

## The Role of Technology in the Evaluation of Islamic Religious Education Learning

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| <b>Abstract</b>  |   |
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| <p>This study aims to analyze the role of technology in improving the effectiveness and efficiency of Islamic Religious Education (PAI) learning evaluation in the digital era. The focus of the research is on how the application of digital media and platforms, such as Learning Management Systems (LMS), Google Forms, and Quizizz, can enhance the interactivity, objectivity, and relevance of modern learning assessment. The research employs a qualitative descriptive method using a library research approach by reviewing relevant journals, books, and previous studies concerning the use of technology in PAI learning evaluation. The findings reveal that technology improves feedback accuracy and timeliness, broadens access to learning outcome data, and encourages students' active participation. Nevertheless, several challenges were identified, including low digital literacy among teachers and students, limited infrastructure, and data security concerns. This study emphasizes the importance of enhancing teachers' digital competence and providing adequate technological facilities to ensure that digital-based evaluation can be effectively and sustainably implemented in Islamic education contexts.</p> | <p><b>Keywords:</b><br/>                     Technology;<br/>                     Learning<br/>                     Evaluation; Islamic<br/>                     Religious<br/>                     Education; Digital<br/>                     Literacy; Digital-<br/>                     Based Learning.</p> |

| <b>Abstrak</b>  |   |
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| <p>Penelitian ini bertujuan untuk menganalisis peran teknologi dalam meningkatkan efektivitas dan efisiensi evaluasi pembelajaran Pendidikan Agama Islam (PAI) di era digital. Fokus kajian diarahkan pada bagaimana penerapan media dan platform digital, seperti Learning Management System (LMS), Google Form, dan Quizizz, mampu memperkuat proses penilaian yang interaktif, objektif, serta relevan dengan kebutuhan pembelajaran modern. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi pustaka (library research), melalui analisis berbagai jurnal, buku, dan hasil penelitian terdahulu yang berkaitan dengan pemanfaatan teknologi dalam evaluasi</p> | <p><b>Kata Kunci:</b><br/>                     Teknologi; Evaluasi<br/>                     Pembelajaran;<br/>                     Pendidikan Agama<br/>                     Islam; Literasi<br/>                     Digital;<br/>                     Pembelajaran<br/>                     Berbasis Digital.</p> |

pembelajaran PAI. Hasil penelitian menunjukkan bahwa teknologi mampu meningkatkan kecepatan dan ketepatan umpan balik, memperluas akses terhadap data hasil belajar, serta mendorong partisipasi aktif peserta didik. Namun demikian, ditemukan pula beberapa hambatan seperti rendahnya literasi digital pendidik dan peserta didik, keterbatasan infrastruktur, serta isu keamanan data. Penelitian ini menegaskan pentingnya peningkatan kompetensi digital guru serta dukungan fasilitas teknologi yang memadai agar penerapan evaluasi berbasis digital dapat terlaksana secara optimal dan berkelanjutan dalam konteks pendidikan Islam.

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## 1. Introduction

The realm of education, including Islamic Religious Education (PAI), has seen significant change as a result of the advancement of digital technology. Previously traditional, the learning process is increasingly moving toward digitalization, both in terms of learning assessment and the delivery of materials. An essential component of teaching and learning activities, evaluation determines the degree to which learning objectives are met and provides the foundation for ongoing process improvement.

Evaluation in the framework of Islamic education gauges students' emotional and spiritual growth in addition to their cognitive accomplishments. Given the demands of the digital age, which place an emphasis on efficacy, efficiency, and impartiality, it is imperative that technology be used into the evaluation of Islamic Religious Education (PAI). Numerous earlier studies have demonstrated that using technology to evaluate learning can speed up and improve the accuracy of assessment outcomes. For instance, research by Handayani et al. (2020) emphasizes the significance of teachers' and students' digital literacy readiness in order for technology to be used to its fullest potential, while Ashadi and Suhaeb's (2020) study demonstrates that the use of Google Classroom and other digital media increases student learning independence. The ability of educators to modify assessment techniques in response to rapid technological advancements is the primary problem in the Society 5.0 period, according to Amelia (2023). However, rather than concentrating on the evaluation stage of Islamic Religious Education (PAI) subjects, the majority of these studies continue to concentrate on the use of technology in the learning process. There is a research void in this area as a result. Additionally, prior research has tended to focus on the technical and time-efficient aspects of technology's efficacy rather than how it contributes to the development of students' spiritual and religious beliefs through digital assessment tools. In actuality, the evaluation process in Islamic education is inextricably linked to the dimensions of values and character. The use of big data in education is still rarely applied to religiously based subjects like Islamic Religious Education (PAI), according to research by Khoirudin et al. (2023). This means that there is a lot of room for more research to create digital

evaluation models that are still grounded in Islamic educational principles. This study fills these gaps by providing a fresh explanation of how technology enhances the efficacy and efficiency of Islamic Religious Education (PAI) learning evaluation while also fortifying students' Islamic character and spiritual values via a digital method. This study examines how technology can be used to develop an equitable, inclusive, and long-lasting assessment system in Islamic educational settings while accounting for teacher digital literacy and the preparedness of the educational infrastructure. Therefore, it is anticipated that this research will contribute both theoretically and practically to the creation of technology-based evaluation models that support the goal of Islamic education in the digital era. The approach utilized is also planned to serve as a reference for educators and educational institutions in constructing creative, relevant evaluation strategies that stay oriented toward developing students' Islamic character.

## **2. Methods**

This study employed a literature analysis method (library research) with a qualitative descriptive approach. This method was used because this study examines several theories, previous findings, and professional perspectives relevant to the topic of how technology can be used to assess learning in Islamic Religious Education (PAI). The purpose of qualitative descriptive research is to provide a methodical, accurate, and factual description of the phenomenon under study, namely how technology contributes to increasing the effectiveness of PAI learning evaluation in the digital era.

Accredited scientific publications, reference books, and previous research findings that discuss the use of technology in education, learning assessment, and digital literacy within the framework of Islamic Religious Education are the data sources for this research.

## **3. Result and Discussion**

### **3.1. Definition of Islamic Religious Education Learning Evaluation**

The word "evaluation," which means assessment or estimation in English, is the root of the word "evaluation." Another definition of evaluation is the process of characterizing, collecting, and presenting relevant data to determine alternatives by utilizing measurable and valuable data.

The final step in evaluating the information gathered from assessment activities is evaluation. Evaluation, on the other hand, is a value judgment based on the results of measurements and assessments. According to this definition, evaluation is the act of making decisions based on data collected from measuring and evaluating learning outcomes, using both test-based and non-test-based instruments. In a broad sense, evaluation is the process of assigning value to the quality of something.

Ensuring the effectiveness and success of learning is the goal of learning evaluation. This includes assessing the learning environment, media, learning resources, methodology, learning objectives, and assessment methods. Furthermore, learning evaluation aims to support student learning, assess and improve the effectiveness of learning methodologies, identify students' strengths

and weaknesses, and provide data to support decision-making. The following is an overview of the objectives of evaluation:

- a. Monitoring: to monitor or track student learning progress in line with established learning strategies. To obtain a comprehensive picture of student learning development, teachers must collect data and information using various assessment methods and procedures over a specific period of time.
- b. Examining: to assess how well students are learning and identify any gaps they may face. In other words, teachers must administer tests to determine which ideas students have grasped and which they have not.
- c. Finding-out: to recognize and address student errors or deficiencies in the learning process so teachers can promptly identify necessary alternative solutions.
- d. Summarizing: to provide an overview of how well students have mastered the specified competencies. Learning progress reports for various stakeholders can be generated using these results.

The objectives of learning evaluation include general and specific objectives. The basic goal is to obtain information that will serve as evidence of the level of development or progress experienced by students over a specific period of time during their participation in the learning process. Furthermore, learning evaluation measures and evaluates the effectiveness of student learning activities as well as the teaching, learning tactics, and methods used by educators. The specific goal is to encourage student engagement in educational activities.

**Understanding Educational Technology:** Almost everyone frequently uses the phrase "technology" because it has become a part of their lives. Based on its etymology, the Greek words "teknikhos" and "logos," from which the word "technology" is derived, both mean "strategy," that is, a way to achieve a justifiable goal, while "logos" means "science." Another aspect of design as the foundation of technology is the management, development, resolution, and modification of problems. In other words, technology also includes new approaches and procedures for achieving goals, particularly in logical testing. Another way to define technology is as the capacity to rely on specific data that depends on a specific design cycle (Budiyono, 2019).

The philosophy and practice of Islamic educational technology aims to create, implement, monitor, and assess learning through the use of Islamic educational media. According to Elihami and Saharuddin (2017), this technology focuses not only on children's psychological processes but also on how it can be used to communicate and help students improve their knowledge, skills, and attitudes. According to the Association for Educational Communication Technology, the field of Islamic educational technology is responsible for providing the public with access to various learning opportunities through methodical efforts to discover, create, organize, and use learning resources, as well as managing them.

Islamic Religious Education and the Role of Educational Technology. Learning technology has evolved into a useful tool for many people, and these advances also help educators achieve their academic goals. Here are some ways technology supports education: a) Facilitating the acquisition of basic knowledge and skills more efficiently than traditional approaches. b) Teaching ideas and critical thinking skills that would be impossible without technology. c) Making it easier for teachers to prepare learning spaces.

The role of technology in assessing Islamic Religious Education (PAI) learning encompasses several important elements. Several crucial components that better meet classroom needs are included in the role of technology in assessing Islamic Religious Education (PAI) learning (Hasibuan, 2016).

The use of technology in the classroom is viewed from an Islamic perspective as an effort to achieve the true goals of education. Furthermore, technology enhances students' understanding of the material presented by teachers and supports the teaching and learning process in Islamic Religious Education (PAI). Conducting online classes using meeting room devices, utilizing audio and video assets, and communicating with students online are ways to achieve this.

Furthermore, technology's ability to generate comprehensive reports and analyze data on student progress is part of its function in assessing Islamic Religious Education (PAI) learning. Students can enhance their own learning experiences by supporting each other and providing constructive criticism to classmates through online discussion forums, communication tools, or group assignments. Finally, technology's involvement in learning evaluation includes its capacity to support ongoing learning and reflection. Students can document, evaluate, and share their learning experiences and determine actions to improve their future performance using digital learning tools and platforms. This helps develop a dynamic and flexible learning cycle and supports students' ongoing understanding of electrical engineering.

Students' ability to apply newly acquired information in challenging, real-world scenarios should also be measured in learning assessments (Amelia, 2023). More comprehensive assessments are enabled by technology, and these abilities can be evaluated through digital learning platforms, cooperative projects, and simulations. Over the past 20 years, technology has drastically changed the nature of education. Online learning has enabled distance learning and increased the accessibility of educational resources, Learning Management Systems (LMS), and web-based learning applications.

More adaptive and interactive assessment methods enabled by technology include Computer-Adaptive Testing (CAT), project-based assessments through online platforms, and learning data analytics that provide continuous formative evaluation (Ashadi and Suhaeb, 2020).

Furthermore, technology enables the use of big data in learning evaluation, allowing the collection and analysis of data from various learning activities to provide a deeper understanding of student development (Khoirudin et al., 2023). As a result, technology allows teachers to create learning techniques with more

diverse information while simplifying the evaluation process. Technology offers many opportunities to improve the learning evaluation process, but there are also several obstacles that must be overcome in its implementation. One of the main problems is the digital divide, which occurs when some children do not have equitable access to technology.

Arti (2020). This can result in evaluation disparities, especially for residents in places with poor technology access. Evaluation results can also be impacted by these disparities, as students with greater access to technology typically perform better.

Furthermore, a crucial consideration in the use of technology for assessment is digital literacy. Effective use of technology requires a deep understanding on the part of both teachers and students. To ensure that everyone can utilize technology to its full potential, training and technical assistance are essential (Handayani et al. 2020).

After completing an assignment or exam, students can receive immediate feedback using digital assessment technologies such as online assessment platforms or adaptive learning software. This feedback can include scores, explanations, or recommendations for improvement. Immediate feedback is crucial because it allows students to recognize and correct their errors, thus accelerating the learning process. Teachers can modify their teaching strategies to better suit their students' needs by using this strategy to more quickly identify areas that require greater focus.

### 3.2. *Advantages Of Technology-Based Evaluation*

The advantages of digital media are:

- 1) Efficiency Easy to use, does not require a specific time or location for processing, and uses less paper (paperless). There are many important benefits to using digital technology for Islamic Religious Education (PAI) evaluation. Evaluation procedures can be carried out effectively thanks to digital technology, which eliminates the need for specific time and location constraints. This makes learning more flexible and convenient by allowing instructors and students to access assessments anytime and anywhere. Therefore, digital technology can be a very useful instrument for improving the standards of learning and assessment of Islamic Religious Education (PAI).
- 2) Compiling and correcting questions is easy. Digital media will automatically correct answers if the settings are set to "respondents can see summary diagrams and text answers." Student results will also be visible. There are many important benefits to using digital media in Islamic Religious Education (PAI) exams. The ease of writing and revising questions is one of the main benefits. Teachers can quickly and easily compile questions and set automatic corrections using digital media. As soon as students complete a problem, their answers are immediately uploaded to the digital media system, which can be updated automatically.

- 3) **Usefulness**

There are many important benefits to using digital media in Islamic Religious Education (PAI) assessments. The opportunity for educators to obtain student evaluation summary results in Microsoft Excel format is a significant benefit. Teachers can quickly access and manage student evaluation data, such as responses and scores. Teachers can conduct more in-depth data analysis, including determining average scores, evaluating student strengths and weaknesses, and more. Using evaluation summary results in Excel format allows teachers to manage data more effectively. In general, the efficiency, precision, and efficacy of the learning process can be improved by using digital media in Islamic Religious Education (PAI) assessments.
- 4) **Free**

The ability to access digital content without paying or subscribing. One of the main benefits is the absence of fees or subscriptions associated with accessing digital media. As a result, educators can design and supervise assessments without worrying about costs. As long as there is an internet connection, digital media can be accessed anytime and from anywhere. As a result, teachers can manage assessments efficiently and flexibly without being constrained by time or location.
- 5) **URLs can be shortened**

With the help of this program, long URLs can be shortened to make it easier to share links and remember addresses. Teachers can shorten long URLs and make them more memorable by using the URL editing option. This makes it easier for students to access assessments and easier for teachers to distribute links via email, social media, and other channels. This benefit not only makes the evaluation process more efficient but also makes it easier for teachers and students to communicate. Shorter, more memorable URLs make it easier for students to access assessments and complete assignments. (Muhimmatul Choiroh, 2021)
- 6) **Diverse Themes**

With a wide range of themes to choose from, students won't lose interest. Digital media can be used to conduct Islamic Religious Education (PAI) assessments with a variety of engaging topics that will keep users engaged. Digital media can also reduce costs associated with assessment procedures.
- 7) **Adaptive**

When teachers are unable to administer traditional face-to-face exams, the evaluation process can still be carried out. Even in situations where teachers are unable to administer traditional face-to-face exams, the evaluation process can still be carried out flexibly.

This allows students to complete assessments comfortably and independently.

- 8) **Impact on Students** By reducing anxiety and laziness, assessment procedures can help students form a positive opinion of them. Because they are less likely to be afraid or slow, students who use digital media may also feel better about the assessment process. A variety of engaging assessment questions can help increase students' learning motivation.
- 9) **Motivates Students** Students find assessment questions interesting and varied. After the evaluation process is complete, students can immediately see their scores. Another benefit is that, after the evaluation process is complete, students can immediately see their scores. This allows students to track their own progress and, if necessary, make adjustments.
- 10) **Teacher-Friendly** Because all assessments are conducted electronically, teachers can quickly summarize grades and reduce correction errors. Because all exams have been digitized, digital media can also help teachers reduce correction errors and simplify grade recapitulation. This allows educators to concentrate more on promoting learning and provide more individualized attention to each student (Candra Rolisca & Bety Nur Achadiyah, 2014).

### 3.3. *Disadvantages Of Technology-Based Evaluation*

While there are many advantages, this application also has some disadvantages, including:

- 1) **Internet connection required.**  
While using digital media for Islamic Religious Education (PAI) assessments has many advantages, it also has several disadvantages. One of the main drawbacks is that digital media cannot function properly without a stable internet connection. The evaluation process can be disrupted or even impossible if the internet connection is unstable or inconsistent.
- 2) **No email notification**  
We had to manually access the survey using the digital platform's response menu because the platform does not send an email message when respondents submit it. The digital platform's failure to automatically send email notifications when survey respondents submit is a significant disadvantage. This means that to view survey results, users must manually navigate to the response menu on the digital platform. This can cause delays in announcing evaluation results and providing feedback to students.
- 3) **Limited export options**  
Currently, data cannot be converted to Word documents (.docx); it can only be exported to Google Sheets and PDF. This limitation can be challenging for users who want to process assessment data in

Word format. Teachers who want to compile evaluation reports in Word format may encounter this limitation in Islamic Religious Education (PAI) evaluations. Data from Google Sheets or PDFs must be manually converted to Word by the teacher, which can be time-consuming and more prone to errors (Muhimmatul Choiroh, 2021).

- 4) Only teacher service accounting material is covered in the evaluation questions.  
One significant drawback is that assessment questions created using digital media may only cover material presented by the instructor. This means that evaluation questions for Islamic Religious Education (PAI) assessments may only cover material taught by the instructor on faith, values, and worship. However, the digital media used may not meet the goals of educators who need to develop more comprehensive assessment questions that cover a wider range of subjects.
- 5) Only certain computers  
Reliance on specific technologies is one of the many weaknesses of using digital media in Islamic Religious Education (PAI) assessments. A greater weakness in the context of Islamic Religious Education (PAI) assessments is when digital media is not widely available due to infrastructure or technological limitations. This can make it difficult for students to access assessment materials and can impact the final evaluation results. Therefore, it is crucial to ensure that the digital media used is widely available and free from significant limitations.
- 6) Reliance on Internet Connection Speed.  
Reliance on internet connection speed is one of the many weaknesses of using digital media in Islamic Religious Education (PAI) assessments. Internet connection speed has a significant impact on the quality of digital material presentation. Slow loading speeds, slow video playback, and other issues can be caused by a slow internet connection. This can make it difficult for students to access assessment materials and can impact the overall evaluation results.
- 7) Teacher supervision is required.  
The security of online assessments is one of the many challenges facing the use of digital media in Islamic Religious Education (PAI) assessments. Online assessments are vulnerable to encryption and hacking if not properly supervised. Students working with peers or using unapproved resources can impact learning activities. To ensure that the evaluation process functions optimally and the results are reliable, the use of digital media in Islamic Religious Education (PAI) assessments must be balanced with close monitoring by instructors.
- 8) Untested Effectiveness

One of the many challenges facing the use of digital media for Islamic Religious Education (PAI) assessments is the lack of comprehensive verification of their effectiveness. Digital media have been created and tested, but their effectiveness has not been fully confirmed on a larger scale. Therefore, further study and development are needed to assess the effectiveness of digital media in Islamic Religious Education (PAI) assessments on a larger scale. This way, it can be ensured that the digital materials used will improve student assessment results and achieve the desired learning objectives (Rendik Uji Candra Rolisca & Bety Nur Achadiyah, 2014).

#### 3.4. *Implementation of Digital-Based Islamic Religious Education Evaluation*

- 1). Digital Literacy-Based Islamic Religious Education Learning Planning  
Based on research findings, digital literacy-based Islamic Religious Education learning planning at SMAI includes the following:
  - a) School Policy The school policy, which aligns with the school's vision and mission, is to utilize digital-based learning and produce graduates who are able to compete globally. This is supported by Suriani's (2022) theory, which states that educational institutions need to plan and continuously improve digital literacy. The goal is to build positive character in students, as part of developing noble values and creating a sustainable digital literacy environment.
  - b) Digital Literacy Planning Program An encouraging step is the digital literacy planning initiative that involves high school Islamic Education (PAI) teachers in the creation of learning modules and other resources. The teachers have created engaging and relevant learning resources for students by skillfully utilizing digital technology. Workshops provided by the school have also contributed substantially to improving instructors' abilities in creating and implementing digital literacy-based learning. Rangkuti (2019) confirmed that teachers demonstrated dedication to understanding and creating educational resources, especially after being given guidance in doing so through the workshops. Their capacity to apply learning materials was greatly enhanced by the workshops' development opportunities. Teachers who actively participated
  - c) Facilities and Infrastructure that Support Digital Literacy Wi-Fi, fingerprint attendance, a computer lab, and an LCD projector are just a few of the amenities and infrastructure at SMA that help with the development and implementation of digital literacy-based learning. These resources make it simple for teachers and students to access and incorporate a variety of digital learning materials into the classroom. According to the idea put up by Ananda (2017), the procurement of educational infrastructure and facilities refers to initiatives to supply different facilities that are required in accordance with the needs to accomplish predetermined educational goals.

2) Implementation of Digital Literacy-Based Islamic Religious Education (PAI) Learning

Based on research findings, the implementation of digital literacy-based Islamic Religious Education (PAI) learning at SMAI Al Maarif Singosari includes the following:

- a) Media Used to Support Digital Literacy-Based Learning The use of media is crucial in the implementation of the digital literacy-based Islamic Religious Education (PAI) curriculum in high schools to enhance the educational process. To enhance learning activities, educators utilize various digital tools and platforms, including Quiziz, Educoplay, YouTube, PowerPoint, and Canva. As a result, students gain the knowledge and skills to utilize technology constructively. According to Kuntari (2022), teachers can provide more dynamic and engaging learning experiences and support the development of students' digital literacy skills by implementing digital literacy using various digital media.
- b) Student Responses to Digital Literacy-Based Islamic Religious Education Learning Student responses to digital literacy-based Islamic Religious Education learning have been very positive. They demonstrated a high level of enthusiasm and engagement in the learning process, reflecting the success of this approach in creating engaging and relevant learning for the digital generation. As explained by Yudianda (2022), student responses to the digital literacy-based learning used in the classroom have been successful in motivating students, and all students were very enthusiastic about using this digital literacy-based learning.
- c) School Activities That Support Students' Digital Literacy Students have responded positively to the implementation of digital literacy-based Islamic Religious Education (PAI) learning. They demonstrated high levels of enthusiasm and engagement in the learning process, demonstrating the strategy's success in producing engaging and relevant learning for the digital generation. According to Yudianda (2022), all students demonstrated high enthusiasm for utilizing digital literacy-based learning, and their responses to the learning process successfully stimulated learning.

3). Digital Literacy-Based Islamic Religious Education Learning

a). Evaluation Test-Based and Non-Test-Based Islamic Religious Education Learning

Evaluation Evaluation must provide a strong foundation for achieving learning objectives and ensuring the sustainability of educational innovations in efforts to provide dynamic, engaging, and relevant learning through the use of digital technology as a learning tool. Thus, the changes resulting from the implementation of digital literacy in

Islamic Religious Education learning in high schools not only create learning experiences for students but also encourage sustainable development, making each learning step a journey that fosters deep understanding and strengthens students' religiosity. This digital literacy-based evaluation of Islamic Religious Education learning also

b). **Holding Meetings as a Learning Evaluation Framework**

Assessing the effectiveness of digital literacy-based learning requires more than simply evaluating Islamic Religious Education (PAI) instruction. Therefore, Islamic Religious Education (PAI) instructors, clinical supervisors, and school supervisors from the Malang Regency provincial office branch participate in regular evaluation meetings held by the high school. These meetings aim to assess the availability of supporting infrastructure, the effectiveness of digital literacy in education, and the instructors' use of media. The high school is able to identify areas for improvement in digital literacy-based learning through in-depth discussion and analysis. By using this strategy, the high school can ensure the relevance of learning to the growing needs of the digital era while consistently improving its quality. According to Yusuf (2022), full support, including a comprehensive evaluation framework for improving teacher digital literacy, is necessary to enable the successful implementation of effective learning.

#### **4. Conclusion**

The use of technology to assess Islamic Religious Education (PAI) learning is crucial for increasing the effectiveness and efficiency of the evaluation process. By using digital tools such as Google Forms, Quizizz, Canva, and Learning Management Systems (LMS), educators can conduct assessments more quickly, impartially, and interactively. Technology not only speeds up the evaluation process but also allows for direct feedback to students, which increases their motivation and engagement in the learning process. Research shows that the use of digital assessments can increase student engagement in Islamic Religious Education (PAI) learning and improve transparency and accuracy. However, several challenges remain, including limited internet connectivity, low levels of digital literacy among educators and students, and concerns about data security

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