

# THE ROLE OF TEACHERS IN OVERCOMING EVALUATION CONSTRAINTS ISLAMIC RELIGIOUS EDUCATION LEARNING IN SECONDARY SCHOOLS

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Submitted: February 13, 2025 Revised: February 13, 2025 Accepted: February 13, 2025 Published: February 13, 2025	<p><i>The evaluation process in Islamic Religious Education (PAI) at the secondary school level frequently encounters challenges such as limited time, low student motivation, and inadequate assessment instruments. The misalignment between evaluation design and the holistic goals of Islamic education often results in assessments that fail to capture students' moral and spiritual development. This study aims to analyze the role of teachers in addressing these evaluation constraints in secondary-level PAI learning. A literature review method was employed, analyzing academic articles published between 2020 and 2025 from databases such as Google Scholar, DOAJ, Sinta, and Scopus. The findings reveal that teachers play a crucial role in implementing effective evaluation strategies, including systematic planning, formative assessment, integration of digital technology, and student-centered support. These efforts contribute to more objective, meaningful, and holistic assessments that align with the core aims of Islamic education. In conclusion, empowering teachers in the evaluation process is essential to ensure assessments go beyond cognitive measurement and foster students' religious values and moral character development.</i></p>
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## Introduction

The urgency of this study stems from the persistent challenges encountered in the evaluation of Islamic Religious Education (PAI) in secondary schools. While PAI is designed to cultivate students' cognitive, affective, and psychomotor domains, including religious understanding and character, in practice, the evaluation process tends to focus

disproportionately on cognitive outcomes alone. This undermines the holistic objectives of PAI as mandated in the national curriculum and Islamic pedagogical principles. According to Suryani (2021), many Islamic education teachers still struggle to construct assessment instruments that address students' affective and behavioral development. This mismatch between evaluation design and educational goals often leads to inaccurate measurement of students' actual learning progress.

Arikunto (2002) emphasizes that educational evaluation must fulfill essential criteria such as validity, reliability, objectivity, and usefulness. Evaluations that fail to meet these standards will not serve their intended purpose of guiding instruction and improving learning outcomes. In the context of Islamic education, the implications are even more significant, as evaluations should ideally reflect not only knowledge acquisition but also internalization of values and religious commitment.

The role of teachers becomes crucial in this process. Roqib (2009) posits that Islamic education teachers must possess pedagogical, professional, social, and personal competencies, enhanced with religious integrity modeled on prophetic characteristics (shiddiq, amanah, tabligh, and fathanah). This suggests that Islamic education teachers should not only deliver content but also serve as moral exemplars and evaluators capable of assessing students holistically.

Motivation is another critical factor. As stated by Hamzah B. Uno (2016), motivation significantly influences learning success, and evaluation can be an important tool to stimulate student engagement. Without effective motivation strategies, students may regard PAI as a secondary or unimportant subject, thereby reducing their performance in assessments. Teachers must therefore develop and implement engaging evaluation models that align with students' interests and learning styles.

Muhaimin (2014) argues that Islamic education must integrate curriculum, teaching strategies, and evaluation in a way that addresses all dimensions of human development. Hence, evaluations in PAI should include authentic assessments that measure ethical behavior, religious practice, and interpersonal skills in addition to academic knowledge. Mulyasa (2013) supports this notion by affirming that professional teachers must act as innovators and evaluators who consistently reflect and improve their teaching and assessment practices.

Additionally, technological integration in evaluation offers practical solutions to several common constraints, such as time limitations and lack of resources. As Prasetyo (2023) notes, digital tools such as Google Forms, Quizizz, and Kahoot! can help create more interactive, efficient, and accessible evaluation systems. By leveraging these platforms, teachers can diversify assessment formats and provide timely feedback, which enhances both teaching and learning.

In conclusion, this study is grounded in a range of theoretical perspectives that highlight the pivotal role of teachers in addressing evaluation challenges in Islamic Religious Education. From classical evaluation principles to modern digital strategies, the literature emphasizes the need for Islamic education teachers to adopt a comprehensive, student-

centered, and value-based approach to assessment. This framework not only supports the goals of PAI but also contributes to students' moral and spiritual development in a measurable and meaningful way.

## Methodology

This study employs a qualitative literature review method to explore the role of teachers in addressing constraints in the evaluation of Islamic Religious Education (PAI) at the secondary school level. A literature review is a structured method for identifying, analyzing, and synthesizing previous research to gain a deeper and comprehensive understanding of a particular topic. According to Snyder (2019), a well-conducted literature review enables researchers to map key concepts, examine theoretical developments, and identify gaps in the literature, making it an essential method for conceptual and exploratory studies.

The data collection process was conducted systematically. Academic databases such as Google Scholar, DOAJ (Directory of Open Access Journals), SINTA (Science and Technology Index), Scopus, and ResearchGate were used as primary sources to obtain scholarly publications relevant to the study. The keyword combinations used in the search included: "role of teachers in PAI evaluation," "evaluation challenges in Islamic education," "teacher strategies in Islamic Religious Education assessment," and "secondary school religious education evaluation."

The inclusion criteria for selecting sources were: (1) articles and research papers published between 2020 and 2025 to ensure the relevance and currency of data; (2) full-text availability in English or Indonesian; (3) studies that explicitly focus on teacher roles, evaluation methods, or obstacles in the context of Islamic Religious Education; and (4) peer-reviewed or academically recognized sources. Studies that lacked a clear methodology, did not address the focus of the study, or were opinion-based without empirical or conceptual support were excluded from the analysis. This inclusion-exclusion process is essential to maintain the validity and quality of the synthesized data, as suggested by Booth, Sutton, & Papaioannou (2021).

Following data collection, the selected articles underwent thematic analysis, which is a qualitative technique for identifying, analyzing, and reporting patterns (themes) within the data. Braun and Clarke (2021) outline that thematic analysis involves several phases: familiarization with the data, coding of important features, identifying and reviewing themes, and refining and presenting findings. In this study, themes were categorized into several main areas such as teacher strategies, motivational approaches, technology-based evaluations, and policy-level challenges.

To ensure reliability and transparency, all data and references used were carefully documented and reviewed. The triangulation of sources-from national journals, international publications, and governmental reports-also enhanced the credibility of the findings. Moreover, by using a qualitative synthesis approach, this study does not merely

summarize previous research but also critically engages with the findings to offer new insights into how teachers can optimize their role in evaluation practices in Islamic education.

## **Findings and Discussion**

This study aimed to examine the role of teachers in overcoming constraints in the evaluation of Islamic Religious Education (PAI) at the secondary school level. Based on a thematic analysis of selected literature from 2020 to 2025, five main themes emerged that reflect how teachers can effectively address evaluation-related challenges: time optimization, student motivation, instrument adjustment, personalized assistance, and technology integration.

### **1. Time Optimization in Evaluation Planning**

One of the most commonly reported challenges is the limited time allocated for conducting evaluations, especially when balancing the cognitive, affective, and psychomotor domains. Teachers play a crucial role in ensuring that evaluation is embedded within the teaching and learning process through systematic planning. Mulyasa (2013) emphasizes the importance of integrating formative assessments, such as short quizzes, reflective journals, or oral questioning, to measure learning progress without overwhelming the limited class time. These assessments help teachers continuously monitor student understanding and adjust their teaching strategies accordingly.

### **2. Increasing Student Motivation Toward PAI**

A recurring constraint in PAI evaluation is the low intrinsic motivation of students, which directly affects their performance. Teachers are expected not only to assess but also to foster student enthusiasm for the subject. According to Hamzah B. Uno (2016), motivational strategies such as praise, interactive activities, and relevance to real-life situations can encourage students to take religious education more seriously. Case-based discussions, gamified learning, and collaborative tasks can also increase engagement during evaluations.

### **3. Adjustment of Evaluation Instruments**

In many Islamic education settings, evaluation instruments are often limited to written tests that only measure cognitive aspects. Teachers must develop comprehensive assessment tools that also include affective and psychomotor dimensions. Sudjana (2005) stresses the need for authentic assessments such as religious project work, worship simulations, and moral behavior evaluations. These instruments better reflect the goals of Islamic education, which prioritize internalized values and character.

### **4. Personalized Guidance and Remedial Support**

Another significant theme identified is the importance of individualized support. Not all students are able to grasp abstract religious concepts easily. Teachers are thus responsible for identifying students who struggle and providing remedial instruction. Arikunto (2017) notes that effective remediation involves additional explanations, learning aids, or peer tutoring sessions. Personalized mentoring also creates a safe

environment for students to express their difficulties and seek help without fear of judgment.

#### 5. Integration of Technology in the Evaluation Process

To respond to constraints such as time, access, and resource limitations, teachers are increasingly turning to digital tools. Applications like Google Forms, Quizizz, and Kahoot! allow teachers to administer assessments interactively and efficiently. Prasetyo (2023) found that students responded more positively to digital-based assessments because of their flexibility and immediate feedback features. Furthermore, platforms like Google Classroom or Moodle help facilitate continuous evaluation beyond the physical classroom.

Therefore, by implementing these strategic approaches, teachers not only overcome practical challenges in the evaluation of Islamic Religious Education but also actively contribute to fostering students' holistic development intellectually, morally, and spiritually in alignment with the core values of Islamic education.

### Conclusion

This research aimed to investigate the role of teachers in overcoming various constraints in the evaluation of Islamic Religious Education (PAI) in secondary schools. The central research problem focused on identifying what challenges teachers face during the evaluation process and how they respond to those challenges. Based on a thorough literature review and thematic analysis, the study provides a clear and systematic answer to both the problem and the objective.

The findings confirm that teachers play a crucial role not only in conducting evaluations but also in improving their overall quality and effectiveness. First, in terms of time constraints, teachers implement formative assessments that can be integrated into daily lessons, thus saving time while still monitoring student progress. Second, to address low student motivation, teachers apply motivational strategies such as interactive discussions, praise, and the use of real-life examples in religious education. Third, teachers overcome the limitations of traditional evaluation instruments by designing assessments that include not only cognitive but also affective and psychomotor elements such as projects, behavior observation, and religious practices.

Furthermore, the study shows that teachers support students with learning difficulties through remedial programs and individualized mentoring, creating a more inclusive and supportive evaluation environment. Lastly, in facing technological limitations, teachers who utilize digital tools such as Google Forms, Quizizz, and e-learning platforms are able to make evaluations more flexible, efficient, and accessible.

All of these strategies demonstrate that the teacher is not a passive executor of policy but a proactive agent of change in the learning and evaluation process. Teachers who innovate in assessment methods contribute significantly to improving not only students' academic performance but also their religious and moral development.

Therefore, this study concludes that addressing evaluation challenges in PAI requires more than administrative adjustments; it requires empowering teachers with the skills,

mindset, and tools to carry out meaningful and holistic assessment practices. The teacher's role is thus central not only in measuring outcomes but also in shaping students' values and character in accordance with Islamic educational principles.

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