combining learning materials with various assessments that are adjusted to core competencies (Core Competencies) and basic competencies (Basic Competencies) regulated by the curriculum. This evaluation aims not only to assess students' cognitive understanding, but also to develop attitudes and skills that are in accordance with religious teachings and practical needs in society. With a combination of test-based and non-test-based evaluations, the Islamic Religious Education and Ethics book seeks to assess students' competencies comprehensively, covering aspects of knowledge, skills, and attitudes. This evaluation is in accordance with the goals of religious learning which not only rests on cognitive achievement but also integrates attitudes and applicative values in daily life.

However, the progress of the current all-digital era requires educators to be more creative in using technology aspects as a factor to support the success of educational goals. The learning model approach by utilizing digital content is important to be carried out as a means of achieving educational goals in accordance with the conditions of the times and civilization. Some approaches to learning models using digital content will be discussed further in the discussion section of this research.

Discuss: Digital-Based Evaluation

To improve the quality of educational evaluation, especially in Islamic Religious Education and Ethics, the following suggestions can be applied to integrate digital content-based evaluation effectively:

1. Use of Digital Learning Platform for Project-Based Assessment

As innovation and creativity, PAI teachers can develop a dedicated digital learning platform for PAI and Ethics that facilitates project-based assessments. Within *the platform*, students can upload project results, such as video reels, infographics, or short blogs that contain reflections on topics such as tolerance, work ethic, or the teachings of kindness in Islam. These *platforms* can provide space for students to collectively assess and provide feedback, so that evaluation becomes part of a deeper learning experience.

The use of digital learning platforms for project-based assessment in Islamic Religious Education (PAI) learning at the *high school* level in Grade XI supports a more interactive, collaborative, and relevant learning process for 21st century skills. The following is a description of the urgency, benefits, and implementation scheme. (Muhdi et al. 2024; Kurniawati, Rustina, and Idhan 2023)

The Urgency of Using *Digital Platforms* in Project-Based Assessment

- a) Increases Student Engagement: Digital *platforms* provide time and place flexibility for students to actively participate in learning projects, making them more engaged and motivated.
- b) Developing 21st Century Skills: Project-based assessments on digital *platforms* encourage collaboration, problem-solving, and the use of technologies that are critical in the digital age.
- c) Continuous Monitoring: Teachers can monitor the progress of student projects in *real-time* and provide the immediate feedback needed to improve the learning process.
- d) Access Learning Resources: *Digital platforms* can be a means to access various learning resources (articles, videos, simulations) that support students' understanding of PAI materials.

Benefits of Using *Digital Platforms* in Project-Based Assessment.

- a) *Personalized and Differential Learning*, students can learn according to their own pace and needs, making it easier for teachers to adjust their learning approach according to the needs of each student.
- b) Increased Collaboration, *digital platforms* enable collaboration between students, both in a single classroom and across schools.
- c) Automation and Data Analysis, data analysis features on digital *platforms* make it easier for teachers to understand student performance and development more comprehensively.
- d) Saving Time and Resources, the assessment process is more efficient because *digital platforms* allow for automated and well-documented collection and assessment of tasks.

2. Multimedia-Based Interactive Test

Multimedia-based interactive tests are becoming important in education because they increase student engagement and teaching effectiveness. First, the test combines visual, audio, and interactivity elements that make learning more engaging and relevant to students' needs *digital-native* now. Through multimedia elements, students can better understand the material, especially abstract concepts that are difficult to explain orally. Multimedia-based tests also allow for question personalization, which supports a differential learning approach according to each student's needs. Other benefits include increased information retention and deeper understanding as students actively participate in the testing process. Additionally, more structured test results make it easier for teachers to quickly analyze students' weaknesses and strengths, allowing for constructive feedback. Multimedia-based tests also support formative assessments by providing wider accessibility and a more inclusive learning environment. (2021 Record) (Yueh et al. 2012) (Andersen dan van den Brink 2013) (Andersen and van den Brink 2013; Hidayati, Irmawati, and Prayitno 2019)

Knowledge tests can be developed with multimedia features, such as interactive tests based on audio, video, and images. For example, the evaluation of the recitation of the Qur'an can be enhanced with an audio-based test that allows students to record their readings and get automatic feedback on the letters *tajweed* or *makharijul*. Evaluation with videos can also be integrated in digital *platforms* to verify students' understanding of Islamic interpretations and stories, so that they practice re-explaining or discussing their understanding.

3. Digital Portfolio Development

Digital portfolios are an important evaluation technique in technology-based education because they are able to capture the student learning process holistically. First, the urgency lies in improving students' digital skills, which are increasingly needed in the modern learning and work environment. Digital portfolios allow students to independently compose, edit, and refine their proof of learning, improving their understanding of the learning process. This is in line with the development of critical and reflective thinking skills, as students are encouraged to evaluate their work over time.

The benefits of digital portfolio-based evaluation techniques include the ability to assess student competencies in more depth, as they focus not only on the final result but also on the process taken. This technique also allows collaboration between teachers and students in determining learning standards and targets, making assessments more personal and meaningful. In addition, digital portfolios provide easy access for teachers and parents to monitor student progress from various aspects. (Fu et al. 2022) (Baris and Tosun 2011) (Beckers, Dolmans, then Van Merriënboer 2016) (Baris and Tosun 2011; Theresa Nicholson 2018) (Baris and Tosun 2011)

Digital portfolio assessments allow students to digitally store their work, reflections, or diaries of religious and ethical practices. This can include ongoing activities, such as praying at home, praying in congregation, or participating in social activities. A secure and easily accessible digital platform allows teachers to monitor students' spiritual and character development over time. It also encourages students to creatively structure their portfolios by using photos, videos, or notes that can be accessed at any time.

4. Game-Based Learning to Measure Understanding of Character Values

Game-based learning (GBL)-based *evaluation techniques* are important for measuring students' understanding of character values because they provide an engaging and interactive learning experience. GBL allows students to internalize character values such as cooperation, honesty, and responsibility through real-life situational simulations that demand them make ethical decisions. In addition, GBL accommodates a variety of students' learning styles, which are relevant in technology-based character education, and supports a flexible formative evaluation approach. The benefits of GBL for character value evaluation include increased student engagement, as they are more active in practicing character concepts through roles or scenarios in *games*. These evaluations also enable automated data analysis, providing teachers with insights into students' thought processes and behaviors that are difficult to measure through traditional tests. In addition, this approach encourages self-reflection in students, reinforcing their understanding of character values authentically (Sudarmilah et al. 2018, Tagie dkk. 2022) (Fadhli dkk. 2023) (Fadhli DK. 2023; Rohim 2024) (Rizal Firdaus et al. 2020; Rizal; Firdaus 2023) .

Game-based learning can be applied as a creative alternative to measure students' understanding of values such as honesty, responsibility, and patience. Interactive games with the theme of daily life situations can help students practice making decisions according to these values and show choices that are in accordance with Islamic teachings. An example of a game could be a simulation that requires students to choose a solution to resolve a conflict or help someone else.

5. Formative Assessment Based on Online Discussion and Reflection

Structured digital discussions can be used as part of the evaluation. For example, after completing certain material, students may be asked to write reflections in a structured discussion forum about their experiences in applying Islamic values. Teachers can provide feedback directly at *platform*. This assessment not only measures understanding but also hones critical and reflective thinking skills.

6. Integration of Augmented Reality (AR)-Based Learning for Worship Practice

AR technology can be used to teach worship practices virtually, such as guidance on prayer movements or ablution that allows students to practice with visual instructions. This technology can also support process evaluation by identifying right or wrong movements, so it can be an appropriate formative evaluation tool.

The implementation of this digital evaluation will increase the effectiveness and attractiveness of learning, allowing students to learn more contextual and practice religious values in daily life, while improving their digital skills.

Table 1. Implementation of Digital-Based Learning Evaluation

Digital-Based Evaluation	Analisis Summary
Use of Digital Learning Platform for Project-Based Assessment	Assess students' abilities through collaboration on projects
Multimedia-Based Interactive Test	Measure material understanding with an interactive approach
Digital Portfolio Development	Comprehensively document student progress
Game-Based Learning to Measure Understanding of Character Values	Use games to evaluate students' understanding of character values
Formative Assessment Based on Online Discussion and Reflection	Provide feedback through discussion and reflection
Integration of Augmented Reality (AR)-Based Learning for Worship Practice	Providing interactive worship practice experience

DIGITAL-BASED LEARNING EVALUATION IMPLEMENTATION FLOW

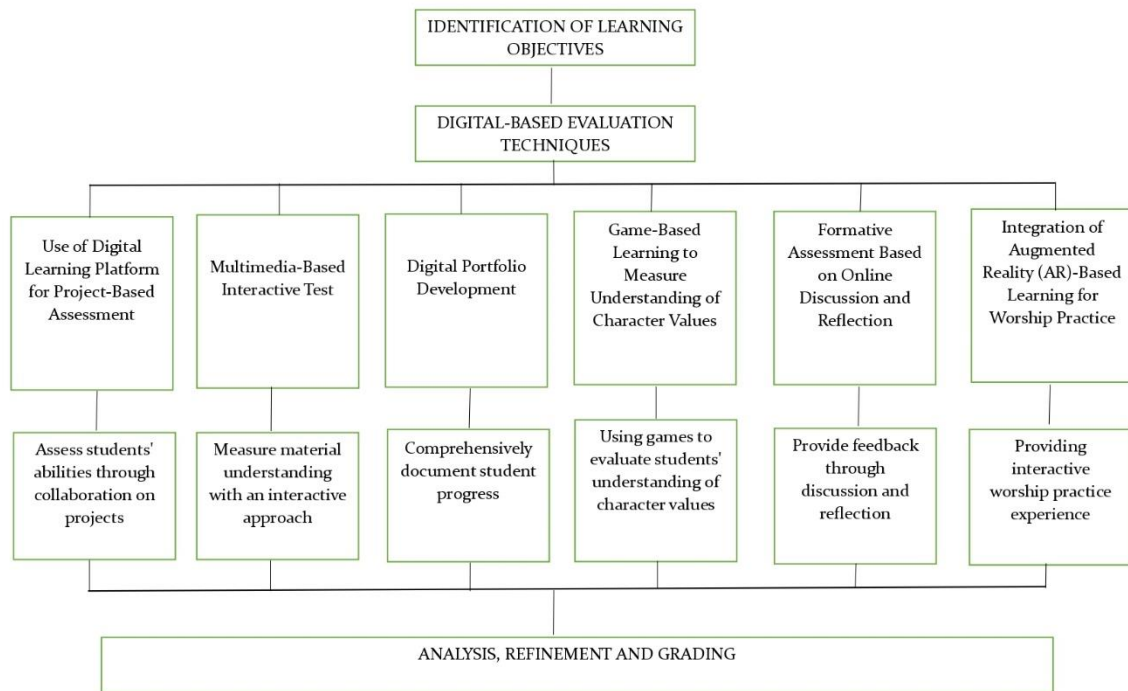


Figure 2. Digital-Based Learning Evaluation Implementation Flow

D. CONCLUSION

The conclusion of this study emphasizes the results of data analysis and correlation to the implementation of test-based evaluation in the Islamic Religious Education and Ethics book. The study found that test-based evaluations, such as multiple-choice, fill-in, and essay, are generally quite effective in assessing students' cognitive aspects, especially related to their understanding of Islamic religious concepts. However, the results of the analysis also show that although cognitive assessment is met, this method has significant limitations in assessing affective and psychomotor aspects, which are equally important in character education and religious values.

From the analysis of the data, it appears that the emphasis on cognitive evaluation is not enough to cover all the educational objectives of PAI and Ethics which should also support the formation of students' attitudes and practical skills. The correlation between the limitations of test-based evaluation and the low assessment of students' character and social skills shows that the evaluation methods in this book need to be expanded. This mainly affects learning outcomes that focus on practicing religious values in daily life, which cannot be fully measured by cognitive tests.

Furthermore, the results of the analysis show the potential to increase student engagement in more depth through other assessment methods, such as project-based and portfolio-based assessments. This alternative evaluation technique with the

achievement of affective aspects shows that a project-like approach allows students to develop critical thinking and collaborative work, which supports PAI's goals as a holistic education. Portfolio assessments, on the other hand, allow for continuous monitoring of students' character development, as well as providing an opportunity for teachers to look at students' spiritual and affective growth in a broader context.

In addition, the analysis showed a positive correlation between the use of digital technology and the effectiveness of evaluation, especially in terms of increasing the attractiveness and relevance of evaluation. The use of *digital platforms* that include multimedia-based interactive tests, game-based learning, and digital portfolios provides opportunities for students to participate in a more dynamic and hands-on evaluation process. Data shows that the integration of these technology-based evaluations can increase student engagement, allowing them to apply religious values in more contextual everyday life scenarios.

In addition, the study suggests that although test-based evaluation is still relevant for assessing cognitive understanding, there is a significant need to expand the evaluation techniques used. By combining project-based, portfolio-based, and digital technology evaluation methods, evaluation at PAI can better reflect holistic educational goals, not only to understand religion theoretically but also to internalize and practice religious values. These results recommend the development of a more diverse evaluation system to improve overall student learning outcomes, especially in the aspects of character and attitudes that are important in religious education.

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