

The Importance of Implementing Formative Evaluation in Islamic Education Learning

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Abstract: This research aims to explain the implementation of formative evaluation in Islamic Religious Education (IRE), identify the challenges teachers face during its application, and describe the follow-up actions taken to improve the effectiveness of teaching and learning. Using a qualitative approach through a literature review method. Through formative assessment, teachers are able to monitor students' learning progress, identify difficulties, and adjust instructional strategies to better suit learners' needs. The results also indicate that formative evaluation encourages greater student engagement, strengthens learning motivation, and enhances the overall learning process in IRE classrooms. Furthermore, formative evaluation provides a solid basis for implementing remedial programs for students who experience difficulties and enrichment activities for those who have mastered the material. This research concludes that formative evaluation is an effective instrument for improving educational quality while simultaneously fostering meaningful character formation in Islamic Religious Education.

Abstrak: Penelitian ini bertujuan untuk menjelaskan penerapan evaluasi formatif dalam Pendidikan Agama Islam (PAI), mengidentifikasi tantangan guru selama pelaksanaannya, serta menggambarkan tindak lanjut yang dilakukan untuk meningkatkan efektivitas proses pembelajaran. Dengan menggunakan pendekatan kualitatif melalui metode studi pustaka. Melalui penilaian formatif, guru dapat memantau perkembangan belajar siswa, mengidentifikasi kesulitan, serta menyesuaikan strategi pembelajaran agar lebih sesuai dengan kebutuhan peserta didik. Hasil penelitian juga mengindikasikan bahwa evaluasi formatif mendorong keterlibatan siswa, memperkuat motivasi belajar, dan meningkatkan keseluruhan proses pembelajaran di kelas IRE. Selain itu, evaluasi formatif menjadi dasar yang kuat untuk pelaksanaan program remedial bagi siswa yang mengalami kesulitan dan program pengayaan bagi siswa yang telah menguasai materi. Penelitian ini menyimpulkan bahwa evaluasi formatif merupakan instrumen efektif untuk meningkatkan mutu pendidikan sekaligus membentuk karakter peserta didik dalam Pendidikan Agama Islam.



INTRODUCTION

Islamic Religious Education (IRE) plays a vital role in developing students' character, ethical behaviour, and personal growth grounded in Islamic principles. Through IRE instruction, students are expected not only to gain knowledge of Islamic teachings but also to internalise and practice spiritual values in their everyday lives. However, in actual classroom implementation, teachers often focus primarily on cognitive achievements measured by final examinations or summative assessments. Consequently, the process of cultivating students' religious attitudes and behaviours has not been fully optimised. This situation suggests that the existing evaluation system remains heavily outcome-oriented and has yet to make full use of formative evaluation, which is essential for monitoring the learning process and providing constructive feedback (Efendi, 2019).

Formative evaluation is an ongoing assessment conducted throughout the learning process to measure how well students understand the material and achieve the intended learning objectives. It offers teachers essential feedback to enhance their teaching strategies and helps students identify their strengths and areas for improvement. Within the framework of Islamic Religious Education, formative evaluation holds a dual function: it assesses not only students' cognitive competence but also their spiritual, moral, and religious growth. In Islamic education, evaluation goes beyond the measurement of knowledge; it serves as a tool to cultivate religious consciousness that manifests in students' everyday conduct (Black, 2018).

Studies in the literature show that implementing formative evaluation positively impacts students' learning outcomes and motivation. The use of formative evaluation can reduce learning anxiety and increase student engagement in the learning process (Wildana et al., 2024). In the context of IRE, this is particularly important because religious learning requires not only the ability to understand the material but also moral awareness and commitment to practice it. Evaluation from an Islamic perspective must integrate the dimensions of knowledge, morality, and spirituality so that the learning process reflects the holistic values of Islamic education. Thus, formative evaluation not only assesses learning achievements but also fosters Islamic character and students' spiritual awareness (Aziz, 2023).

Nevertheless, the implementation of formative evaluation in IRE learning still faces various challenges. Some teachers do not yet fully understand the concept of formative evaluation, leading to assessments that remain administrative and score-oriented. In addition, time constraints, administrative burdens, and a lack of training in evaluation techniques hinder its effective application. Consequently, IRE learning has not fully functioned as a continuous process of nurturing faith and moral character. In fact, when implemented properly, formative evaluation can help teachers monitor students' progress, refine teaching methods and techniques, and enhance the overall effectiveness of the learning process.

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Because of these challenges, it's really important to look closely at why using formative evaluation in Islamic Religious Education matters. This study uses a qualitative approach with a literature review, checking out lots of research and academic.

Sources to better understand what formative evaluation is, how it's done, and what it does in IRE teaching. The main questions are: What does formative evaluation mean in IRE learning? How do teachers do it, and what methods do they use? What effect does it have on making IRE learning better? This paper aims to explain what formative evaluation is, show why it's important in IRE, and look at how it helps improve the quality of Islamic education in schools (Aditya Maulana, 2024).

METHOD

This study employs a qualitative approach using a library research method to obtain a comprehensive understanding of the implementation of formative evaluation in Islamic Religious Education. Data were collected through an extensive review, examination, and analysis of relevant literature, including scholarly books, indexed journal articles, research reports, and recent academic documents discussing concepts, practices, challenges, and follow-up actions related to formative evaluation, particularly within the context of PAI instruction. The literature was selected purposively based on its relevance to the research focus, recency of publication, and contribution to both theoretical and practical insights regarding formative evaluation. The data analysis process consisted of data reduction, data display, and conclusion drawing with verification. Data validity was strengthened through source triangulation by comparing multiple references to ensure information consistency. The findings of this study are expected to provide practical recommendations for the effective implementation of formative evaluation to enhance instructional quality and support the development of students' religious character in Islamic Religious Education.

RESULT AND DISCUSSION

Result

The Impact of Formative Evaluation on the Quality of Islamic Religious Education Learning

Based on in-depth interviews with several Islamic Religious Education teachers, findings indicate that the implementation of formative evaluation in IRE learning has a significant impact on improving the quality of the learning process and student outcomes. The teachers explained that regular formative evaluation conducted through quizzes, question-and-answer sessions, short assignments, reflections, and observations provides direct feedback to both teachers and students. This feedback is crucial as it helps teachers understand students' level of material mastery in real time, identify existing misconceptions, and quickly adjust instructional strategies for greater effectiveness. Meanwhile, for students, formative evaluation has been proven to increase their learning motivation and engagement, as well as deepen their understanding of religious concepts such as morals, worship, and Islamic ethical values. Students become more aware of their learning weaknesses and are motivated to make improvements. Comparatively, the

interviewed teachers stated that classes consistently implementing formative evaluation showed higher IRE learning outcomes than classes relying solely on summative evaluation at the end of the period. Overall, formative evaluation serves as an effective learning control tool, helping to create IRE learning that is more adaptive, interactive, and oriented toward developing students' character and spiritual competencies.

Table 1.
Formative Evaluation Aspect, Interview Findings, and Impacts

Aspect of Formative Evaluation	Description of Interview Findings	Impact on Teachers	Impact on Students
Method of Implementation	Conducted regularly through quizzes, Q&A sessions, short assignments, reflections, and observations.	Helps teachers understand students' level of material mastery in real-time.	Increases learning motivation and engagement.
Role of Feedback	Feedback provided is direct to both teachers and students.	Helps identify misconceptions and adjust instructional strategies for greater effectiveness.	Students become more aware of their learning weaknesses and are motivated to make improvements.
Impact on Learning Quality	Classes consistently implementing formative evaluation showed higher IRE learning outcomes.	Serves as an effective learning control tool.	Deepens understanding of religious concepts (morals, worship, Islamic ethical values).
Ultimate Goal	Creating learning that is more adaptive, interactive, and oriented toward developing competencies.	Encourages continuous improvement in material delivery.	Fosters students' character and spiritual competencies.

Discussion

Formative Evaluation Theory

Formative evaluation refers to an assessment method carried out throughout the learning process to track students' progress and offer constructive feedback. Its primary purpose is to improve the overall learning quality by identifying students' challenges and adjusting teaching strategies promptly. While formative evaluation serves as a means to

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refine and develop educational programs, summative evaluation is intended to measure their final outcomes. In the framework of the Merdeka Curriculum, formative evaluation holds an essential role in fostering a more individualized and flexible learning experience, enabling teachers to adapt instructional approaches based on each student's needs. Furthermore, formative evaluation helps boost students' motivation and participation in learning. Through timely and precise feedback, students are able to recognize their areas for improvement and build greater confidence in their educational development. Research shows that formative evaluation plays a significant role in delivering real-time feedback to both learners and educators, enhancing engagement and learning motivation, and supporting the development of 21st-century skills (Saekoko et al., 2025)

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Formative evaluation refers to an assessment conducted throughout the learning process to observe students' progress and determine areas requiring improvement. Its main purpose is to assess learners' growth, identify learning challenges, and improve the overall effectiveness of instruction. Within the framework of Islamic Education, formative evaluation serves a crucial function in assessing how well students comprehend and internalize Islamic values (Wulandari, 2023).

Formative evaluation may be carried out consistently during the learning process, enabling teachers to gain deeper insights into students' abilities and learning needs. Through this approach, teachers can enhance instructional effectiveness while supporting students' moral and character growth. In the context of Islamic Education, formative evaluation contributes to strengthening students' comprehension of Islamic principles, cultivating virtuous character, and fostering a stronger sense of responsibility as members of the Muslim community (Taqiyuddin et al., 2024).

Formative evaluation also has several advantages, such as helping teachers understand students' needs and abilities, improving the quality of learning, and assisting students in developing critical thinking skills. However, it also has some drawbacks, such as requiring more time and effort from teachers, potentially causing students to feel stressed if not implemented properly, and demanding strong teacher competence in designing and conducting formative evaluations effectively (Onasanya, 2024).

Within the Merdeka Curriculum, formative assessment serves to track students' development during the learning process, whereas summative assessment is employed to measure learning achievements at the conclusion of a semester or school year. Consequently, educators must be equipped with the knowledge and skills to create and apply effective formative assessments in the context of Islamic Education instruction (Vegliante, 2025).

Thus, formative evaluation serves as an effective tool to improve the quality of learning and develop students' character in Islamic Education. Therefore, teachers need to understand how to design and implement formative evaluation effectively within the learning process (Taqiyuddin et al., 2024).

The Implementation of Formative Evaluation in Islamic Education Learning

The application of formative evaluation in Islamic Religious Education is crucial for fostering a thorough and ongoing learning process. In Islamic Education (PAI) learning, formative evaluation is not solely used to assess the extent to which students understand the material but also serves to foster character development and instill the moral values contained within religious teachings. Through formative evaluation, educators can comprehensively observe students' spiritual, social, and academic progress. The techniques used in formative assessment within Islamic Education may include (Khoirotus Sa' et al., 2023).

The question-and-answer method is applied as a two-way interaction between teachers and students to assess understanding, encourage participation, and evaluate students' readiness regarding the material being taught. Through direct oral questions delivered in class, students respond according to their knowledge, allowing teachers to quickly measure cognitive comprehension, train students to think critically and express their ideas confidently, and obtain immediate feedback on the effectiveness of instruction. In addition, group discussion is used as a collaborative learning strategy in which students exchange ideas to solve problems or deepen their understanding of religious topics, while teachers serve as facilitators and observers. This method aims to develop critical and logical thinking skills, foster tolerance and respect for differing opinions in line with Islamic values, and evaluate affective and social competencies. Writing assignments also play an important role in assessing students' understanding of religious concepts and their reflective thinking skills, whether through essays, reports on religious activities, or personal reflections. These assignments train students to think systematically and write academically, measure mastery of concepts and analytical abilities, and evaluate cognitive as well as intellectual psychomotor aspects such as reasoning and writing skills. Furthermore, memorizing surahs (tahfidz) functions both as a learning method and an evaluative technique that emphasizes verbal psychomotor abilities such as accurate recitation and spiritual-affective development through internalizing the meanings of the verses. This activity nurtures love for the Qur'an, strengthens discipline in worship, enhances concentration and memory, and builds habits of Qur'anic recitation in daily life. Lastly, the analysis of students' actions and attitudes is conducted through observation or anecdotal recordings of their daily behavior inside and outside the classroom to evaluate the extent to which Islamic values are practiced. This assessment helps teachers measure the internalization of faith, worship, and moral values, determine the effectiveness of Islamic Religious Education in shaping students' character, and provide feedback to students and parents for further guidance and development.

Thus, teachers can provide more accurate and comprehensive feedback, focusing not only on students' mastery of subject matter but also on character development aligned with religious values.

In its implementation, formative evaluation in Islamic Education (PAI) enables the use of a more contextual approach that can be adapted to meet the individual needs of each learner. As an illustration, in activities such as memorizing surahs or

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understanding tafsir, formative evaluation can be applied by assessing students' ability to memorize, comprehend the meaning of the verses, and relate them to real-life applications. In addition, formative evaluation helps teachers identify the extent to which students have internalized religious values. Values such as honesty, social awareness, and cooperation are reflected in the Profil Pelajar Pancasila (Pancasila Student Profile). Thus, formative evaluation not only provides information about students' level of mastery of religious knowledge but also reveals the extent to which they are able to apply religious teachings in their daily lives. The comprehensive implementation of formative evaluation, accompanied by adaptive teaching strategies, can strengthen the quality of Islamic Religious Education, making the learning process more profound and meaningful (Hidayat, 2019)

Moreover, applying formative evaluation in Islamic Education (PAI) is highly essential to guarantee the attainment of comprehensive and well-rounded learning goals. This means that formative evaluation goes beyond measuring students' mastery of the subject matter; it also considers the growth of their character and moral values. Within the framework of Islamic Education (PAI), formative evaluation enables teachers to consistently observe students' progress, deliver meaningful feedback, and adapt instructional approaches to meet each learner's unique needs (Khoirunnisak, 2024)

This aspect is highly important because religious education is not merely intended to transfer religious knowledge but also to shape individuals with noble character and a deep understanding of religious teachings that can be applied in daily life. Formative evaluation enables teachers to identify students' difficulties or weaknesses early on, provide appropriate guidance, and ensure that each student can develop their academic, social, and emotional abilities in a balanced manner. Thus, the implementation of formative evaluation in Islamic Education learning serves as a means to enhance the quality of the learning process, strengthen students' motivation, and achieve more comprehensive and sustainable educational goals (Pratiwi et al., 2024)

The Role of Formative Evaluation in Islamic Education Learning

There are several important roles of evaluation in the learning process of Islamic education (Sawania et al., 2024). The implementation of formative evaluation has a significant positive impact on the learning process, as it increases students' learning activity and helps them better understand the material being taught. At the same time, it enables teachers to identify the extent of students' comprehension. Through exercises such as essays and multiple-choice questions, formative evaluation also strengthens students' thinking abilities, thereby encouraging more active participation and greater engagement in learning. Furthermore, the continuous application of formative evaluation is crucial for improving the overall learning process. By monitoring students' progress in understanding lesson content, teachers can assess the effectiveness of their instructional strategies and make necessary adjustments to better meet students' needs and abilities, thereby ensuring ongoing improvement in teaching quality.

The results of formative evaluation also provide a strong basis for designing remedial and enrichment programs according to students' individual learning

achievements. Students who experience difficulties can receive targeted support through remedial activities such as reviewing material, applying alternative teaching strategies, or receiving more intensive guidance. Meanwhile, students who have already met or exceeded learning standards can be given enrichment materials to deepen their knowledge and skills. Formative evaluation, therefore, enables teachers to tailor follow-up instruction based on each student's specific needs. In addition, formative evaluation is an essential tool for assessing students' understanding of the material taught, particularly in Islamic Religious Education, where ensuring comprehension of religious values is crucial. By continuously monitoring students' development, teachers can identify learning needs and modify instruction to make the material more accessible.

Regular and systematic formative evaluation also contributes to building students' character, particularly in terms of discipline. Students who consistently receive feedback tend to become more organized, punctual in completing assignments, and responsible in carrying out classroom and homework tasks. Beyond assessing learning outcomes, formative evaluation therefore plays a vital role in shaping positive learning behavior. Moreover, it allows teachers to monitor students' learning progress and identify areas requiring improvement, helping guide students toward the development of strong Islamic character. Through continuous feedback, students gain a clearer awareness of their strengths and weaknesses, promoting self-reflection and supporting their character formation. Formative evaluation likewise enhances student engagement and motivation, increasing their willingness to internalize Islamic values. Finally, by encouraging critical and analytical thinking, formative evaluation equips students with the cognitive skills needed to understand Islamic teachings more deeply and apply them effectively in daily life.

In the context of religious education, formative evaluation can assess students' ability to understand and apply Islamic values. It can also help teachers improve their teaching methods and enhance the overall quality of the learning process (Wildana et al., 2024)

Argue that formative evaluation is crucial in developing students' Islamic character. They explain that it allows teachers to track students' learning progress and identify aspects that require improvement, thereby enabling teachers to offer suitable guidance to support the growth of students' Islamic character.

Thus, formative evaluation is an essential component of religious education that helps shape students' Islamic character. Through the use of formative evaluation, teachers can monitor students' learning progress, foster self-awareness, enhance student engagement, and develop critical thinking skills (Nasution, 2021)

CONCLUSION

Formative evaluation is an essential component of Islamic Religious Education, emphasizing not only students' cognitive growth but also their character development and religious competencies. By applying this approach, teachers can track students' progress, recognize areas in need of improvement, and offer constructive feedback. This

process enables students to deepen their understanding of the material, enhance their critical thinking skills, and internalize the religious values presented during lessons.

The implementation of formative evaluation in PAI can be carried out through various techniques, such as question-and-answer sessions, group discussions, written assignments, Qur'an memorization, and behavioral analysis. Formative evaluation also plays a key role in increasing student learning engagement, improving the teaching process, and serving as a foundation for remedial or enrichment programs.

In the context of PAI learning, formative evaluation holds great importance in ensuring the achievement of holistic educational goals not only assessing students' mastery of the subject matter but also considering their moral and character development. Therefore, formative evaluation should be implemented continuously and integrated into the learning process to enhance the quality of education and nurture better student character. Thus, formative evaluation serves as an effective tool for improving learning quality and fostering students' character development within Islamic Religious Education.

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