

Perception And Implementation of Islamic Education Evaluation: A Mixed-Method Study in Integrated Islamic Schools

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ARTICLE INFO	ABSTRACT
<p>Article history Received May 12, 2025 Revised June 15, 2025 Accepted June 29, 2025</p> <p>Keywords Evaluation Education Islam School Islam Integrated Approach Holistic Education Character Mixed Method</p>	<p>Evaluation Islamic education in Integrated Islamic Schools (SIT) faces challenge in ensure integration Islamic values and achievements academic in a way holistic. Research This aiming explores perception stakeholders' interest to the evaluation model Islamic education and analyze its implementation. With mixed method approach and convergent parallel design, research This involving 200 respondents through questionnaire quantitative and interview qualitative. Research results show that 85% of respondents own perception positive to the relevance of the evaluation model, especially in support integration Islamic values and formation character students. Respondents with background behind education more height and experience longer teaching shows more appreciation deep to approach This. In conclusion, the evaluation model Islamic education at SIT is understood as instrument strategic for support multidimensional education. Research results This give contribution to theory evaluation Islamic education and offer guide practical for development instrument further evaluation adaptive. Research This beneficial in increase quality evaluation Islamic education, both at the elementary level institution and policy.</p> <p>This is an open access article under the CC-BY license.</p> 

I. Introduction

Evaluation of education's own role is strategic in determining effectiveness and quality of the education system, especially in the context of Islamic education that combines spiritual values with need modern academic (Mutholingah et al., 2023; Randa & Arsyam, 2023). In the era of globalization, Islamic education faces challenge for still relevant and competitive, especially in institutions like Integrated Islamic School (SIT), which integrates curriculum national with education based on Islamic values. As one of the rapidly developing educational models, SIT requires an evaluation approach that not only measures academic performance but also ensures the achievement of the objective of forming Islamic character. Although this is the application of an appropriate evaluation model tailored to SIT's needs, it still poses challenges, especially in understanding stakeholders' perceptions of interest and in evaluating the practices applied. Research: This study challenges the focus on the perception and implementation of evaluation models that are relevant and effective for Islamic education (Yanto, 2021).

Evaluation plays a vital role in supporting the achievement of educational objectives (Soltani et al., 2018; Zhang et al., 2021), yet its application in the SIT context still faces various challenges. One of the main problems is the lack of comprehensive standards in integrating Islamic values with modern data-based evaluation. Limitations in understanding how stakeholders' interests, including teachers' and school management's, are viewed and applied in practice. Without an existing understanding of deep perception and the implementation of the evaluation model, it is difficult for the SIT institution to identify strengths and weaknesses in the system evaluation. Situation. This creates a need to urge research that can explore and specifically address problems, ensuring the review of education is not only relevant but also effective in supporting the vision of holistic Islamic education (Anshori et al., 2022).

This study aims to reveal comprehensive perceptions of teachers and management regarding the evaluation of SIT education and analyze the implementation of the evaluation model used in practical contexts. Using a mixed-method approach, this research is expected to

provide a holistic description of how the evaluation model is applied and how it influences educational quality. Additionally, this research aims to identify challenges and opportunities in implementing evaluation education at SIT, thereby producing evidence-based recommendations to enhance the effectiveness of the system evaluation for Islamic education. Findings from this study are expected to contribute not only to the development of evaluation practices at the institutional level of education but also to offer new perspectives for policymakers in the Islamic sector.

Within the existing body of literature, the evaluation of Islamic education has emerged as a critical area of scholarly interest, particularly in ensuring its relevance, quality, and effectiveness within a holistic educational evaluation framework in Sekolah Islam Terpadu (SIT) or Integrated Islamic Schools. Despite its importance, this topic has not yet received adequate academic attention or empirical exploration. Furthermore, recent research highlights the urgent need for an adaptive, data-driven evaluation model that not only aligns with contemporary educational standards but also authentically integrates Islamic values and principles into the assessment process. Such a model would enable educators and policymakers to design evaluation systems that are both contextually grounded and spiritually meaningful, ensuring that Islamic education remains dynamic, accountable, and responsive to students' evolving needs in the modern era. (Solehat & Ramadan, 2021)

II. Method

This study uses a mixed-methods, convergent parallel design, integrating quantitative and qualitative data, to obtain a comprehensive understanding of perceptions and the implementation of evaluation models in Islamic education at SIT. The population study covers all the Integrated Islamic Schools in West Java Province; meanwhile, the sample study was selected using a purposive sampling technique, given the variation in geography and characteristics of the relevant institutions. (Firat et al., 2020; Palinkas et al., 2010)

Quantitative data collection techniques are used to design a questionnaire structured to measure perceptions and the implementation of practices in education in schools. Qualitative data were collected through in-depth interviews with the school head, teachers, and staff management, as well as through direct field observation of the evaluation process. This procedure is equipped with documentation to validate the data obtained (Sabrina & Ahmadi, 2021).

Quantitative data analysis was conducted using descriptive and inferential statistical tools, including SPSS and PLS-SEM, to identify patterns and relationships among variables. Qualitative data were analyzed through a thematic approach, which involved coding, grouping

themes, and in-depth interpretation of relevant findings (Beñalet, 2024). Quantitative and qualitative data were then integrated in the final analysis stage to provide a holistic understanding, accounting for both their convergence and divergence.

III. Results and Discussion

A. Stakeholders' Perceptions of Islamic Education Evaluation Models

Stakeholders' perceptions of the Islamic education evaluation model showed a strong positive trend. The results of the quantitative analysis showed that 85% of respondents found the applied evaluation model relevant and supported the integration of Islamic values in learning. Respondents with higher educational backgrounds tended to provide a more positive assessment of the model's relevance, as revealed by statistical correlation analysis. In addition, longer teaching experience also correlated with a deeper appreciation of the holistic evaluation approach. These data indicate that educational and experiential factors influence stakeholders' perspectives on the sustainability of Islamic value-based evaluation. These results support the importance of providing educators with conceptual and practical training to explore the comprehensive evaluation model (Farchan, 2019).

Qualitative analysis strengthened the quantitative results by illustrating a deep appreciation of the multidimensional evaluation approach. Teachers and principals emphasized that evaluation encompasses not only academic achievement but also students' spiritual and character dimensions. One teacher stated, "Holistic evaluation helps students understand how Islamic values are applied in everyday life." A significant theme that emerged was the strengthening of Islamic values as the primary goal of educational evaluation. In addition, the balance between academic and spiritual dimensions was often mentioned as the key to creating an education. This view confirms that evaluation at SIT is not only technical but also rooted in the vision of forming a generation with noble character.

The balance between academic and spiritual aspects (Anidaisma, 2023) in evaluation is an essential element, as respondents recognized. Many stakeholders highlighted the importance of integrating indicators of educational success with indicators of Islamic character. Field observations support this finding, with several schools having developed evaluation instruments that cover moral, social, and spiritual dimensions. However, most respondents also acknowledged that implementing this model still requires clearer standards. The mismatch between the ideal concept and its implementation in the field is a challenge that must be overcome. This indicates a need to improve evaluation instruments that are better adapted to school needs.

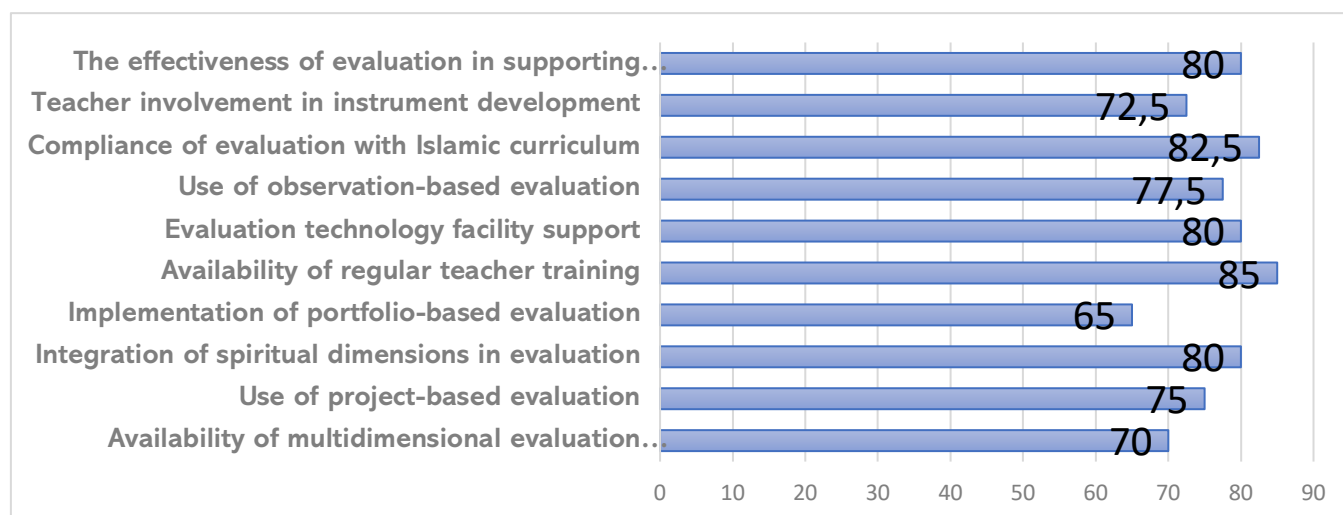


Fig. 1. Respondents' Assessment of the Islamic Education Evaluation Model (Indicator in %)

Combined results from quantitative and qualitative analyses confirm the importance of a relevant evaluation model in Islamic education. The positive perceptions of teachers and school management indicate acceptance of the holistic evaluation concept. However, the success of this evaluation requires support in the form of continuous training and the development of more structured instruments. This finding shows that educational evaluation in SIT is not only a measurement tool but also a means to strengthen Islamic values among students. Therefore, strengthening stakeholders' capacity to understand and implement holistic evaluation is a priority for improving the quality of education in Integrated Islamic Schools (Setiawan, 2022).

The study's results indicate that stakeholders' perceptions of the Islamic education evaluation model are very positive, with most respondents supporting the relevance of the holistic evaluation approach used in SIT. The interpretation of these results refers to the multidimensional evaluation theory, which emphasizes the importance of integrating various dimensions, including academic, spiritual, and character (Aprilianti, 2024; Crossman, 2015). This positive perception indicates that the evaluation model applied in SIT is not only understood as a tool for measuring student achievement but also as a strategic instrument to support the formation of Islamic character. This finding is consistent with the view that Islamic education must be designed to produce a generation that is not only academically successful but also morally strong.

The results also show a significant relationship between educational level and teaching experience with appreciation of the holistic evaluation model. Stakeholders with higher educational backgrounds and longer experience tend to have a deeper understanding of the importance of a multidimensional evaluation approach. This aligns with the constructivist theory of education, which holds that prior experience and knowledge shape how a person understands and evaluates new concepts

across various dimensions of Islamic education (Hamzah et al., 2021).

However, this study also differs from studies (Atika, 2023; Fitri, 2023; Memon, 2011; Nadifa, 2024) that found many Islamic schools had difficulty implementing value-based evaluation due to limited instruments and a lack of teacher training. This study shows that, despite these challenges, stakeholders' perceptions in SIT remain positive, with internal support for implementing holistic evaluation. This indicates that the success of evaluation implementation depends not only on the availability of resources but also on stakeholders' strong commitment and understanding.

Furthermore, this finding corrects the previous paradigm that tends to view the evaluation of Islamic education as a separate effort between academic and spiritual assessment. This study shows that the evaluation model applied in SIT successfully unites both dimensions in an integrated framework. This correction makes an essential contribution to the literature on the evaluation of Islamic education by confirming that a holistic approach is not only theoretically ideal but can also be practically implemented with positive results (Makin, 2019).

In practice, the results of this study guide Islamic educational institutions in designing and implementing evaluation models relevant to the local context. The findings also indicate that ongoing teacher training and the development of adaptive evaluation instruments are essential steps to ensure the successful implementation of holistic evaluation.

B. Implementation of the Evaluation Model in Integrated Islamic Schools

The results of the study indicate that the implementation of the Islamic education evaluation model at SIT is mainly in line with the multidimensional evaluation standards. Quantitative data indicate that 70% of schools have implemented an evaluation mechanism

encompassing academic, spiritual, and social dimensions. This suggests that most SITs have integrated Islamic values into their evaluation processes, though there is variation in the degree of success. Statistical analysis also revealed that the success of implementation is positively correlated with supporting factors, such as adequate teacher training and the availability of technological facilities. Schools that have better access to these resources tend to be more successful in implementing Islamic value-based evaluation. These findings underscore the importance of investing in teacher training and technology to support the implementation of the evaluation model (Hidayat et al., 2022).

Field observations show that the evaluation methods used in SIT are diverse and reflect a multidimensional approach. Direct observations show that more advanced schools use observation sheets, student portfolios, and project-based assessments to evaluate various aspects of student learning. These instruments are designed to cover cognitive, affective, and psychomotor dimensions holistically. However, in some schools, the

implementation of the evaluation model is still partial and less standardized. Observations also indicate inequality in the use of technology as an evaluation support tool. These findings suggest the need to standardize evaluation methods to improve implementation consistency across all schools.

Interviews with principals and teachers revealed several key challenges in implementing the evaluation model. One frequently mentioned challenge was the lack of training for teachers to understand and implement the holistic evaluation approach. Teachers also reported that the inconsistency between evaluation instruments and the local context was often a constraint. In addition, budget constraints also hampered the provision of adequate technology facilities. Several teachers stated that the multidimensional approach required more time and effort than traditional evaluation, which often became a constraint in its implementation. These interviews highlighted the importance of strengthening teacher capacity and developing evaluation instruments tailored to local needs.

Table 1. Summary Of Interview Results

Theme	Sub Theme	Informant Expressions	Number Of Informants
Lack Of Teacher Training	Lack Of Technical Training	We Never Received Any Technical Training For This Evaluation.	10
	Minimal Training Conceptual Limited Access To Training	Training Draft Evaluation Islamic Based Is Rare Held. Training Is Only Available In Big Cities, We Have Difficulty Accessing It.	8 12
Limitations Budget	Budget Teacher Training Development Instrument Evaluation	The School Budget Is Not Enough For Routine Training. There are no funds for develop more instruments Good.	9 11
	Support Technology	We don't have the budget to buy technology devices.	7
Adaptation to Technology	Limitations Infrastructure	Internet access at school is very limited.	6
	Availability Devices	We do not own device like computer For evaluation.	5
	Digital Awareness	Teachers' awareness of importance digitalization Still low.	8

Overall, the findings of this study show that although the implementation of the evaluation model in SIT has gone well, there is still room for improvement. Schools with a support source have more power and tend to succeed in conducting evaluations based on multidimensional criteria. However, the challenges in teacher training, standardized instruments, and the use of technology still require more attention. By overcoming this challenge, SIT can implement an evaluation model more effectively that supports the integration of Islamic values and academic achievement. More effective implementation can also be a model for other schools that want to adopt a similar approach.

Research results show that implementing the evaluation model for Islamic education at SIT has a significant impact and reflects a multidimensional evaluation approach. Quantitative data indicate that 70% of schools have applied evaluations that include dimensions of academic, spiritual, and social

development. Findings. This refers to the theory evaluation, which emphasizes the importance of integrating various aspects of education to create comprehensive learning. Successful implementation in schools, with support from Power, shows that existing training and technology have become essential factors in supporting sustainability evaluation grounded in Islamic values. These results support the view that the evaluation model must not only be relevant to objective education but also supported by infrastructure and capacity to provide adequate power to human beings.

Interpretation of the qualitative data shows that the successful implementation of Evaluation in SIT is highly dependent on the teacher's ability to understand and apply a holistic approach. Practices in the field, such as the use of sheet observation and portfolio students, indicate that more schools are ready to use standardized instruments, which tend to produce better results when applied to evaluation. However, constraints such as a lack of training

and a limited budget hinder several schools from optimizing practice evaluation. Findings. This underlines the importance of developing a sustainable approach and providing a supporting source for successful implementation and assessment at SIT.

Study. This supports findings that previously highlighted the importance of a multidimensional approach in evaluating Islamic education. Research (Amin et al., 2022; Nadifa, 2024; Suyatno et al., 2023) indicates that evaluations based on Islamic values not only increase academic achievement but also strengthen students' character development. Research results. This reinforces the argument with empirical evidence that a large part of SIT has implemented an evaluation model that includes the dimensions of academic, spiritual, and social. This shows that theory evaluation is holistic and relevant to practice in the field.

However, research differs from a study, which stated that evaluating based on Islamic values is difficult to implement due to inadequate awareness and training. In this context, findings show that schools with support for teacher training and technology can overcome constraints. Show that success evaluation depends not only on the instruments available but also on the efforts made to meet stakeholders' interests. Findings: This offers a new perspective on the importance of synergy between source power and training for successful implementation and evaluation.

Study this also corrects the paradigm previously considered evaluation of Islamic education, which focuses solely on academic assessment (Nasihin, 2024; Sholeh, 2023). Research results show that the multidimensional assessment applied in SIT successfully integrates Islamic values across all aspects of learning. This contributes to the literature by emphasizing approaches that are not only relevant in a conceptual sense but also applicable in practice, with positive results, provided that adequate sources support them.

Research results provide a significant contribution to the evaluation of development theory in Islamic education by strengthening the importance of a multidimensional approach. In practice, this research shows that the successful implementation of evaluation models in SIT requires ongoing training, the development of relevant instruments, and technological support. These findings offer practical guidance for policymakers and stakeholders interested in designing more effective strategies to integrate Islamic values into education evaluation. By addressing the identified challenges, this study can serve as a model to improve the quality of Islamic education at the local and national levels.

C. Challenges and Opportunities in the Islamic Education Evaluation Model

Research results indicate that the main challenge in applying evaluation models in Islamic education at SIT is

the lack of standardized evaluation instruments. Quantitative data indicate that 65% of respondents identify mismatches between evaluation instruments as the primary constraint to applying evaluation models based on Islamic values. Respondents also reported that this challenge is more prevalent in rural than in urban areas. Additionally, limitations in human resources, such as a lack of teacher training, also contribute to the low quality of evaluations in several schools. This suggests that, although the evaluation model is conceptually accepted, its implementation needs greater support in developing relevant instruments and in providing educators with training. This challenge serves as a reminder of the need for a systematic approach to ensure the successful implementation of appropriate evaluation methods aligned with Islamic education objectives.

The qualitative analysis emphasizes that the lack of teacher training is the most frequently mentioned challenge by respondents. The teachers stated they are not fully ready to implement holistic evaluation due to a lack of technical and conceptual training in evaluation models grounded in Islamic values. Additionally, limited budgets often pose obstacles to providing adequate training or developing more effective evaluation instruments. Respondents also expressed that adapting evaluation to technology remains a constraint in some schools, especially in areas with limited access to technology infrastructure. These findings show that the challenges faced are not only technical but also encompass human capacity, power sources, and infrastructure. To overcome these obstacles, collaboration between the government, schools, and other relevant parties is necessary.

However, this study also identified opportunities to optimize the quality of Islamic education evaluation. One of the main opportunities is the development of digital technology as a supporting tool in implementing Islamic value-based evaluation. Several respondents stated that digital platforms can simplify the evaluation process, especially by enabling efficient data collection and analysis. In addition, technological adaptation allows evaluations to be conducted more consistently, thereby reducing subjective bias. Another opportunity is to improve technology-based training that can reach teachers across regions at a more affordable cost. By leveraging technology, schools can overcome several major obstacles in implementing evaluations while increasing their effectiveness and efficiency.

Overall, this study's findings highlight the importance of developing standardized evaluation instruments and providing ongoing teacher training as strategic steps to address existing challenges. Although challenges such as limited human resources and technological adaptation remain significant, opportunities, such as the use of digital technology, offer optimism for the future of Islamic education evaluation. By integrating technological innovation and a holistic approach, the evaluation model

in SIT can be more effective in fostering Islamic character and enhancing students' academic achievement. This study provides a strong basis for developing more innovative and inclusive strategies to improve the quality of Islamic education evaluation across various contexts.

The study's results indicate that the lack of standardized evaluation instruments and adequate teacher training are significant challenges to implementing the Islamic education evaluation model in SIT. These findings suggest that the success of the evaluation model depends not only on the quality of the instruments but also on the readiness of human resources to implement them. The lack of appropriate instruments creates a mismatch between the evaluation's objectives and its field practice. In the context of educational evaluation theory, these results support the view that practical evaluation requires a holistic approach that includes technical, human, and supporting infrastructure dimensions. These findings underscore the importance of standardization and training to ensure that evaluation is not only relevant but also consistently applied.

In addition, adaptation to technology presents both an obstacle and an opportunity for implementing Islamic education evaluation. Limited technological infrastructure in some schools hinders the optimization of digital-based evaluation. However, for schools that have adopted technology, digital platforms show the potential to increase the efficiency and standardization of the evaluation process. This supports the theory of innovation in education, which states that technology can function as a catalyst to improve the quality of learning and evaluation. Thus, the results of this study not only highlight existing challenges but also indicate opportunities to optimize the implementation of the evaluation model.

This study supports previous findings that highlight the importance of standardized evaluation instruments in Islamic education. Studies revealed that schools with standardized evaluation instruments achieve better holistic assessment of student development. The findings of this study strengthen this argument by showing that the existence of relevant instruments greatly influences the success of evaluation in SIT. However, this study also adds a new dimension by showing that the mismatch between instruments and local contexts is a significant challenge that needs to be addressed (Riinawati, 2022).

On the other hand, this study differs from studies (Khoirunnisak, 2023; Muhsan, 2022) that state that the main challenge of evaluating Islamic education is resistance to a multidimensional approach. In this study, such resistance was not found, but the focus of the challenges was more on the lack of training and limited infrastructure. This shows that the evaluation model has been conceptually accepted in SIT, but its implementation requires more substantial support in terms of resources and capacity building. Thus, this study provides a new

perspective that broadens the understanding of the factors that influence the success of evaluating Islamic education.

This study also corrects the earlier paradigm that considered Islamic education evaluation difficult to implement in schools with limited infrastructure. This finding shows that, even with infrastructure constraints, adopting digital technology can improve evaluation efficiency. Digital platforms can help schools reduce reliance on manual processes and enable more standardized data analysis. This correction makes an essential contribution to the literature on evaluating Islamic education by showing that technology can serve as a bridge between theory and practice, even in contexts with limited resources.

This study makes a significant contribution to the evaluation of Islamic education theory by highlighting the importance of standardization instruments and teacher training for successful implementation. In practice, these findings provide a guide for schools, the government, and other stakeholders interested in overcoming existing challenges by developing relevant evaluation instruments tailored to local contexts and investing in technology-based training. Additionally, this research shows that digital technology can be an effective tool for increasing efficiency and consistency in evaluation, thereby supporting the integration of Islamic values and academic achievements at SIT. By integrating innovative technology and holistic approaches, the evaluation model for Islamic education can become more inclusive and relevant across various educational contexts.

This study has several limitations that affect the generalization of results. Geographical coverage is limited to a specific area, so the findings may not fully reflect SIT conditions in other regions. Additionally, constraints on time and resources can influence the depth of analysis, especially when evaluating the impact of implementation on results. Factors such as respondent bias, in which respondents give answers considered "socially wanted," also pose challenges to obtaining complete, objective data.

A recommended advanced study should expand geographical coverage by involving SIT from various areas to obtain more representative data. Additionally, a longitudinal approach can be used to evaluate changes in perception and practice over time. Future research should also examine the impact of a specific evaluation model on student learning outcomes, both academically and in terms of Islamic character, to provide stronger evidence of the model's effectiveness.

Findings of the study: These own implications are significant in support of holistic Islamic education. However, the use of digital technology for support evaluation raises ethical issues related to student data privacy and security. Therefore, implementation technology must consider data confidentiality and

principles of justice and access, especially for schools in areas with limited infrastructure.

IV. Conclusion

This study confirms that the evaluation model of Islamic education in Integrated Islamic Schools has the potential to serve as an instrument for achieving the objective of holistic education, despite implementation challenges. Perception of positive stakeholders' interest shows a conceptual approach to multidimensionally integrating the academic, spiritual, and social dimensions. However, successful implementation is highly dependent on the support source's power, including developing standardized instruments, providing adequate teacher training, and adapting technology. These findings underscore the importance of a systematic approach that integrates local innovation and capacity to improve evaluation quality. As a suggestion, further research can expand the geographical scope and use a longitudinal approach to understand the dynamics of changes in perceptions and evaluation practices over time. Focusing on the specific impact of evaluation models on student learning outcomes both academic and in the formation of Islamic character will make a more substantial contribution to the literature. In addition, the development of digital technology as a supporting tool for evaluation must be carried out with fair access and data security in mind to ensure ethical and inclusive implementation. Overall, this study makes a significant contribution to the theory and practice of Islamic education evaluation. The findings can serve as a basis for designing more effective policies and strategies to support holistic education that is relevant to future needs. With collaboration among the government, schools, and other stakeholders, the evaluation model in SIT can serve as a reference for developing a broader education evaluation system.

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