

## **Perceptions of Students on the Islamic Religious Education Programme Regarding the Course on Learning Evaluation**

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**ABSTRACT.** The paradigm shift in learning evaluation requires students not only to understand the concept of evaluation but also to be able to implement it in learning practice. This study aims to describe the perceptions of students on the Islamic Religious Education programme regarding the Learning Evaluation course. The study employed a quantitative descriptive approach, with data collected via a questionnaire distributed to 11 fourth-semester students selected through purposive sampling. The data were analysed using descriptive analysis techniques. The results indicate that the majority of students held positive perceptions of the 'Learning Assessment' course. Students demonstrated a good understanding of the functions, principles and role of assessment in learning and felt that the learning process and the lecturer's explanations helped them to understand the design and application of assessment instruments. Nevertheless, the students' level of readiness to implement learning evaluation in teaching practice remains in the 'fairly ready' category. These findings indicate a gap between the students' conceptual mastery and their practical readiness to carry out learning evaluation. Therefore, it is necessary to strengthen practice-based learning through simulations, microteaching and exercises in designing evaluation instruments so that the students' evaluative competencies can develop more optimally.

**Keyword:** Learning Evaluation, Student Perceptions, Islamic Religious Education

**Abstrak** *Transformasi paradigma evaluasi pembelajaran menuntut mahasiswa tidak hanya memahami konsep evaluasi, tetapi juga mampu mengimplementasikannya dalam praktik pembelajaran. Penelitian ini bertujuan mendeskripsikan persepsi mahasiswa Program Studi Pendidikan Agama Islam terhadap mata kuliah Evaluasi Pembelajaran. Penelitian menggunakan pendekatan deskriptif kuantitatif dengan teknik pengumpulan data berupa angket yang disebarkan kepada 11 mahasiswa semester IV yang dipilih secara purposive. Data dianalisis menggunakan teknik analisis deskriptif. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memiliki persepsi positif terhadap mata kuliah Evaluasi Pembelajaran. Mahasiswa menunjukkan pemahaman yang baik mengenai fungsi, prinsip, dan peran evaluasi dalam pembelajaran serta menilai bahwa proses pembelajaran dan penjelasan dosen membantu mereka memahami penyusunan dan penerapan instrumen evaluasi. Meskipun demikian, tingkat kesiapan mahasiswa dalam mengimplementasikan evaluasi pembelajaran pada praktik mengajar masih berada pada kategori cukup siap. Temuan ini menunjukkan adanya kesenjangan antara penguasaan konseptual dan kesiapan praktik mahasiswa dalam melaksanakan evaluasi pembelajaran. Oleh karena itu, diperlukan penguatan pembelajaran berbasis praktik melalui simulasi, microteaching, dan latihan penyusunan instrumen evaluasi agar kompetensi evaluatif mahasiswa dapat berkembang secara lebih optimal.*

**Kata Kunci:** *Evaluasi Pembelajaran, Persepsi Mahasiswa, Pendidikan Agama Islam.*

## **Introduction**

21st-century education is characterised by a shift in the learning paradigm, which emphasises the development of critical thinking skills, creativity, collaboration and problem-solving abilities. This shift has implications for the transformation of the learning assessment system, which is no longer focused solely on measuring learning outcomes, but also on the learning process and the overall development of learners' competences. According to (Afif dkk., 2025), Learning evaluation is a systematic and ongoing process for determining the quality of learning based on specific criteria, which serves as the basis for educational decision-making. In line with this, (Mas'adi dkk., 2025) explains that assessment not only serves to measure learning outcomes, but also acts as a means of improving the learning process to make it more effective and meaningful.

In the context of Islamic Religious Education (PAI), assessment is more complex than in other subject areas. Assessment is not only aimed at measuring mastery of religious knowledge, but also at fostering attitudes and behaviours that reflect Islamic values. Therefore, the assessment system implemented must be capable of measuring cognitive, affective and psychomotor aspects in an integrated manner (Putra, 2024). The modern evaluation paradigm even positions learners as active participants in the assessment process through authentic, reflective and participatory approaches that enable continuous improvement in learning (Saidah & Muhid, 2025).

Although the course on Learning Assessment has become an important part of the curriculum of the Islamic Education Study Programme, students' understanding of the nature of learning assessment does not always develop optimally. In academic practice, there are still students who view assessment merely as the act of awarding marks or measuring learning outcomes; consequently, they do not yet fully understand the function of assessment as an instrument for diagnosis, reflection and decision-making in learning. This situation suggests a potential gap between students' theoretical grasp of assessment concepts and their readiness to implement learning assessment in their teaching practice.

Psychologically speaking, perception is the process by which an individual selects, organises and interprets information in order to form a particular understanding of an object or experience. Robbins and Judge explain that perception is the process by which an individual interprets sensory impressions to make sense of their environment (Robbins & Judge, 2017). In an educational context, students' perceptions of a course can influence their motivation to learn, their academic engagement and their readiness to apply the skills acquired during the learning process. Therefore, students' perceptions of the 'Learning Assessment' course serve as a key indicator for understanding the extent to which learning objectives have been achieved.

Various studies indicate that the paradigm of learning assessment is constantly evolving. Maulidya emphasises that deep learning-based education requires an assessment system capable of

measuring learners' higher-order thinking skills and reflective abilities (Maulidya dkk., 2025). Research (Adawiyah, 2022) shows that the use of peer assessment can increase pupils' participation in the assessment process and encourage more collaborative learning. Meanwhile, (Utami dkk., 2025) found that learners' perceptions of a fair, transparent and objective assessment system influence their motivation and learning outcomes. These findings suggest that the effectiveness of learning assessment is determined not only by the quality of the instruments used, but also by how learners view and interpret the assessment process they undergo.

Although a great deal of research has been conducted on learning assessment, the majority of studies still focus on the development of assessment models, the validity of assessment instruments, authentic assessment, and the use of technology in learning assessment. Studies that specifically examine the perceptions of students on the Islamic Education Study Programme regarding the Learning Evaluation course particularly those linking aspects of conceptual understanding, learning experiences, and readiness to implement evaluation in teaching practice remain relatively limited. Therefore, this study contributes by providing an empirical insight into how students interpret the Learning Evaluation course as part of their professional preparation as prospective Islamic Education teachers.

Based on the above, this study aims to describe the perceptions of students on the Islamic Education Study Programme regarding the 'Learning Evaluation' course, covering their understanding of evaluation concepts, their perceptions of the learning process they have undergone, and their readiness to apply learning evaluation in their teaching practice. It is hoped that the research findings will serve as a basis for evaluation by lecturers and programme administrators in developing a 'Learning Evaluation' course that is more practical, contextual and relevant to the needs of prospective educators in the 21st-century education era.

## **Method**

This study employs a quantitative descriptive approach aimed at describing the perceptions of students on the Islamic Religious Education programme regarding the 'Learning Evaluation' module. The quantitative descriptive approach was chosen because the study focuses on collecting data in the form of respondents' responses via a questionnaire and presenting the results as frequency distributions to provide an overview of the phenomenon under investigation. According to (Sugiyono, 2011), Descriptive research is research carried out to determine the value of a variable in its own right, without making comparisons or establishing links with other variables.

The research was conducted amongst fourth-semester students on the Islamic Education programme at Hasyim Asy'ari University who had completed or were currently undertaking the 'Learning Evaluation' module. The research sample comprised 11 students selected using purposive sampling. This technique was employed because the respondents were chosen on the

basis of specific criteria aligned with the research objectives, namely students who had experience of attending the 'Learning Evaluation' module and were therefore able to provide relevant information regarding the subject under investigation. Sugiyono (2023) explains that purposive sampling is a technique for selecting a sample based on specific criteria deemed most likely to provide the information required by the researcher.

The research instrument took the form of a questionnaire designed using a five-point Likert scale. The questionnaire comprised 15 items grouped into three main indicators, namely understanding of the concept of learning assessment (items 1–12), perceptions of the learning assessment process (items 13–14), and readiness to apply learning assessment in teaching practice (item 15). The scale used includes the categories 'understand very well', 'understand', 'understand reasonably well', 'do not understand very well' and 'do not understand' to measure aspects of understanding; as well as other categories tailored to the characteristics of each research indicator. According to (Arikunto, 2021), A questionnaire is a data collection technique in which a set of written questions is presented to respondents in order to obtain information about their attitudes, opinions and perceptions regarding a particular subject.

Data collection was carried out by distributing an online questionnaire via Google Forms. The use of a digital platform was chosen to facilitate the distribution of the questionnaire, speed up the data collection process, and improve the efficiency of the research. Prior to use, the questionnaire was first reviewed against indicators developed from the concept of learning evaluation to ensure that its content was consistent with the research objectives.

The data obtained were analysed using descriptive analysis techniques. The analysis was carried out through the stages of data tabulation, grouping responses according to predetermined categories, calculating the frequency of respondents in each category, and interpreting the results to describe trends in students' perceptions of the 'Learning Evaluation' course. According to (Creswell, 2013), Descriptive analysis is used to describe the characteristics of the data and provide a systematic overview of the phenomenon under study without testing the relationships between variables. The results of the analysis are then presented in the form of tables and diagrams to facilitate the interpretation of the data and the drawing of research conclusions.

## **Research Findings and Discussion**

### **Research Findings**

#### **Students' Understanding of the Concept of Learning Evaluation**

The first aspect investigated relates to students' understanding of the concept of learning evaluation. The measurement was carried out using twelve questions covering students' understanding of the definition of assessment, the functions of assessment, the objectives of assessment, the principles of assessment, and the role of assessment in improving the quality of

learning. The summary of students' responses to these twelve questions is presented in the following diagram.

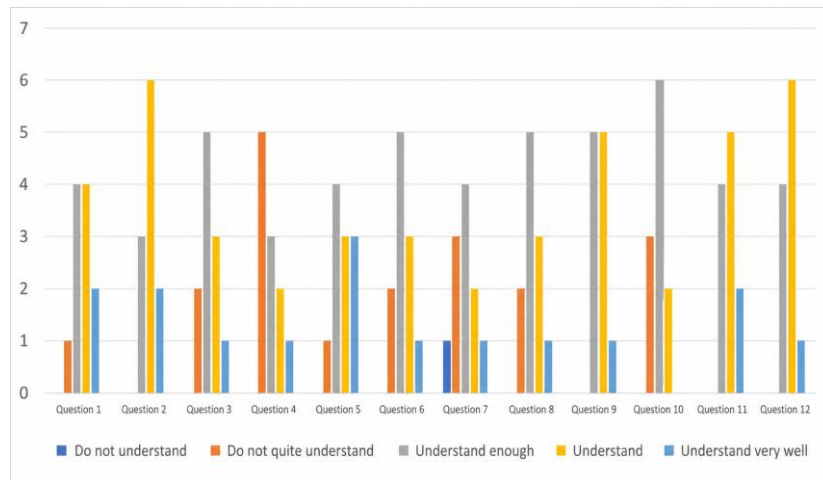


Figure 1. Diagram for questions 1–12

Based on the figure, it can be seen that the majority of students' responses fell into the 'understand reasonably well' and 'understand' categories. The 'understand reasonably well' category had the highest frequency, followed by the 'understand' and 'understand very well' categories. Conversely, the number of students in the 'do not understand well' and 'do not understand' categories was relatively small.

These findings indicate that students already have a reasonably good understanding of the basic concepts of learning assessment. The majority of respondents were able to understand the function of assessment as a tool for determining the achievement of learning objectives, to recognise the importance of assessment in the educational process, and to understand that assessment is an integral part of learning activities. Furthermore, the students also demonstrated an understanding that learning assessment is not solely oriented towards measuring cognitive learning outcomes, but is also related to a more comprehensive assessment process.

### Students' Understanding of the Application of Learning Assessment

The second aspect examined relates to students' understanding of the application of learning assessment in learning activities. This aspect aims to determine the extent to which the lecture process has helped students understand the implementation of learning assessment in educational practice. The results of the assessment of this aspect are presented in the diagram below.

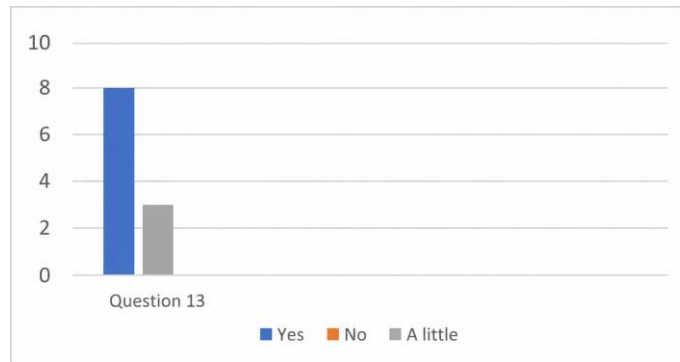


Figure 2. Diagram for Question 13

Based on Figure 2, the majority of students stated that the learning process they had undertaken had helped them understand the application of learning assessment. Eight students selected the 'yes' category, whilst three students selected the 'somewhat' category. No students selected the 'no' category.

These results indicate that the majority of students have gained an understanding of the application of learning assessment through the ongoing lecture process. The learning they have received has not only provided a theoretical understanding of the concept of assessment but has also given them an insight into the implementation of assessment in teaching and learning activities. Consequently, students are beginning to understand how assessment is used to measure the achievement of learning objectives and as a basis for improving the learning process.

### Student Engagement in the Learning Process

The third aspect examined relates to the level of student engagement during the 'Learning Evaluation' lectures. This measurement was carried out to determine the level of student participation in various learning activities, such as discussions, question-and-answer sessions, and other academic activities that support understanding of the material. The results of the measurement for this aspect are presented in Figure 3.

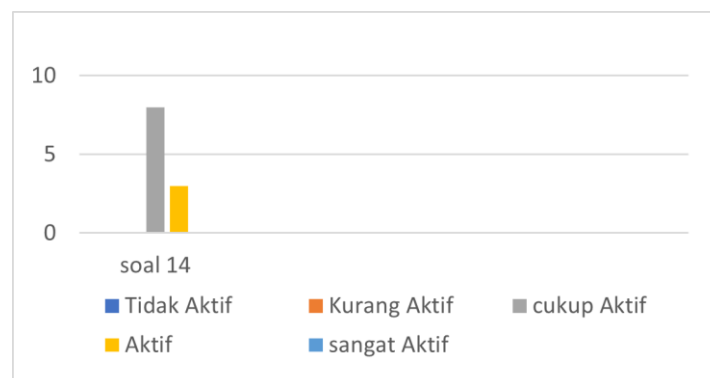


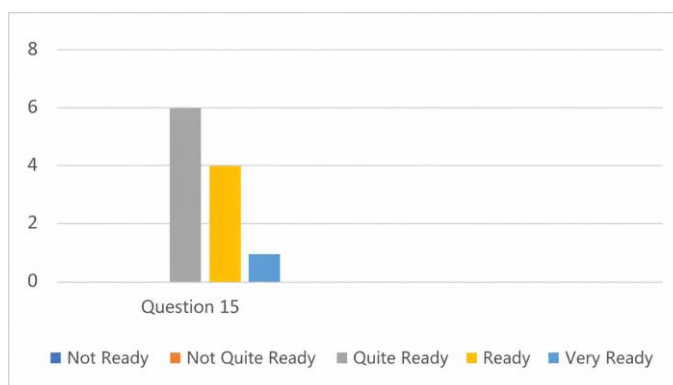
Figure 3. Diagram for Question 14

Based on the figure, the majority of students fall into the ‘moderately active’ category. A total of eight students are in the ‘moderately active’ category, whilst three students are in the ‘active’ category. No students fall into the ‘inactive’ or ‘less active’ categories.

These data indicate that students have participated in the learning process with a reasonably good level of engagement. Student engagement is evident from their participation in discussions, their responses to the material presented, and their involvement in various learning activities related to learning assessment. Nevertheless, the predominance of the ‘moderately active’ category suggests that the level of student participation could still be improved to make the learning process more interactive and collaborative.

### **Students’ Readiness to Apply Learning Assessment**

The final aspect examined relates to students’ readiness to apply learning assessment during their teaching practice. This aspect is important for determining the extent to which students feel ready to apply the knowledge they have acquired during their studies to actual teaching practice. The results of the assessment of this aspect are presented in Figure 4.



**Figure 4. Diagram for Question 15**

Based on Figure 4, the majority of students fell into the ‘fairly prepared’ category with regard to implementing learning assessment. Six students were in the ‘fairly prepared’ category, four were in the ‘prepared’ category, and one was in the ‘very prepared’ category. No students selected the ‘not very prepared’ or ‘unprepared’ categories.

These results indicate that all respondents demonstrate a positive level of readiness to carry out learning assessment. Students already possess a basic understanding of the steps involved in conducting learning assessment and have the confidence to apply them in their teaching practice. However, the predominance of the ‘fairly prepared’ category suggests that students’ readiness still requires reinforcement through more intensive practical experience so that their ability to apply learning assessment can develop more effectively.

Overall, the research findings indicate that students' perceptions of the Learning Evaluation course are generally positive. This is evident from their fairly good understanding of the concepts of learning evaluation, their positive assessment of the learning process they received, their relatively high level of participation during lectures, and their readiness to apply learning evaluation in their teaching practice. These findings suggest that the Learning Evaluation course has contributed to building students' understanding and readiness as prospective educators.

## **Discussion**

### **Students' Perceptions of Their Understanding of the Concept of Learning Assessment**

The research findings indicate that the majority of students have a reasonably good understanding of the concept of learning assessment. The predominance of the 'fairly well' and 'well' categories across most indicators suggests that students have been able to grasp the basic concepts of assessment, its functions, its objectives, and its role in the learning process. These findings indicate that the Learning Assessment course has provided an adequate conceptual foundation for students as prospective educators.

This understanding is important because assessment is one of the professional competencies that teachers must possess. According to (Mujahidin dkk., 2025), Learning evaluation is a systematic and ongoing process of gathering, analysing and interpreting information about learners' learning processes and outcomes as a basis for educational decision-making. Therefore, an understanding of the concept of evaluation is a key prerequisite for teachers in carrying out objective and accountable assessment.

The findings of this study indicate that students no longer view assessment as merely the process of awarding marks, but are beginning to understand it as an integral part of the learning process. This is in line with the view that (Firman dkk., 2026) that modern evaluation views assessment as a tool for improving the quality of learning, rather than merely measuring pupils' learning outcomes. From the perspective of educational evaluation, assessment serves as a means of diagnosis, quality control and the continuous improvement of learning.

The findings of this study are also consistent with research (Iriana dkk., 2024) which shows that structured learning on evaluation is capable of enhancing students' conceptual understanding of the functions and principles of evaluation. However, the fact that some students still fall into the 'poor understanding' category indicates that mastery of the concepts is not yet consistent across all respondents. This situation points to the need for more varied learning strategies so that students can gain a deeper and more comprehensive understanding of evaluation concepts.

From the perspective of perception theory, this indicates that the learning experiences gained by the students have led to a positive interpretation of the 'Learning Evaluation' module. According to Stephen P. Robbins, as quoted (Nisa dkk., 2023) Perception is the process by which individuals

organise and interpret sensory impressions in order to make sense of their environment. The positive perceptions demonstrated by the students indicate that the learning process they have undergone has successfully fostered a sound understanding of the importance of assessment in learning.

### **Students' Perceptions of the Learning Process and Learning Assessment**

The research findings indicate that the majority of students stated that the learning process had helped them understand the application of learning assessment. Furthermore, the majority of students were classified as fairly active in participating in lectures. These findings suggest that the learning process implemented was not solely focused on the delivery of material, but also provided a learning experience that supported students' understanding of learning assessment practices.

Students' positive perceptions of the learning process indicate that the learning experiences they gain during their studies help to shape their understanding of the implementation of assessment in an educational context. In educational psychology, perceptions are not formed spontaneously, but are influenced by an individual's experiences, knowledge and interactions with their environment (Djaali, 2023; Solechan, 2021). Therefore, students' positive assessment of the learning process can be understood as the result of learning experiences that are perceived as relevant and meaningful.

On the other hand, the dominance of the 'quite active' category suggests that student participation could still be improved. Student engagement is a key factor in learning, as active involvement facilitates a more in-depth process of knowledge construction. Research (Afriadi dkk., 2024) This indicates that participatory learning tends to result in a deeper understanding than learning that is solely lecturer-centred. Therefore, the use of project-based learning strategies, case studies and assessment simulations can serve as alternatives to enhance student engagement in lectures.

The findings of this study reinforce the view that (Budiawan dkk., 2025) The success of learning is not determined solely by the subject matter taught, but also by the quality of the learning experience provided to students. The more positive the learning experience students have, the more positive their perception of the course will be.

### **Students' Readiness to Implement Learning Assessment**

The most significant finding of this study is the discrepancy between students' level of conceptual understanding and their readiness to implement learning assessment. Although the majority of students demonstrated a good understanding of the concept of learning assessment,

their readiness to apply assessment in their teaching practice was still predominantly in the 'fairly ready' category.

These findings indicate that a grasp of theory is not yet fully matched by the ability to put it into practice. This is understandable, as teachers' professional competence is built not only through a grasp of concepts, but also through ongoing practical experience (Amalia & Subiyantoro, 2025). In other words, understanding evaluation theory does not automatically enable students to carry out evaluations effectively in real-life learning situations.

This phenomenon can be explained by the theory of experiential learning developed by (Kolb, 2015) which explains that learning takes place through a cycle of concrete experience, reflective observation, abstract conceptualisation and active experimentation. Knowledge is formed through the transformation of experience, not merely through the reception of theoretical information.

In light of the findings of this study, it appears that students have reached the stage of abstract conceptualisation through the 'Learning Evaluation' course, but have not yet gained sufficient concrete experience and active experimentation in applying learning evaluation. Consequently, their sound theoretical understanding has not yet fully developed into a high level of practical readiness. Kolb's theory emphasises that effective learning requires direct engagement with experience, reflection, concept formation, and the application of those concepts in real-life situations.

Nevertheless, the fact that no students fell into the 'partially prepared' or 'unprepared' categories indicates that the 'Learning Evaluation' course has successfully built students' initial confidence in carrying out learning evaluation. This finding suggests that students already possess the basic foundation to carry out evaluation, although this still requires reinforcement through more intensive practical activities.

## **Conclusion**

This study shows that students on the Islamic Education programme have a positive perception of the 'Learning Evaluation' module. This perception is reflected in the students' fairly good level of understanding of the basic concepts of learning evaluation, their positive assessment of the learning process which has helped them understand the application of evaluation and their readiness to implement learning evaluation in their teaching practice.

The main findings of this study indicate that students' conceptual understanding of learning evaluation falls into the 'good' category, whilst their readiness to implement it is still predominantly in the 'fairly ready' category. This situation indicates a gap between theoretical mastery and practical readiness in applying learning assessment. Therefore, strengthening practical experience is a vital

requirement in the 'Learning Assessment' course so that students not only understand the concepts of assessment theoretically but are also able to implement them effectively in learning activities.

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