

TRANSFORMING ISLAMIC RELIGIOUS EDUCATION ASSESSMENT THROUGH DIGITAL MEDIA: INTEGRATING AUTHENTIC ASSESSMENT, LEARNING ANALYTICS, AND STUDENT CENTERED LEARNING AT SD UNGGULAN CAHAYA CENDEKIA

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Abstract

The digital transformation of education has encouraged schools to redesign assessment practices that are more authentic, learner centered, and data informed. However, assessment in Islamic Religious Education (IRE) at the primary school level remains predominantly focused on conventional paper based tests, limiting opportunities to evaluate students' holistic competencies and learning processes. This study aims to explore the transformation of IRE assessment through the integration of digital media, Authentic Assessment, Learning Analytics, and Student Centered Learning at SD Unggulan Cahaya Cendekia. A qualitative case study approach was employed, with data collected through classroom observations, semi structured interviews, document analysis, and digital assessment records involving school leaders, teachers, and students. The findings reveal that digital media facilitates more interactive, continuous, and transparent assessment practices, while Authentic Assessment and Student Centered Learning promote active participation, reflective learning, and meaningful feedback. Furthermore, Learning Analytics enables teachers to monitor students' learning progress and make evidence based instructional decisions. The integration of these approaches contributes to a comprehensive assessment ecosystem that enhances students' cognitive, affective, and psychomotor competencies while improving assessment quality and supporting innovative Islamic Religious Education in primary schools.

INTRODUCTION

The rapid advancement of digital technology has transformed educational practices worldwide, including teaching, learning, and assessment processes. Digital media have become essential tools for creating more interactive, flexible, and learner centered educational environments (Firdausiyah & Sofa, 2025). In primary education, digital platforms, learning management systems, educational applications, and online assessment tools enable teachers to monitor students' learning progress continuously

while providing immediate feedback that supports meaningful learning. Within Islamic Religious Education (IRE), digital transformation offers significant opportunities to move beyond traditional paper based examinations toward assessment practices that capture students' cognitive understanding, spiritual development, religious attitudes, and practical competencies. Consequently, educational assessment is increasingly expected to function not merely as a measurement of learning outcomes but as a mechanism for improving learning quality and promoting students' holistic development (Ilahi & Sofa, 2025).

Despite these opportunities, assessment practices in Islamic Religious Education at the primary school level remain largely conventional and teacher centered. Assessment is frequently dominated by written tests that primarily evaluate factual knowledge while providing limited opportunities for students to demonstrate higher order thinking, reflective learning, collaboration, and authentic religious practices (Khofifah & Sofa, 2025). Such assessment approaches often fail to accommodate the diverse learning characteristics of elementary students and do not fully align with the principles of Student Centered Learning (SCL), which emphasize active participation, learner autonomy, continuous feedback, and meaningful learning experiences. As educational systems increasingly adopt digital technologies, there is a growing need to redesign assessment practices that integrate digital innovation with pedagogical approaches capable of supporting comprehensive student development (Mardiya & Sofa, 2025).

Recent educational research highlights the importance of integrating **Authentic Assessment**, **Learning Analytics**, and **Student Centered Learning** to improve assessment quality in digital learning environments. Authentic Assessment evaluates students through meaningful tasks that reflect real life situations and encourage the application of knowledge, skills, and values in authentic contexts. Learning Analytics complements this approach by utilizing digital learning data to monitor student engagement, identify learning patterns, and provide evidence based feedback that supports instructional improvement. Meanwhile, Student Centered Learning positions students as active participants in constructing knowledge through collaboration, reflection, and problem solving. The integration of these three approaches creates a comprehensive digital assessment ecosystem that not only measures learning outcomes but also supports continuous learning, personalized instruction, and informed educational decision making. Nevertheless, empirical studies examining this integrated assessment approach in Islamic Religious Education at the elementary school level remain limited, particularly within Indonesian Islamic educational contexts (Ilahi & Sofa, 2025).

Based on these considerations, this study aims to explore the transformation of Islamic Religious Education assessment through the integration of digital media, Authentic Assessment, Learning Analytics, and Student Centered Learning at SD Unggulan Cahaya Cendekia. Unlike previous studies that primarily focus on the utilization of digital media as technological tools, this research investigates how digital technologies can be integrated with innovative assessment strategies to establish a holistic, learner centered, and data informed assessment system. The findings are expected to contribute to the development of a contemporary assessment model for Islamic Religious Education that enhances assessment validity, promotes active student engagement, strengthens reflective and meaningful learning, and provides practical recommendations for implementing digital assessment innovation in primary education.

LITERATURE REVIEW

The concept of **digital media in education** has evolved beyond its traditional role as a supporting instructional tool into a strategic component of teaching, learning, and assessment. Digital media encompass learning management systems, educational applications, online quizzes, interactive multimedia, e portfolios, and cloud based assessment platforms that facilitate continuous interaction between teachers and students. Recent studies suggest that digital media improve learning accessibility, increase student engagement, provide immediate feedback, and enable more flexible assessment practices. In educational assessment, digital technologies allow teachers to collect, organize, and analyze learning evidence more efficiently while promoting transparency and objectivity in evaluating students' progress. Within Islamic Religious Education (IRE), digital media also provide opportunities to assess not only cognitive achievement but also religious attitudes, character development, collaboration, and practical religious competencies through diverse digital learning activities (Muchlis & Sofa, 2025).

Authentic Assessment has emerged as one of the most influential assessment approaches in contemporary education because it evaluates students through meaningful tasks that reflect real life situations rather than relying solely on standardized examinations. Authentic Assessment requires students to demonstrate knowledge, skills, attitudes, and values through projects, portfolios, presentations, problem solving activities, observations, and reflective journals. In Islamic Religious Education, this approach is particularly relevant because educational objectives extend beyond knowledge acquisition to include the development of Islamic character, spiritual awareness, moral responsibility, and religious practice. Digital media further enhance Authentic Assessment by enabling the use of electronic portfolios, multimedia presentations, digital project documentation, and online performance assessments that provide richer and more comprehensive evidence of student learning. Consequently, integrating digital media with Authentic Assessment creates more meaningful and holistic assessment experiences that align with the objectives of twenty first century education.

Another important component of digital assessment is **Learning Analytics**, which refers to the collection, measurement, analysis, and interpretation of learning data to understand and optimize learning processes. Learning Analytics enables teachers to monitor students' participation, learning progress, assessment performance, and engagement patterns through digital platforms. The resulting information supports evidence based instructional decisions, identifies students requiring additional support, and facilitates personalized learning experiences. When combined with **Student Centered Learning (SCL)**, Learning Analytics transforms assessment from a summative activity into a continuous process that provides timely feedback and encourages self regulated learning. Student Centered Learning itself emphasizes active participation, inquiry based learning, collaboration, reflection, and learner autonomy, making assessment an integral component of learning rather than merely an instrument for assigning grades. Digital media strengthen this pedagogical approach by facilitating interactive learning activities, collaborative assessment, and continuous communication between teachers and students.

Despite the increasing adoption of digital technologies in education, empirical studies indicate that the integration of **digital media, Authentic Assessment, Learning**

Analytics, and **Student Centered Learning** within Islamic Religious Education remains relatively underexplored, particularly at the primary education level. Existing research has generally examined these concepts independently, focusing either on the effectiveness of digital media, the implementation of authentic assessment, or student centered pedagogy without investigating their synergistic relationship within a comprehensive digital assessment framework. Furthermore, limited attention has been given to how digital assessment can support the holistic objectives of Islamic Religious Education, including the balanced development of cognitive, affective, psychomotor, and spiritual competencies. Therefore, this study addresses this research gap by exploring how the integration of these four components contributes to the transformation of Islamic Religious Education assessment at SD Unggulan Cahaya Cendekia. The study proposes a comprehensive digital assessment model that not only improves assessment quality and instructional decision making but also promotes meaningful learning, continuous feedback, and holistic student development in contemporary Islamic primary education.

RESEARCH METHODS

This study employed a **qualitative case study** approach to explore the transformation of Islamic Religious Education (IRE) assessment through the integration of digital media, Authentic Assessment, Learning Analytics, and Student Centered Learning at SD Unggulan Cahaya Cendekia. A qualitative case study was selected because it enables an in depth understanding of assessment practices within their natural educational setting. The research participants consisted of the principal, Islamic Religious Education teachers, classroom teachers, and students who were actively involved in digital assessment activities. Participants were selected using purposive sampling based on their direct experience with the implementation of digital assessment. Data were collected through classroom observations, semi structured interviews, document analysis, and the examination of digital assessment records, including online quizzes, electronic portfolios, digital feedback, and learning management system reports (Muchlis & Sofa, 2025).

The collected data were analyzed using **thematic analysis**, involving data reduction, data coding, theme categorization, data display, and conclusion drawing. The analysis focused on identifying patterns related to the implementation of digital media, the application of Authentic Assessment, the utilization of Learning Analytics for monitoring student progress, and the role of Student Centered Learning in enhancing assessment quality. To ensure the trustworthiness of the findings, the study employed data triangulation by comparing information obtained from observations, interviews, documentation, and digital assessment records. Member checking and peer debriefing were also conducted to improve the credibility and dependability of the findings. This methodological approach provided a comprehensive understanding of how digital technologies transform assessment practices in Islamic Religious Education while supporting meaningful, learner centered, and evidence based learning in primary education.

RESULTS AND DISCUSSION

The findings indicate that the integration of digital media has significantly transformed assessment practices in Islamic Religious Education (IRE) at SD Unggulan Cahaya Cendekia. Unlike conventional assessments that primarily relied on paper based examinations and teacher centered evaluation, digital assessment enabled teachers to

conduct continuous, flexible, and interactive assessments throughout the learning process. Various digital platforms, including online quizzes, electronic portfolios, multimedia assignments, digital worksheets, and classroom management applications, were utilized to collect evidence of students' learning. These digital tools allowed teachers to document students' academic performance systematically while providing immediate feedback that supported continuous learning improvement. Students also demonstrated greater enthusiasm and participation because digital assessment activities were perceived as more engaging, interactive, and relevant to their daily experiences with technology. These findings suggest that digital media function not only as assessment instruments but also as catalysts for creating more meaningful and learner centered educational experiences.

The implementation of **Authentic Assessment** further strengthened the quality of Islamic Religious Education assessment by emphasizing students' ability to apply Islamic knowledge and values in meaningful learning contexts. Instead of relying solely on written examinations, teachers evaluated students through project based assignments, Qur'an recitation performances, reflective journals, collaborative presentations, practical worship demonstrations, and digital portfolios documenting students' learning progress. These authentic learning activities enabled teachers to assess students' cognitive understanding, religious attitudes, moral character, communication skills, and practical competencies simultaneously. The use of digital media facilitated the documentation and organization of these assessment activities, allowing teachers to monitor students' development over time rather than relying on single summative examinations. Consequently, assessment became more comprehensive, valid, and aligned with the holistic objectives of Islamic Religious Education.

Another important finding concerns the contribution of **Learning Analytics** in supporting evidence based assessment and instructional decision making. Digital assessment platforms generated valuable learning data, including students' participation rates, assignment completion, assessment scores, response patterns, and feedback history. Teachers analyzed these data to identify students' learning strengths, recognize those requiring additional support, and adjust instructional strategies according to individual learning needs. Learning Analytics also enabled continuous monitoring of students' progress, making assessment more transparent and formative rather than merely summative. The availability of digital learning evidence facilitated more objective evaluation and strengthened communication between teachers, students, and parents regarding academic development. This data informed assessment approach contributed to more personalized learning experiences while improving the overall effectiveness of classroom assessment practices (Habibah et al., 2025).

The integration of digital media, Authentic Assessment, Learning Analytics, and Student Centered Learning established a comprehensive digital assessment ecosystem that transformed both assessment practices and learning culture at SD Unggulan Cahaya Cendekia. Students were encouraged to actively participate in self reflection, collaborative learning, classroom discussions, and problem solving activities while receiving continuous feedback from teachers throughout the learning process. Assessment was no longer viewed merely as a mechanism for assigning grades but as an integral component of learning that supported critical thinking, creativity, responsibility, and lifelong learning. From the perspective of Islamic Religious Education, this integrated assessment model also facilitated the balanced development of cognitive, affective, psychomotor, and spiritual competencies by combining technological

innovation with Islamic educational values. Therefore, the findings demonstrate that digital transformation in assessment extends beyond technological adoption; it represents a pedagogical innovation that promotes authentic, learner centered, and data informed assessment capable of improving the quality of Islamic Religious Education in primary schools.

CONCLUSION

This study concludes that the integration of digital media has transformed assessment practices in Islamic Religious Education (IRE) at SD Unggulan Cahaya Cendekia from conventional, teacher centered evaluation toward a more authentic, learner centered, and data informed assessment system. The combination of Authentic Assessment, Learning Analytics, and Student Centered Learning enables teachers to assess students' learning comprehensively across cognitive, affective, psychomotor, and spiritual domains. Digital media not only facilitate efficient assessment administration but also support continuous feedback, active student participation, reflective learning, and evidence based instructional decision making. As a result, assessment becomes an integral part of the learning process that promotes meaningful learning experiences while fostering students' critical thinking, collaboration, responsibility, and Islamic character.

Furthermore, the findings demonstrate that the integration of digital technologies with innovative assessment approaches contributes to the development of a comprehensive digital assessment ecosystem for Islamic Religious Education in primary schools. This ecosystem enhances assessment transparency, improves teachers' ability to monitor students' learning progress through learning analytics, and encourages students to become active participants in their own learning. The study offers a practical model for implementing digital assessment that aligns with the objectives of twenty first century education while preserving the holistic values of Islamic education. Future research is recommended to investigate the effectiveness of this integrated assessment model in different educational contexts and to explore the potential of Artificial Intelligence, adaptive assessment, and predictive learning analytics to further strengthen assessment quality and personalized learning in Islamic Religious Education.

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