

INTEGRATED DIGITAL EVALUATION FOR MODERN PAI AND ARABIC LEARNING

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Abstract

This article examines integrated digital evaluation for modern Islamic Religious Education and Arabic language learning. The study is motivated by the need for assessment models that can evaluate cognitive understanding, religious attitudes, language skills, and digital literacy in a more comprehensive manner. Using a qualitative descriptive library research method, this study analyzes the role of technology in designing evaluation practices for PAI and Arabic learning. The findings show that integrated digital evaluation can be implemented through online quizzes, reflective journals, digital portfolios, performance assessment, and project-based tasks. In PAI, technology can evaluate students' understanding of Islamic values, ethical reflection, and social responsibility. In Arabic learning, it can assess vocabulary, reading, listening, speaking, and writing skills. The integration of both fields encourages holistic assessment that combines knowledge, skills, values, and behavior. However, digital evaluation must be supported by clear rubrics, teacher supervision, ethical data use, and balanced offline-online interaction. The study concludes that integrated digital evaluation is relevant for modern PAI and Arabic learning because it aligns assessment with the complexity of contemporary Islamic education.

INTRODUCTION

Modern Islamic education faces the challenge of integrating religious knowledge, language competence, character formation, and digital literacy. Evaluation in PAI and Arabic learning cannot be limited to written tests because students are expected to understand Islamic teachings, communicate in Arabic, practice values, and use technology responsibly. Therefore, integrated digital evaluation is needed to measure multidimensional learning outcomes (Sholihah et al., 2026).

The dynamics of technology use in learning evaluation indicate a shift from paper-based assessment toward more flexible, interactive, and data-informed assessment. Technology enables lecturers to design various instruments, collect responses faster, provide feedback more efficiently, and document student development over time. Nevertheless, the use of technology does not automatically improve evaluation quality. It must be guided by clear learning outcomes, valid indicators, and pedagogical consideration (Fillah & Sofa, 2026).

In introductory Arabic-related courses, evaluation should measure conceptual mastery, analytical skill, reflective awareness, and the ability to apply concepts in authentic learning tasks (Khomsiyah & Sofa, 2026). Students should not only memorize definitions, but also demonstrate understanding through explanation, classification, comparison, and contextual application. Therefore, technology-based evaluation must be designed to support deeper learning rather than merely accelerate scoring (Saputra & Sofa, 2026).

This article aims to analyze the practice and dynamics of technology use in learning evaluation with a specific focus on integrated digital evaluation for modern *pai* and arabic learning (Khomsiyah & Sofa, 2026). The significance of this study lies in its attempt to provide a conceptual evaluation model that is adaptive to modern learning needs while remaining grounded in sound assessment principles (Husnia & Sofa, 2026).

LITERATURE REVIEW

Conceptual foundation

Digital evaluation refers to the use of technology to collect, analyze, and interpret learning evidence. It allows teachers to use diverse instruments, such as online quizzes, e-portfolios, performance videos, and reflective journals (Wulandari et al., 2026).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms. When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity. This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence.

Technology and assessment practice

Islamic Religious Education requires assessment that includes cognitive, affective, and behavioral domains. Evaluation should measure not only knowledge of religious concepts, but also ethical reflection and social practice (Subianto et al., 2026).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms. When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity. This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence.

Feedback and learning improvement

Arabic learning requires evaluation of receptive and productive language skills. Technology can support listening assessment, speaking recordings, vocabulary exercises, reading comprehension, and writing feedback (Qumariyah et al., 2026).

The literature suggests that effective technology-supported assessment must connect assessment tasks, learning objectives, and feedback mechanisms. When these elements are aligned, evaluation becomes a learning process rather than a separate administrative activity. This alignment is especially important in language and Islamic education contexts because learning outcomes include knowledge, skills, attitudes, and communicative competence (Qumariyah et al., 2026).

RESEARCH METHODS

This study used a qualitative descriptive method with a library research approach. Data were obtained from scholarly literature related to digital assessment, Islamic Religious Education evaluation, Arabic language assessment, and modern educational technology. The analysis was conducted through thematic classification covering PAI evaluation, Arabic learning evaluation, digital instruments, and implementation challenges (Mh et al., 2026).

The validity of the analysis was strengthened through source triangulation by comparing ideas from assessment theory, educational technology, and language or Islamic education pedagogy. The study does not aim to test statistical hypotheses, but to formulate a conceptual and practical understanding of how technology can be used responsibly in learning evaluation (Sa'diya et al., 2026).

RESULTS AND DISCUSSION

Integration of cognitive and affective evaluation

The findings indicate that digital evaluation can assess both knowledge and values. In PAI, students can answer conceptual questions, write moral reflections, and submit digital projects related to Islamic ethics. This provides richer evidence than objective tests alone (Sofa & Qamariyah, 2026).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality.

Assessment of Arabic language skills

In Arabic learning, digital tools can evaluate listening through audio tasks, speaking through recordings, reading through comprehension quizzes, and writing through online submissions. These instruments make language assessment more varied and authentic (Sofa & Qamariyah, 2026).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality.

Project-based digital evaluation

Integrated evaluation can be implemented through projects, such as creating Arabic-Islamic educational videos, digital posters on Islamic values, or bilingual reflection journals. Such tasks combine PAI content, Arabic language, creativity, and digital literacy (Putri et al., 2026).

This finding confirms that technology-based evaluation should be interpreted as a pedagogical system. The lecturer needs to design assessment tasks that are valid, provide feedback that is understandable, and use the resulting data for follow-up learning. Without this pedagogical orientation, technology may only change the medium of assessment without improving its academic quality.

Challenges in modern implementation

Challenges include unequal access to technology, teacher readiness, rubric complexity, and the risk of superficial digital tasks. Teachers need pedagogical training to ensure that technology serves educational values (Qomariah et al., 2026).

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Synthesis of discussion

Overall, the discussion shows that technology has the potential to make evaluation more flexible, transparent, and responsive to student needs. However, technology must be integrated with assessment literacy. Lecturers should determine what competence is being assessed, how evidence is collected, how feedback is delivered, and how students use the feedback to improve their learning.

Table 1. Technology based evaluation framework

Evaluation Focus	Technology Practice	Learning Contribution
PAI knowledge	Online conceptual quiz	Measures religious understanding
PAI values	Digital reflective journal	Assesses moral awareness
Arabic skills	Audio, reading, and writing tasks	Measures language competence
Digital project	Multimodal student product	Integrates knowledge, skill, and creativity

The novelty of this article lies in the emphasis on a specific evaluation model rather than a general discussion of educational technology. By focusing on a distinct assessment practice, the article demonstrates that technology can support different dimensions of learning evaluation, including diagnosis, reflection, feedback, documentation, motivation, and data-informed decision making.

CONCLUSION

This study concludes that integrated digital evaluation for modern pai and arabic learning offers a relevant approach for improving the quality of learning evaluation in contemporary education. The use of technology can support more timely feedback, richer learning evidence, and more active student participation. It also helps lecturers identify learning difficulties and design appropriate follow-up actions.

The implication of this study is that lecturers need to develop assessment instruments that are technologically adaptive and pedagogically meaningful. Technology should be used to strengthen validity, transparency, feedback, and student reflection. The limitation of this study is its conceptual nature; therefore, future research should conduct empirical studies using classroom experiments, student response analysis, or mixed-method designs to measure the effectiveness of the proposed evaluation model

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