

Transformation of Islamic Education Curriculum Evaluation Management in the Digital Era

Choirul Astrian Saputra^{1*}, Syauqi Musfirah Daud Pisba², Putri Nadina Shafira Islamy³, Fatimah Azzahra⁴, Popi Puadah⁵, Madian Muhammad Muchlis⁶

Universitas Islam Jakarta, Indonesia*^{1, 2, 3, 4, 5, 6}

¹email: namaku.choirul@gmail.com

²email: saukimusfirah69@gmail.com

³email: fatimah.altts23@gmail.com

⁴email: Putri.nsislamy@gmail.com

⁵email: dr.popipuah@gmail.com

⁶email: madianmuchlis74@gmail.com

Abstract: The transformation of the evaluation management of the Islamic Religious Education (PAI) curriculum in the digital era is an important effort to improve the quality of learning that is adaptive to technological developments. This study aims to analyze the form of transformation of the PAI curriculum evaluation, identify challenges, and examine their implications on the quality of learning. The method used is a qualitative approach with the type of library research through the review of relevant scientific literature. Data analysis is carried out using content and thematic analysis techniques. The results of the study show that the transformation of the evaluation of the PAI curriculum is characterized by a shift from conventional methods to digital-based systems, such as Learning Management System (LMS), Computer-Based Test (CBT), and data-based evaluation. This transformation increases efficiency, objectivity, and allows for continuous evaluation. However, challenges still arise, such as limited infrastructure, low digital literacy, and readiness of human resources. Overall, this transformation has a positive impact on realizing innovative, adaptive, and student-centered learning.

Keywords: Curriculum Evaluation; Islamic Education; Digital Transformation; Learning Education; Education Management.

Abstrak: Transformasi manajemen evaluasi kurikulum Pendidikan Agama Islam (PAI) di era digital menjadi upaya penting dalam meningkatkan kualitas pembelajaran yang

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adaptif terhadap perkembangan teknologi. Penelitian ini bertujuan untuk menganalisis bentuk transformasi evaluasi kurikulum PAI, mengidentifikasi tantangan, serta mengkaji implikasinya terhadap kualitas pembelajaran. Metode yang digunakan adalah pendekatan kualitatif dengan jenis penelitian kepustakaan (library research) melalui kajian literatur ilmiah yang relevan. Analisis data dilakukan dengan teknik analisis isi dan tematik. Hasil penelitian menunjukkan bahwa transformasi evaluasi kurikulum PAI ditandai dengan pergeseran dari metode konvensional ke sistem berbasis digital, seperti Learning Management System (LMS), Computer-Based Test (CBT), dan evaluasi berbasis data. Transformasi ini meningkatkan efisiensi, objektivitas, serta memungkinkan evaluasi berkelanjutan. Namun, tantangan masih muncul, seperti keterbatasan infrastruktur, rendahnya literasi digital, dan kesiapan sumber daya manusia. Secara keseluruhan, transformasi ini berdampak positif dalam mewujudkan pembelajaran yang inovatif, adaptif, dan berpusat pada peserta didik.

Kata Kunci: Evaluasi Kurikulum; Pendidikan Agama Islam; Transformasi Digital; Pembelajaran; Manajemen Pendidikan.

A. Introduction

The development of digital technology has brought about significant changes in various aspects of human life, including in the field of education. The digital era is characterized by rapid advancements in information and communication technology, which enable access to information to become faster, broader, and more flexible (Jannah et al., 2023).

This transformation not only affects teaching methods but also impacts the overall education management system, including in the aspects of curriculum evaluation. In this context, educational institutions are required to adapt to these changes to remain relevant to the needs of the times (Zein, 2024).

Curriculum evaluation is one of the important components of education management that functions to assess the effectiveness, efficiency, and relevance of the curriculum in achieving learning objectives (Latifah, 2024).

Through evaluation, educational institutions can determine the extent to which the implemented curriculum has a positive impact on students' learning outcomes, and it also serves as a basis for decision-making to improve and develop the curriculum continuously. Therefore, systematic and targeted curriculum evaluation management becomes an indispensable necessity (Zahfa et al., 2025).

In Islamic Religious Education (PAI), curriculum evaluation has more complex characteristics because it not only assesses cognitive aspects but also affects affective and psychomotor domains related to character building and spiritual values of students (Saidah & Muhid, 2025).

The holistic nature of PAI's objectives demands a comprehensive evaluation system capable of measuring overall learning success. However, in practice, PAI learning evaluation still tends to focus on cognitive aspects and has not fully utilized the available digital technology developments (Manshur & Isroani, 2023).

Along with technological advancements, various innovations in learning evaluation have begun to develop, such as the use of digital platforms, computer-based testing systems, and data utilization in educational decision-making. This transformation enables evaluation processes to be conducted more effectively, efficiently, and accurately (Hambali, 2025).

Moreover, technology also facilitates the management of learning outcome data and the continuous monitoring of students' progress. However, the implementation of these transformations still faces various challenges, such as infrastructure limitations, the readiness of human resources, and low digital literacy among educators (Ansori, 2025).

Several studies indicate that the integration of technology in Islamic education has positive impacts, such as improving curriculum quality, students' digital skills, and teachers' professionalism (Umam et al., 2025). Islamic education is also required to utilize technological developments to shape students' characters to be adaptive to the challenges of the era (Adzkiyaunuha, 2023). However, digital transformation still faces obstacles such as infrastructure limitations, low technology literacy among teachers, and resistance to change (Apriyani et al., 2025). On the other hand, Islamic religious

education is expected to develop students' potential and skills to be prepared for the digital era (Zaelani et al., 2023). Although there are challenges, digitalization still offers great opportunities to improve accessibility, flexibility, and innovation in learning (Azizeh, 2025).

The transformation of curriculum evaluation management in the digital era is not only related to the use of technology but also involves a paradigm shift in viewing evaluation as a continuous, data-driven process (Yahya, 2024). In this regard, educators are required to be able to integrate technology into the evaluation process without neglecting the fundamental values of Islamic education. Therefore, a comprehensive study is needed to understand how this transformation can be carried out effectively within the context of Islamic Religious Education (Fahmi, 2024).

Based on the above description, this research focuses on analyzing the transformation of curriculum evaluation management in Islamic Religious Education in the digital era. Thus, this study aims to analyze how the transformation of evaluation management in Islamic Religious Education occurs in the digital era, including identifying the forms of change, challenges, and their implications for improving the quality of learning.

B. Research Methods

This research adopts a qualitative approach with a literature review (library research) method to analyze the transformation of curriculum evaluation management in Islamic Religious Education in the digital era. The data sources consist of primary data in the form of the Qur'an and authentic Hadiths, as well as secondary data obtained from scientific books, journal articles, and relevant educational policy documents (N. F. Hadi & Afandi, 2021).

Data collection techniques are carried out through documentation study by tracing and classifying literature according to the research focus. Data analysis uses content analysis combined with thematic analysis through stages of data reduction, data presentation, and conclusion drawing (Anisah et al., 2021).

The validity of the data is maintained through source triangulation and critical review of the literature used. This method is expected to produce a systematic, in-depth, and relevant analysis regarding the development of curriculum evaluation management in Islamic Religious Education in the digital era (Khaddafi et al., 2025).

C. Result and Discussion

Concept of Curriculum Evaluation Management in Islamic Religious Education

The basic concept of Islamic education management places tawhid (the oneness of God) as the core of the entire educational process, guiding the management of education to always be grounded in faith in Allah. This management demands the integration of tawhid principles into every aspect, from planning and implementation to evaluation, thereby making Allah the center of education and instilling students with the conviction of Allah's oneness (Westari & Sumarsono, 2023). Furthermore, Islamic education management aims to shape character and high morality through the development of akhlak (ethics), ethics, and social responsibility, as well as developing curricula that encompass Islamic knowledge aspects such as the Qur'an, Hadith, fiqh, and Islamic history (Sari et al., 2025).

Management of religious activities also becomes an important part, including providing worship facilities, Quran memorization programs, and other religious activities. The principles of diversity and inclusivity are highly upheld so that all students from various cultural, ethnic, and social backgrounds have equal opportunities to access quality Islamic education. This management also emphasizes collaboration and active participation from all stakeholders, such as teachers, students, parents, and the community, in decision-making processes, program implementation, and evaluation, thus creating a harmonious and effective educational environment (Muhyardho & Muttaqin, 2024; Aziz et al., 2023).

In the context of the Islamic Religious Education (Pendidikan Agama Islam, PAI) curriculum, curriculum evaluation management is systematic, covering planning, implementation, data processing, and follow-up of evaluation results. This approach places a balanced emphasis on cognitive, affective, and psychomotor aspects,

considering that the goal of PAI is not only to assess students' mastery of material theoretically but also to internalize Islamic values and develop students' character (Zainuddin, 2025).

The evaluation results are used to identify the strengths and weaknesses of the curriculum, serving as a basis for curriculum revision and ongoing development. The main benefits of this evaluation are to assess the effectiveness of the learning process, ensure the relevance of the material to students' and society's needs, and improve the quality of teaching and the practice of Islamic values in daily life (Salsabiilaa et al., 2025; Azizeh, 2025).

Overall, curriculum evaluation management in PAI must be able to provide a comprehensive picture of learning achievements, including knowledge, attitudes, and practical skills. The involvement of all components in the evaluation process is crucial to ensure accurate and representative results. Therefore, evaluation functions not only as a tool to measure success but also as a driving force for continuous improvement of Islamic education quality, ensuring that the goals of education based on Islamic values are achieved optimally and provide maximum benefits for students, families, and society at large.

Transformation of PAI Curriculum Evaluation in the Digital Era

In facing the era of globalization and digitalization, Islamic religious education must be able to adapt to social and technological changes. Islamic education needs to open itself to developments of the times, including the integration of technology and innovation in the learning process, so that its existence remains strong and relevant (Zaelani et al., 2023). Otherwise, this education risks falling behind and experiencing a decline in quality. One important step is to shift from a conservative mindset to a more collaborative and cooperative approach (Apriyani et al., 2025).

Self-development and innovation are highly necessary so that Islamic religious education not only shapes individuals who are intellectually intelligent but also characterful and noble in personality, in accordance with religious and national values (Adzkiyaunuha, 2023). In the digital era, character education must be carefully prepared to face the challenges of the millennial generation, involving the government and all

relevant parties so that character education programs run effectively and impact community life (Umam et al., 2025; Liriwati et al., 2024).

Teachers play an important role in instilling noble character (akhlaq al-karimah) from an early age and serve as role models for students. With technological developments, cyber system-based learning enables the learning process to occur without space and time limitations and requires students to master soft skills and transversal skills (Neliwati et al., 2024; Yahya, 2025). Educational strategies in the digital era must facilitate students' ability to innovate, solve problems that have not yet been encountered, and utilize technology optimally (Khoiri, 2025).

The transformation of PAI curriculum evaluation also follows the development of the times. From the New Order period, which was manual and conventional, to the reform era with competency and character-based approaches, and now shifting to digital systems such as LMS and CBT. This transformation increases evaluation efficiency, accuracy, and continuity, and changes the role of teachers to become more as facilitators who utilize technology to improve the quality of learning (Zainuddin, 2025; Sari et al., 2025; Mudzakkir & Mudiono, 2025).

Integration of Technology in the Management of PAI Curriculum Evaluation

The integration of technology into the management of the Islamic Religious Education (PAI) curriculum evaluation is a strategic step in response to the rapid development of the digital era. This change not only touches on the technical aspects of evaluation implementation but also shifts the paradigm in designing, executing, and utilizing evaluation results. Technology plays a crucial role as an instrument capable of enhancing the effectiveness, efficiency, and overall quality of evaluation (Bagaskara et al., 2024).

Conceptually, this integration encompasses all stages of evaluation management, from planning, implementation, data processing, to follow-up on evaluation results. In the planning stage, technology enables educators to design more varied and structured evaluation instruments, such as digital question banks, assessment rubrics based on applications, and systematic mapping of competency achievements. This helps teachers

align learning objectives with evaluation indicators more precisely (Westari & Sumarsono, 2023).

During the implementation stage, the use of digital platforms such as Learning Management Systems (LMS), Computer-Based Testing (CBT), and other online evaluation applications allows the evaluation process to be carried out flexibly without being limited by space and time. Technology also supports alternative assessment methods such as e-portfolios, project-based assessments, and performance-based assessments, which are relevant for measuring affective and psychomotor aspects in PAI (Fahmi, 2024).

Furthermore, in data processing, technology facilitates quick and accurate management of evaluation results through automatic analysis, such as calculating scores, identifying question difficulty levels, and mapping students' competency achievements. Teachers can obtain a comprehensive picture of students' development, including religious aspects, religious attitudes, and worship practices (Yahya, 2024).

Additionally, the integration of technology allows for the implementation of continuous assessment concepts, which are conducted throughout the learning process. Real-time monitoring features enable teachers to identify students' development early, including religious behavior and involvement in religious activities. This approach aligns with the characteristics of PAI, which emphasizes attitude formation and value internalization rather than solely focusing on cognitive mastery (Hambali, 2025).

However, challenges include the digital literacy gap among educators and students. Not all teachers have optimal skills in utilizing technology, thus training and strengthening digital competencies are necessary. Limited infrastructure, such as internet access and technological devices, also pose obstacles that need to be addressed to ensure effective digital evaluation implementation (Rohili et al., 2025).

The paradigm shift in Islamic education reflects a move from traditional approaches focused on memorization and religious knowledge to progressive approaches integrating technology. Nonetheless, the main challenge is maintaining the essence of Islamic values in the evaluation process based on technology. Evaluation should not only assess cognitive aspects but also affective and spiritual aspects, which

are difficult to measure digitally, so a balanced approach combining technology and a humanistic approach is needed (Lisnawati et al., 2022).

The main benefits of technology integration include quick and easy access to learning resources, administrative efficiency for educational institutions, the development of innovative learning strategies, increased student independence, and the use of advanced evaluation tools that support more effective and efficient learning processes (Zahfa et al., 2025; Zein, 2024; Sholeh, 2023; Jannah et al., 2023).

Challenges of Transforming PAI Curriculum Evaluation in the Digital Era

The transformation of the management of Islamic Religious Education (PAI) curriculum evaluation in the digital era has great potential to improve the quality of learning through increased objectivity, transparency, and in-depth data analysis. Technology enables teachers to design innovative assessments, boost student motivation, and encourage active participation through self- and peer-assessment that reinforces Islamic character (Habibi & Faelasup, 2025; Nisa, 2018).

However, implementing technology faces various challenges, such as infrastructure limitations and supporting devices, especially in remote areas, as well as low levels of digital literacy among teachers and students. The lack of digital content aligned with Islamic principles, along with concerns over data security and privacy, are also significant issues (Fajar et al., 2025; Ghufron et al., 2023; Aria & Rohwiyono, 2026).

Beyond technical challenges, aspects of human resources and mindset shifts are critical factors. Teachers need to master technology while maintaining spiritual and moral values, and students must be able to utilize technology wisely and responsibly (Amin, 2013). Balancing the use of technology with affective and spiritual aspects of learning is also essential, so that the evaluation process does not diminish the depth of interaction and the core religious values of Islamic education (Meliza et al., 2024).

Furthermore, the success of this transformation heavily depends on the readiness of systems and educational policies. Curriculum, evaluation standards, and regulations must be able to adapt to technological developments, and there should be a synergy

between government, institutions, and educators in formulating policies that support this innovation (Jannah & Reinita, 2023).

With a comprehensive approach—including increasing digital literacy, strengthening infrastructure, developing quality content, and enforcing ethics—the digital transformation in the management of the PAI evaluation can enhance the overall quality of Islamic education. Proper implementation will help teachers track students' progress, identify learning needs, and strengthen students' character and spirituality in accordance with Islamic principles amid changing times.

Implications of Transformation on the Quality of PAI Learning

The transformation of curriculum management evaluation in the digital era has significant implications for improving the quality of Islamic Religious Education (PAI). This change not only impacts the technical aspects of evaluation but also influences how learning is designed, implemented, and assessed as a whole (Nabilah et al., 2023).

One of the main implications is increased objectivity, transparency, and accuracy in the evaluation process. The use of digital technology enables assessments to be conducted automatically with more consistent standards, reducing subjectivity in grading. Moreover, evaluation results can be openly accessed by students, enhancing transparency and accountability in the learning process (Habibi & Faelasup, 2025).

This transformation also allows for the implementation of data-driven assessment, where evaluation results are not only used to determine final grades but also serve as a basis for making instructional decisions. Teachers can analyze students' development more deeply, identify learning difficulties, and design more targeted learning strategies. Evaluation functions as a diagnostic tool supporting continuous quality improvement in teaching and learning (Syam, 2019).

Additionally, integrating technology in evaluation fosters more innovative and adaptive learning. Teachers can utilize various digital media to design engaging and interactive assessment activities, such as online quizzes, simulations, or digital project assessments. This not only increases student motivation but also helps them understand materials more contextually and practically. In PAI, this approach can be used to

internalize religious values through meaningful learning experiences (Rohmawan & Fattah, 2024).

Another implication is the increased active involvement of students in the learning process. In a digital-based evaluation system, students are no longer passive objects but active subjects through activities like self-assessment, peer-assessment, and reflection. This involvement encourages self-awareness and responsibility in learning, which are crucial for forming Islamic character (Nisa, 2018).

Furthermore, this transformation aligns with the demands of 21st-century education, emphasizing critical thinking, creativity, collaboration, and digital literacy. Through technology-based evaluation, students are trained not only to understand content theoretically but also to apply it in various life contexts (Zaelani et al., 2023).

D. Conclusion

Based on the study results, the transformation of the management of the Islamic Religious Education (PAI) curriculum evaluation in the digital era shows significant changes, both in approach, methods, and management systems. Previously conventional evaluation systems have now evolved into more modern systems utilizing digital technology, such as online learning platforms, computer-based tests, and automated data processing.

However, the implementation of this transformation still faces various challenges, including limitations in technological infrastructure, low digital literacy, and the readiness of human resources, especially PAI teachers, to integrate technology into the evaluation process. Additionally, there are challenges in maintaining a balance between technology utilization and the core values of Islamic education, ensuring that evaluation not only focuses on cognitive aspects but also considers affective and spiritual dimensions.

On the other hand, this transformation provides positive implications for improving the quality of PAI learning. More objective, transparent, and systematic evaluations promote the creation of more innovative, adaptive, and student-centered learning environments. Thus, the transformation of curriculum evaluation management

in PAI in the digital era is both a necessity and a strategic opportunity to enhance the quality of Islamic education.

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