

THE ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN LEARNING ASSESSMENT: A LITERATURE-BASED QUALITATIVE ANALYSIS

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Abstract. This study aims to explore the contribution of Islamic Education (PAI) teachers in the learning evaluation process, from the planning and implementation stages to the processing of results and follow-up. A qualitative method was used through a literature review, in which data were obtained by searching and analyzing various sources, including books, scientific journal articles, and previous studies related to PAI learning evaluation. Data collection was carried out through documentation, while the analysis applied a content analysis model with steps of data simplification, data presentation, and conclusion drawing. The findings show that PAI teachers play a crucial role in developing evaluation objectives and tools that cover cognitive, affective, and psychomotor aspects, implementing formative and summative evaluations in a balanced manner, and processing evaluation results to inform remediation and enrichment programs. The implications of this study emphasize the need to improve Islamic Education teachers' abilities in learning evaluation so that the assessment process becomes objective, responsible, and focused on comprehensive character building for students

Keywords: PAI Teachers, Learning Evaluation, Assessment

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi kontribusi guru Pendidikan Agama Islam (PAI) dalam proses evaluasi pembelajaran, mulai dari tahap perencanaan dan implementasi hingga pengolahan hasil dan tindak lanjut. Metode kualitatif digunakan melalui tinjauan literatur, di mana data diperoleh dengan mencari dan menganalisis berbagai sumber literatur seperti buku, artikel jurnal ilmiah, dan studi sebelumnya yang berkaitan dengan evaluasi pembelajaran PAI. Pengumpulan data dilakukan melalui dokumentasi, sementara analisis menerapkan model analisis konten dengan langkah-langkah penyederhanaan data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa guru PAI memiliki peran krusial dalam mengembangkan tujuan dan alat evaluasi yang mencakup aspek kognitif, afektif, dan psikomotorik, melaksanakan evaluasi formatif dan sumatif secara seimbang, serta memproses hasil evaluasi sebagai dasar untuk program remediasi dan pengayaan. Implikasi studi ini menekankan perlunya meningkatkan kemampuan guru Pendidikan Islam dalam evaluasi pembelajaran agar proses penilaian menjadi objektif, bertanggung jawab, dan berfokus pada pembentukan karakter yang komprehensif bagi siswa

Kata Kunci: Guru PAI, Evaluasi Pembelajaran, Penilaian

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INTRODUCTION

Assessment is a crucial and integral component of the overall learning process in schools. It plays a vital role in the education system by providing the information needed to evaluate the success of the learning process. Without assessment, teachers would struggle to obtain the data needed to identify the strengths and weaknesses of the learning activities that have occurred. (Datuk et al., 2024). Assessment is a tool used to evaluate students' level of understanding of the learning material and serves as an indicator of educators' performance (Mistiawati et al., 2025). Therefore, an effective assessment system is needed to improve the quality of learning outcomes and support the optimal development of students' potential (Nimadina et al., 2024). This role is strategic because it involves broad responsibilities in developing three key aspects of students attitudes (affective), knowledge (cognitive), and skills (psychomotor), in an integrated manner. In shaping attitudes, PAI teachers not only convey knowledge but also serve as role models (Uswatun Hasanah), instilling religious and ethical values and shaping students' personalities (Syahriyah, 2023).

However, the implementation of Islamic Education (PAI) assessment in the field has not been optimal due to various challenges that hinder the effectiveness of student learning assessment. One of the main obstacles in PAI assessment is the limited number of educators in some schools, which results in an imbalance in the teacher-to-student ratio and contributes to low assessment efficiency (Muflihun & Makhshun, 2025). The importance of examining the role of Islamic Religious Education (IRE) teachers in the evaluation process stems from the fact that teachers are key to determining the success and quality of classroom learning (Rahmawati et al., 2024). In the learning process, teachers serve not only as educators but also as assessors who evaluate students' achievement of learning objectives and their internalization of religious values (Mutaqin et al., 2023).

Through this study, it is possible to analyze the efforts of Islamic education teachers to address various learning challenges in the classroom, including low student motivation and a lack of discipline in completing assignments to develop more effective and high-quality assessment tools (Saraya et al., 2023). In addition, this study is necessary to analyze the direct impact of teacher evaluation on improving students' motivation to learn and fostering holistic religious character development (Royhanuddin, 2024). A comprehensive understanding of the strategic role of teachers in evaluation serves as the foundation for educational institutions to provide appropriate support to enhance educators' professional competencies and the quality of Islamic education. Based on the description above, this article provides an in-depth analysis of the role of Islamic Education teachers in learning assessment and the impact of the

challenges they face on student learning outcomes. This article offers a comprehensive overview of strategies for developing assessment tools that support quality learning and serves as a guide for educators to enhance their professional competence in conducting accountable assessments. This study aims to explore the contribution of Islamic Religious Education teachers in the learning evaluation process, from the planning and implementation stages to the processing of results and follow-up.

METHOD

This study employs a qualitative approach through a literature review. This method was chosen to comprehensively explore the concepts, contributions, and implementation of learning assessment in Islamic Religious Education, drawing on theoretical studies and findings from previous research. The research data sources are divided into primary and secondary sources. Primary data were obtained from national and international scientific journal articles related to the role of Islamic Religious Education (IRE) teachers in learning evaluation. Secondary data include textbooks, educational policy documents, and other scholarly sources that enrich the research paper. Data collection techniques were applied through a literature review, conducted by searching for, identifying, and classifying literature relevant to the research theme.

The data analysis process employed content analysis techniques across the stages of data reduction, data presentation, and conclusion drawing. Through this method, the data were systematically analyzed to achieve a comprehensive understanding of PAI teachers' tasks in planning, implementing, evaluating, and monitoring the progress of learning evaluations

RESULTS AND DISCUSSION

Islamic Education Teachers as Evaluation Planners

Setting evaluation objectives is a strategic step in planning the assessment of student learning outcomes, as these objectives serve as the basis for determining the effectiveness of instructional implementation. Conceptually, the purpose of evaluation is to measure students' achievement of competencies and learning outcomes (Atiqoh et al., 2023). When planning an assessment, objectives must be formulated systematically so that the resulting information accurately reflects students' learning progress (Hasyim, 2018).

In Islamic educational institutions, alignment between evaluation objectives and the institution's strategic plan is crucial, with self-assessment of the organization's condition serving as the primary basis for determining evaluation objectives (Azzumi Azka

Gigannia, Salsa Saskia Putri, Friza Afriani, Inarotul Ajwa Saputra, 2024). In Islamic educational institutions, alignment between evaluation objectives and the institution's strategic plan is crucial, with self-assessment of the organization's condition serving as the primary basis for determining evaluation objectives (Ervianti et al., 2025).

Through careful evaluation planning, educators can develop evaluation methods, strategies, and tools tailored to students' characteristics and the learning environment (Atiqoh et al., 2023). Therefore, formulating appropriate objectives is key, as it determines the validity of the assessment tool in measuring students' cognitive, affective, and psychomotor domains (Rongcai et al., 2020). Purpose-driven assessment enables educators to determine assessment methods, strategies, and tools that align with students' characteristics and the learning environment. Assessment is conducted by designing questions that go beyond measuring rote memorization and encourage students to demonstrate higher-order thinking and creativity. In learning assessment practice, Bloom's Taxonomy is used as the primary reference for formulating competency achievement indicators, which are then implemented in written and oral examination instruments to obtain objective measures of learning (Jaya et al., 2025).

Assessment of the affective domain requires the development of tools that can track students' attitudes, spiritual values, and social character throughout the learning process. Although attitude assessment is crucial to the development of religious personality, its implementation in practice remains dominated by a normative approach that lacks measurable, in-depth indicators. Therefore, it is necessary to develop more standardized observation or self-assessment tools to improve the accuracy of recording students' behavioral evaluations and emotional responses (Ujiyanti & Hanif, 2025). Assessment tools for the psychomotor domain are designed to evaluate the extent to which students possess practical skills and technical expertise in applying theoretical knowledge to practice. These tools are typically developed by creating practical observation rubrics or performance tasks that align with skill-based competencies, particularly in subjects that require a balance between conceptual understanding and motor skills. Psychomotor tools that are systematically integrated into learning assessments play a crucial role in providing a comprehensive picture of students' work readiness and independence (Zetra & Utami, 2025).

The integration of assessment tools across the three domains formative and summative, plays a strategic role in developing a comprehensive, holistic learning assessment system. Assessment tools designed to balance the cognitive, affective, and psychomotor domains enable teachers to provide constructive and accurate feedback that supports student

development. This approach consistently supports effective and meaningful improvements in the quality of education (Siregar et al., 2025).

Islamic Education Teachers as Evaluators

Formative assessment in education is conducted on an ongoing basis to monitor student progress and provide immediate feedback to improve the quality of instruction. This assessment is conducted using various techniques, including essay exams, contextual quizzes, group discussions, and observations of students' active participation throughout the learning process. Thus, educators can identify students' learning obstacles early on and adjust teaching strategies to achieve learning objectives more effectively (Zetra & Utami, 2025). Summative assessment is conducted at the end of the learning process, such as at the end of a semester or an educational level, with a focus on a comprehensive evaluation of students' achievement of competencies. Multiple-choice tests are commonly used because they can assess cognitive levels ranging from basic understanding to advanced thinking skills. Administratively, the results of summative assessments serve as official records of students' learning achievements and are the primary consideration in determining report card grades and graduation decisions. (Dianti et al., 2025).

The integration of formative and summative assessment is an innovative strategy that significantly contributes to the systematic improvement of educational quality. In practice, formative assessment aims to strengthen the learning process and student engagement, while summative assessment provides a comprehensive overview of the effectiveness of the implemented curriculum. The collaboration between these two types of assessment underscores that evaluation serves a dual function: as a measure of final learning outcomes and as an instrument for the continuous development of students' potential (Zubair et al., 2024). The balance between formative and summative assessment in teaching practice is a key factor determining the overall effectiveness of the evaluation system. Intensive formative assessment enables educators to implement timely interventions, ensuring that students are cognitively and mentally prepared for summative assessment. This comprehensive approach fosters a learning ecosystem that integrates academic achievement with a deeper conceptual understanding and character development (Siregar et al., 2025).

An evaluation strategy that combines test and non-test instruments is necessary to obtain a comprehensive picture of student learning outcomes. The use of test instruments, such as pre-tests and post-tests in the form of essays or multiple-choice questions, helps objectively measure students' cognitive abilities and conceptual mastery. These instruments are

considered effective for evaluating the extent to which students have mastered the academic material during the learning period (Indriyani et al., 2022).

Meanwhile, non-test techniques have been developed to assess aspects of learning that cannot be fully measured through written exams, particularly in the affective and psychomotor domains. Non-test assessment tools such as observations, interviews, sociometry, and rating scales help provide a more detailed understanding of students' attitudes, psychological characteristics, and social interactions. These techniques enable educators to conduct a more comprehensive and humane assessment of students' personalities within the educational environment (Irawan et al., 2025). The use of non-test-based techniques strongly supports the development of character and 21st-century skills, such as critical thinking, collaboration, and creativity. Through project-based, portfolio, and self-assessment strategies, students are encouraged to evaluate and reflect on their own learning processes. The integration of assessment techniques to measure learning outcomes and non-test techniques to monitor students' behavioral growth contributes to an evaluation system adaptable to current educational needs (Rohimah et al., 2025).

In practice, the success of assessment methods depends heavily on the selection of instructional materials and creative teaching approaches. For example, combining problem-based learning with various assessment methods can boost student enthusiasm and learning outcomes at every level of education. Integrating cognitive test results with qualitative data from non-test assessment tools enables teachers to compile accurate, evidence-based reports on student progress (Wahyujati et al., 2026).

Islamic Education Teachers as Evaluators and Processors of Evaluation Results

An analysis of students' academic performance indicates that these findings serve as key indicators for measuring the extent to which students have mastered and understood the material taught. Student academic performance generally reflects the success of the education system, which encompasses not only intellectual aspects but also the development of cognitive, emotional, and motor skills. Academic performance is typically evaluated based on scores that meet or exceed basic standards, such as the Minimum Competency Score (KKM) and the Minimum Competency Test Score (KKTP) (Indriyani et al., 2022).

In everyday practice, research generally indicates that low academic achievement is influenced by a combination of internal and external factors. Internal factors include a lack of interest, motivation, and concentration stemming from the students themselves. External factors include teaching methods that lack variety or appeal, as well as interactions among

classmates that can distract students from their classroom work. Therefore, assessment of learning outcomes serves as a key indicator for educators to measure the effectiveness of teaching methods and implement necessary improvements to enhance the quality of the learning process (Jaenudin & Koryati, 2017).

The implementation of new learning strategies, such as problem-based collaborative models, has been shown to significantly improve student learning outcomes, with effectiveness ranging from 20% to 81%. These strategies encourage active participation, group work, and communication skills, which ultimately contribute positively to student motivation and engagement in the learning process. Additionally, the use of structured learning tools, such as Student Worksheets (LKPD), with a discovery-based learning approach is highly effective in reinforcing independent and structured conceptual understanding (Wulandar et al., 2025).

The establishment of Minimum Graduation Criteria (KKM) is a crucial component of educational evaluation in Indonesia, serving as a benchmark for measuring student competencies and as a guide for teachers in planning future lessons. However, research indicates that in practice, the setting of KKM is often carried out procedurally without seriously considering three key elements: the level of material complexity, the availability of facilities and infrastructure (support capacity), and students' prior knowledge (intake). Students' inability to meet the KKM usually reflects a gap between established standards and on-the-ground conditions, thereby requiring more intensive collaboration between educators and schools to determine realistic thresholds (Irawan et al., 2025).

Learning skills are also greatly influenced by how students manage their learning strategies outside of class hours. Research on students with scores below the minimum passing threshold indicates that inadequate learning is not solely related to academic ability but is more often caused by low motivation to learn and the selection of learning methods that are not suited to the characteristics of the material. An inadequate social environment and insufficient educational support make it difficult for students to achieve the established mastery standards. Therefore, the assessment of learning mastery should not be limited to scoring alone but should also include identifying factors that hinder student learning to improve their future performance (Roswita & Prahagia, 2024).

In addition to student-related factors, the accuracy of learning outcome measurements depends heavily on the standards of the assessment tools used, such as in the STEM learning model. The use of assessment questions that have not undergone rigorous validation and reliability testing can yield unrealistic achievement data, in which students are deemed to have mastered the material when, in fact, they have not fully mastered it, or vice versa. Research on

test components, including difficulty level and discriminative power, is an absolute prerequisite for evaluation results to support genuine mastery of learning. Through valid instruments, educators can provide appropriate interventions for students who have not yet reached the mastery threshold (Fatayah et al., 2022).

Religious Education Teachers as a Follow-Up to the Evaluation

The implementation of remediation and enrichment programs is a pedagogical response to the diversity of student abilities within a class, where not all students can keep up with a uniform pace of learning. Remedial programs are designed to help students who have not yet achieved basic competencies improve their mastery of the material, while enrichment programs provide opportunities for students who have already mastered it to deepen or expand their knowledge. Through these two strategies, instruction can be tailored to students' individual needs, so each student receives an education that matches their learning pace. (Siregar et al., 2025).

In the field of learning assessment, remedial and enrichment programs serve as essential follow-up measures after achievement tests are administered. Optimizing assessment is not limited to assigning grades but also involves using that information to continuously improve learning standards. Historical perspectives and current practices in Indonesia indicate that the effectiveness of these programs depends heavily on educators' ability to identify students' weaknesses and design appropriate guidance programs to optimally achieve educational goals. (Bilge et al., 2023). Especially in enrichment programs, teachers play a crucial role in designing innovative approaches, particularly in subjects with complex concepts such as IPAS. Effective enrichment approaches are implemented through activities that foster a deeper understanding among students, going beyond existing curriculum standards. Innovative steps taken by educators to overcome obstacles during enrichment programs, such as time or resource constraints, have been shown to increase students' motivation and curiosity about the material being studied (Teknologi et al., 2025).

Remedial and enrichment programs are successful when supported by formative assessment that is consistently applied throughout the learning process. Unlike summative assessment, which is conducted at the end of a period, formative assessment helps teachers identify students' learning difficulties as early as possible. Thanks to early identification through formative assessments, teachers can immediately determine which students need remedial support and which are ready for enrichment material, ensuring that no student is left behind in the learning process (Taqiyuddin et al., 2024).

The results of the learning process assessment essentially serve as a tool for teachers to reflect on and evaluate the success of classroom activities. By analyzing student performance, educators can determine whether the approaches, teaching aids, and lesson materials are appropriate or need adjustment. This personal reflection is a crucial step at the beginning of the learning process, during which teachers are expected to maintain an objective perspective while identifying weaknesses in the initial phase, core activities, and concluding phase to enhance the quality of instruction in subsequent sessions (Wahyudinata, 2024).

In addition to self-reflection, improvements in the learning process are also significantly influenced by academic supervision conducted by the school principal. Field data indicate that structured supervision of teacher performance can drive continuous improvement in professional skills. Findings from supervision, combined with data on student learning outcomes, provide a solid foundation for schools to implement educational interventions, thereby creating a cycle of improvement that enhances learning quality and student achievement (Mediatati & Jati, 2022). Improving the learning process also depends heavily on the techniques used to provide feedback based on assessment results, whether formative or summative. The follow-up to these assessments should not stop at determining grades, but must serve as the basis for developing more personalized guidance strategies through remedial or enrichment programs. By effectively using assessment results, teachers can adjust the pace and methods of instruction to be more responsive to students' learning challenges, thereby minimizing future learning failures (Imran et al., 2025).

Essentially, improvements in teaching methods are concrete evidence of data-driven educational decisions. Assessments of learning outcomes provide authentic data on the extent to which curriculum objectives are being met, which is then used to determine tactical steps for refining the micro-curriculum in the classroom. Without consistent monitoring of assessment results, the educational process tends to become static and unable to respond to students' evolving challenges and needs. (Bilge et al., 2023).

CONCLUSION

Assessment is a crucial component of the education system, serving as a measure of student understanding and an indicator of the effectiveness of the educational process. To comprehensively develop students' cognitive, practical, and psychomotor skills, Islamic Religious Education (IRE) teachers adopt a strategic approach. During the instructional phase, teachers employ systematic research methods and objectives, such as using Bloom's Taxonomy, to ensure objectivity.

During the implementation phase, instructors use a combination of format-based and summative-based methods to enhance students' comprehension skills and integrate test and non-test tools to create easily understandable character descriptions. As a result, instructors analyze academic performance data to identify learning challenges and determine the validity of the tools used. Ultimately, the teacher's role as a guide is demonstrated through remedial programs for students who have not yet reached a certain proficiency level and enrichment programs for high-achieving students, as well as by using evaluation results for self-reflection to continuously improve teaching methods

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