



INTEGRASI PLATFORM QUIZIZZ DALAM EVALUASI PEMBELAJARAN BERBASIS NILAI ISLAM DI SEKOLAH DASAR

INTEGRATION OF THE QUIZIZZ PLATFORM IN THE EVALUATION OF ISLAMIC VALUE-BASED LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Digital transformation in elementary education demands technology integration that is not only oriented towards learning effectiveness but also towards strengthening character values. Learning evaluation, as a crucial part of the educational process, needs to be designed adaptively without neglecting the internalization of Islamic values. This study aims to analyze and describe the integration of the Quizizz platform in evaluating Islamic value-based learning at SDN Palumbonsari I, East Karawang District. The study used a qualitative approach with a case study type. Data were collected through participatory observation, in-depth interviews, and documentation, then analyzed interactively through reduction, presentation, and drawing conclusions. The results show that the integration of Islamic values was carried out systematically through three stages: evaluation planning by incorporating value indicators into learning tools, implementation of values in question design and digital feedback, and post-evaluation reflection in class. Digital features were utilized not only to display scores but also to convey moral messages that support Islamic character formation. In practice, digital evaluation functions as a cognitive measurement instrument as well as a means of habituating values. The implications of this research confirm that the use of digital platforms in evaluation can be directed as a medium for internalizing values if it is designed in a structured manner and supported by the teacher's pedagogical commitment.

Keywords : *learning evaluation, Quizizz, Islamic values, elementary school, digital integration.*

Abstrak

Transformasi digital dalam pendidikan dasar menuntut integrasi teknologi yang tidak hanya berorientasi pada efektivitas pembelajaran, tetapi juga pada penguatan nilai-nilai karakter. Evaluasi pembelajaran, sebagai bagian penting dari proses pendidikan, perlu dirancang secara adaptif tanpa mengabaikan internalisasi nilai-nilai Islam. Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan integrasi platform Quizizz dalam mengevaluasi pembelajaran berbasis nilai-nilai Islam di SDN Palumbonsari I, Kabupaten Karawang Timur. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi, kemudian dianalisis secara interaktif melalui reduksi, presentasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai Islam dilakukan secara sistematis melalui tiga tahap: perencanaan evaluasi dengan memasukkan indikator nilai ke dalam alat pembelajaran, penerapan nilai dalam desain soal dan umpan balik digital, serta refleksi pasca-evaluasi di kelas. Fitur digital dimanfaatkan tidak hanya untuk menampilkan skor tetapi juga untuk menyampaikan pesan moral yang mendukung pembentukan karakter



Islam. Dalam praktiknya, evaluasi digital berfungsi sebagai instrumen pengukuran kognitif sekaligus sarana pembiasaan nilai-nilai. Implikasi dari penelitian ini menegaskan bahwa penggunaan platform digital dalam proses evaluasi dapat difungsikan sebagai sarana untuk menanamkan nilai-nilai, asalkan dirancang secara terstruktur dan didukung oleh komitmen pedagogis guru.

Kata Kunci : penilaian pembelajaran, Quizizz, nilai-nilai Islam, sekolah dasar, integrasi digital.

1. INTRODUCTION

The development of digital technology has significantly transformed the face of global education. The integration of technology into learning is no longer viewed as an add-on, but rather as an inherent part of the 21st-century educational ecosystem (Escala et al., 2025). Learning evaluation, a core component of the educational process, has also undergone changes through the use of interactive digital platforms (Dong et al., 2024). The use of educational game-based applications like Quizizz demonstrates a paradigm shift from conventional evaluation to a more participatory and responsive approach (Umam et al., 2025). Islamic education, on the other hand, emphasizes the importance of integrating values throughout the learning process, including the evaluation stage (Masuwai et al., 2024). Therefore, the integration of digital technology with Islamic values is a strategic issue in developing an adaptive and character-based evaluation model (Marita et al., 2025).

In the context of primary education in Indonesia, technology integration still faces diverse dynamics (Nasution, 2024). As the foundation for character formation, elementary schools are responsible not only for cognitive aspects but also for the internalization of religious values (Sarifah et al., 2025). Learning evaluations often focus solely on measuring academic outcomes without considering the affective and value dimensions (Peng et al., 2025). Yet, the national curriculum emphasizes strengthening character education as the core of learning (Sakban & Sundawa, 2023). This situation demands evaluation innovations that can simultaneously bridge academic achievement and value formation.

The reality on the ground shows that the use of digital platforms in evaluation tends to focus on convenience, speed, and visual appeal (Siregar et al., 2025). Islamic values, the normative foundation of learning, have not been fully integrated into the design and content of digital evaluations (Wardoyo, 2025). Teachers often use platforms technically without systematic, values-based planning. As a result, digital evaluations have the potential to become merely cognitive measurement tools detached from their focus on character development (Vettriselvan, 2025). This situation indicates the need for an integrative approach that substantively aligns technology with Islamic values.

Information from the national education policy issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia emphasizes the importance of digital transformation in educational institutions (Monoarfa & Raihan, 2025). The school digitalization program encourages the use of technology-based learning platforms to improve the quality of the learning process (Rahman et al., 2025). Furthermore, the policy to strengthen character education initiated by the Ministry of Religious Affairs of the Republic of Indonesia emphasizes the integration of religious values into learning practices (Akbar et al., 2025). Initial observations in elementary schools indicate that while the use of digital evaluation platforms has been implemented, they have not been explicitly designed based on Islamic values. Teachers tend to utilize interactive quiz features without linking them to structured value indicators. This demonstrates the need to



develop a more comprehensive evaluation model.

The main problem in this research lies in the suboptimal integration of Islamic values in the use of digital platforms as learning evaluation instruments. Evaluations conducted through online platforms are still predominantly oriented toward cognitive and performative aspects (Hooda et al., 2022). Affective aspects and internalization of values have not been systematically designed in the construction of questions or feedback mechanisms. This condition implies a lack of direction in the evaluation function as a means of developing Islamic character. Therefore, an in-depth study is needed on how such integration can be designed and implemented effectively. This focus is crucial to ensure that digital transformation does not obscure value orientation in basic education.

This research was conducted at SDN Palumbonsari I, East Karawang District. This school was chosen because it utilizes digital platforms for learning evaluation and is committed to strengthening religious values within its school culture. The heterogeneous characteristics of its students and the support of its technological infrastructure were relevant considerations in selecting the research location. Furthermore, this school represents a public elementary education unit located in a developing region with unique social dynamics. The research focused on the process of integrating Islamic values in the use of the Quizizz platform as an evaluation instrument. This selection of location and focus is expected to provide a contextual and applicable empirical picture.

Theoretically, the concept of learning evaluation according to Benjamin Bloom's taxonomy of educational objectives places the cognitive, affective, and psychomotor domains as a unified whole (Bloom, 2014)). However, the implementation of digital evaluation in primary education practices tends to emphasize the cognitive domain alone. The character education perspective put forward by Thomas Lickona emphasizes the importance of integrating moral values throughout the educational process, including evaluation (Arlini & Hanif, 2025). In the context of Islamic education, evaluation should not only measure academic achievement but also reflect spiritual and ethical values. The reality on the ground shows that the integration of these three domains has not been accommodated equally in the use of digital platforms. Thus, a conceptual formulation is needed that synergizes educational evaluation theory with Islamic value principles in a digital context.

Empirically, several previous studies have shown that the use of Quizizz effectively increases student motivation and learning outcomes. Research conducted by Ababil and colleagues emphasized the gamification aspect in increasing student engagement (Ababil et al., 2025). A study by Saekoko and colleagues showed that digital platforms can increase student responsiveness in formative assessments (Saekoko et al., 2025). Meanwhile, other studies have focused more on technical aspects and user perceptions of application usability. However, studies specifically combining digital evaluation with the integration of Islamic values at the elementary school level are still limited. This situation demands research that not only assesses the effectiveness of technology but also examines the value dimension in its use.

Recent studies in educational technology demonstrate a trend toward integration between digital assessment and character education. Research by Pratama highlights the importance of digital literacy in modern evaluation systems (Pratama et al., 2025). Meanwhile, a study by Asitah emphasizes the transformation of technology-based assessments toward a more authentic and reflective approach (Asitah et al., 2026). In Indonesia, research by Agustina and Yuana examines the use of digital platforms in religious learning, but does not specifically address the evaluation design (Agustina & Yuana, 2025). These scientific developments indicate a shift in focus from mere



technical effectiveness to the integration of values and character. This research is positioned at the intersection of digital evaluation and the internalization of Islamic values in the context of basic education.

This research develops an integrative approach that systematically combines digital evaluation design with Islamic value indicators within the Quizizz platform. This integration extends beyond question content to feedback construction, reflection, and assessment mechanisms. This approach provides an operational framework for teachers to structure values-based evaluations. Thus, digital evaluation extends beyond measurement to serve as a means of internalizing values. This formulation is expected to enrich technology-based assessment models in Islamic education.

This study aims to analyze the integration process of the Quizizz platform into Islamic values-based learning evaluation in elementary schools. Furthermore, it describes the design, implementation, and implications of this integration for the learning process. The research focuses on formulating a digital evaluation model aligned with Islamic educational principles. The results are expected to provide conceptual and practical recommendations for teachers. Therefore, this research is oriented toward strengthening adaptive and character-based learning evaluation.

This research is crucial because the digital transformation in elementary education continues to evolve and requires a strong foundation of values. Technology integration without a values orientation has the potential to shift the essence of character education. This study aims to develop an evaluation model capable of synergizing academic achievement and Islamic character formation. The research findings can serve as a reference for elementary schools in designing valuable technology-based evaluations. Furthermore, this research contributes to the development of Islamic education evaluation scholarship in a digital context. Therefore, this study is both theoretically and practically relevant in addressing the challenges of 21st-century education.

2. RESEARCH METHOD

This research uses a qualitative approach with a case study. This approach was chosen because this research seeks to deeply understand the process of integrating Islamic values into the use of digital platforms for learning evaluation. Case studies are used to explore phenomena contextually within a specific educational unit. This approach allows researchers to holistically explore the meaning, process, and dynamics of implementation. According to John W. Creswell, qualitative research is effective for deeply understanding social phenomena in natural contexts (Creswell, 2019). Therefore, this approach is relevant for examining the practice of integrating Islamic values-based digital evaluation in elementary schools.

This research was conducted at SDN Palumbonsari I in East Karawang District. The location was selected based on the school's prior use of the Quizizz platform in its learning evaluation activities. Furthermore, the school is committed to strengthening religious values within its academic culture. The research was conducted over one semester of the current academic year to obtain a comprehensive overview of implementation. This timeframe allowed the researchers to conduct repeated observations and gather in-depth data through interviews and documentation.

The research subjects included classroom teachers who used Quizizz as an evaluation instrument and students involved in the evaluation. The research informants consisted of the school principal, Islamic Religious Education teachers, and classroom teachers who implemented the evaluation. Informants were selected purposively based on their direct involvement in the



integration process of Islamic value-based digital evaluation. This technique enabled researchers to obtain relevant and in-depth data from those with direct understanding of the phenomenon. As stated by Sugiyono, purposive sampling is used in qualitative research to determine the data source considered to have the most knowledge about the problem being studied (Sugiyono, 2023).

Data collection techniques included participant observation, in-depth interviews, and documentation studies. Observations were used to directly observe the integration of Islamic values into the design and implementation of Quizizz-based evaluations. In-depth interviews were conducted with teachers and principals to explore perspectives, strategies, and challenges encountered. Documentation in the form of learning tools, question designs, and platform screenshots was used to strengthen the field findings (Moleong, 2019). This combination of techniques aimed to obtain comprehensive and complementary data.

The primary research instrument was the researcher herself, acting as the human instrument. She played a role in designing the observation guidelines, interview guidelines, and document analysis format. The interview guidelines were developed based on indicators of the integration of Islamic values in learning evaluation. The observation instrument focused on question design, feedback, and student interaction in using Quizizz. Instrument development adhered to qualitative research principles that emphasize flexibility and data depth.

Data analysis techniques were conducted interactively through the stages of data reduction, data presentation, and conclusion drawing. This analysis model refers to the framework proposed by Matthew B. Miles and A. Michael Huberman, which emphasizes a cyclical and continuous analysis process. Data obtained from observations, interviews, and documentation were reduced according to the research focus. Next, the data were presented in the form of descriptive narratives and a thematic matrix to facilitate interpretation. The final stage involved drawing tentative conclusions that were continuously verified throughout the research process (Miles et al., 2014).

Data validity was tested through source and technique triangulation. Source triangulation was conducted by comparing data from teachers, principals, and students. Technique triangulation was conducted by confirming observation results through interviews and documentation. Furthermore, member checking was conducted to ensure the researcher's interpretations aligned with the informants' views. This step aimed to increase the credibility and trustworthiness of the research results.

The research procedure begins with a pre-field phase involving proposal development, literature review, and research permitting. The next phase involves systematic data collection through observation, interviews, and documentation. The researcher then conducts a step-by-step data analysis from the beginning of data collection through completion. The results of the analysis are then compiled into a systematic research report. The final phase involves drawing conclusions and formulating recommendations based on the research findings. This procedure ensures that the research is structured and adheres to scientific principles.

3. RESULT AND DISCUSSION

The results of the study indicate that the integration of the Quizizz platform in evaluating Islamic values-based learning at SDN Palumbonsari I, East Karawang District, has been implemented in a structured manner, but is still developing in the aspect of deepening values. In general, three main patterns were found: planning values-based evaluation in learning tools,



implementing values in question design and digital feedback, and strengthening a reflective culture after the evaluation. Teachers not only utilize the interactive quiz feature but also insert content containing moral and spiritual messages into the test items. Observations indicate adjustments to the question wording that link thematic material to the context of Islamic morals and behavior. The lesson plan documents and question bank show attitude indicators integrated into the evaluation objectives. Overall, integration is carried out through a content, process, and evaluation follow-up approach.

Teachers developed evaluation plans that incorporated Islamic value indicators into the learning objectives. In an interview, the class teacher stated, *"We don't just assess whether answers are correct or incorrect, but also incorporate moral elements into the narrative of the questions so that students become accustomed to reading the Islamic context."* The teaching materials document indicates the addition of attitude indicators to the assessment section. Observations of the question designs revealed the use of illustrations related to honesty, responsibility, and discipline. The principal also emphasized that value integration is part of the school's academic policy. This demonstrates that the planning stage explicitly considered the value dimension.

From the statement above, it can be understood that value integration was implemented from the evaluation indicator formulation stage. Teachers did not position Islamic values as an afterthought after the evaluation, but rather as part of the initial design. The planning document demonstrated alignment between learning objectives and the format of the digital questions. This integration was evident in the choice of story context within the questions that led to the inculcation of Islamic attitudes. Thus, evaluation planning was not solely oriented toward mastery of the material. This finding demonstrates a systematic effort in designing values-based evaluations.

The evaluation implementation through Quizizz demonstrated the integration of values in the form of question wording, case illustrations, and automated feedback. One teacher stated, *"When children answer, we organize the feedback not only to provide a score, but also a message like 'Keep up the enthusiasm and stay honest.'" Observations showed that this feedback message appeared consistently at the end of each quiz session. Furthermore, some questions included everyday life scenarios related to Islamic behavior. Screenshots demonstrate a combination of cognitive questions and value contexts. This implementation indicates that digital features are being utilized to reinforce moral messages.*

Based on the interview results above, the use of the feedback feature on the platform is not limited to providing numerical scores. Teachers utilize the digital space to directly convey character reinforcement. Observations show that students read the messages before viewing the final rankings. This practice indicates that the evaluation process becomes a space for habituating values. Thus, integration lies not only in the content of the questions but also in the students' evaluative experiences. This illustrates an implementation pattern that touches on aspects of digital processes and interactions.

Following the evaluation, teachers conducted reflections with students on the scores they received from the questions. One teacher stated, *"After the quiz was over, we discussed why honesty is important, not just discussing the correct answers."* Classroom observations revealed a brief discussion session after the quiz results were presented. Teachers linked students' answers to examples of real-life behavior in the school environment. Reflection notes documented a summary of the points emphasized after the evaluation. This practice demonstrates that digital evaluations are



followed by verbal reinforcement in class.

This statement demonstrates that the evaluation process doesn't stop at displaying scores. Teachers use quiz results as a source of collective reflection. Observations reveal a dialogic interaction between teachers and students regarding the meaning of the values contained in the questions. This reflective activity expands the evaluation function from mere measurement to a means of habituating attitudes. Thus, value integration occurs during the follow-up phase of learning. This pattern establishes continuity between digital evaluation and direct pedagogical interaction.

Table 1. Classification of Research Findings

Focus/Subfocus	Indicators	Implementation Method	Data Sources
Evaluation Planning	Value indicators in objectives	Integration of values in lesson plans and question banks	Documents, Interviews
Digital Test Design	Ethical context in questions	Islamic behavior-based question narratives	Observations, Documentation
Digital Feedback	Automatic moral messages	Character feedback on quiz results	Observations, Interviews
Post-Evaluation Reflection	Value discussions	Reflective dialogue after the quiz	Observations, Teacher Notes

Research findings indicate that the integration of Islamic values into Quizizz-based evaluations occurs through three interrelated stages. The planning stage determines the direction and value indicators to be included in the evaluation. The implementation stage translates these indicators into question design and digital feedback. The follow-up stage reinforces the internalization of values through collective reflection in class. These three stages form a continuous pattern from planning to reflection. Thus, value integration occurs systematically throughout the evaluation process.

The results of this study indicate that the integration of the Quizizz platform in evaluating Islamic values-based learning at SDN Palumbonsari I was implemented through planning, implementation, and post-evaluation reflection. Teachers embedded value indicators into teaching materials and designed questions contextualized with Islamic behavior. Digital features were utilized to provide feedback containing moral messages. The evaluation did not stop at cognitive measurements but continued with reflective discussions in class. These findings indicate that the integration process has been operationally implemented in learning practices. Thus, the results of this study have addressed the formulated focus of the problem and serve as the basis for further discussion in the next chapter.

DISCUSSION

This study found that the integration of the Quizizz platform into the evaluation of Islamic values-based learning occurred systematically through the planning, digital implementation, and post-evaluation reflection stages. The most prominent trend was the utilization of digital features not only to measure cognitive achievement but also to embed moral messages and strengthen character. Value integration occurred from the formulation of indicators in the learning tools to the provision of automatic feedback at the end of the quiz. Furthermore, the evaluation process continued with reflective discussions that strengthened the internalization of values in the classroom. These findings demonstrate that digital technology can function as a medium for



character formation if designed consciously and structured. Thus, digital evaluation does not stop at its technical function but develops into a meaningful pedagogical space.

The primary significance of this finding lies in the shift in the function of evaluation from a mere measuring tool to an instrument for fostering values. The integration undertaken by teachers demonstrates a pedagogical awareness that evaluation is an integral part of the character education process. This process emerged from the school's institutional commitment to strengthening religious values within its academic culture. Support from school policies enabled teachers to develop contextual and reflective test designs. The uniqueness of this finding lies in the use of digital feedback features as a means of directly internalizing values. This demonstrates that technology is not neutral but can be directed according to the desired educational orientation.

These findings also indicate that value integration is effective when there is continuity between planning, implementation, and follow-up evaluation. The post-quiz reflection process serves as a reinforcement, bridging the digital experience with direct pedagogical interaction. Without such reflection, the value message could potentially stop at the text displayed on the screen. The significance of these findings lies in the hierarchical pattern that forms a complete learning experience. Value integration does not occur spontaneously, but through a well-thought-out design. Therefore, the effectiveness of integration is largely determined by the teacher's active role as designer and facilitator.

When compared to the taxonomy of educational objectives theory developed by Benjamin Bloom, these findings demonstrate an effort to integrate the cognitive and affective domains in digital evaluation (Bloom, 2014). Evaluation not only measures conceptual understanding but also touches on the attitudinal dimension through the context of questions and feedback. From the perspective of character education put forward by Thomas Lickona in Arlini and Hanif, the integration of values throughout the learning process, including evaluation, is a prerequisite for moral formation (Arlini & Hanif, 2025). The results of this study support this view by demonstrating concrete practices at the elementary school level. Furthermore, these findings align with the idea of authentic assessment put forward by Grant Wiggins in Jauhari et al., who emphasizes the importance of real-world contexts in evaluation (Jauhari et al., 2025). Thus, this study expands the application of these theories in the digital realm.

Compared to Pratama et al.'s research, which highlighted the gamification aspect of Quizizz in increasing learning motivation, the results of this study demonstrate an additional dimension in the form of religious value integration (Pratama et al., 2025). Basuki and Hidayati's study, which emphasized the effectiveness of digital quizzes in improving learning outcomes, was also expanded through findings on character building. Asitah et al.'s research on digital assessment emphasized technological literacy, while this study adds the aspect of value literacy in the context of evaluation (Asitah et al., 2026). Within the framework of technology-based assessment transformation according to Qubro and Daraquthni, this study demonstrates a more contextual form of implementation in primary education (Qubro & Daraquthni, 2026). Thus, the findings of this study do not contradict previous studies but provide an enriching perspective on the dimension of Islamic values. This contribution demonstrates a broadening of focus from technical effectiveness to normative integration.

The results obtained directly answer the research question regarding how the Quizizz platform is integrated into Islamic values-based learning evaluation. This study successfully describes the



integration process at the planning, implementation, and reflection stages. The research objective of analyzing the design and implementation of Islamic values-based evaluation was achieved through mapping the empirical findings. Each research focus was confirmed through mutually reinforcing observation, interview, and documentation data. The integrative patterns found indicate a clearly identifiable operational model. Thus, all findings are relevant to the established research direction and objectives.

The implications of this research lie in strengthening the paradigm of values-based learning evaluation in a digital context. Teachers can use the results as a reference in designing evaluations that not only measure learning outcomes but also shape character. Curricularly, these findings support the integration of character education into technology-based assessment practices. At the school policy level, this research demonstrates the importance of institutional support in guiding the value-based use of technology. Theoretically, this research contributes to the development of the concept of Islamic education evaluation in the digital era. Thus, the research findings have practical and conceptual relevance for the development of basic education.

This research is limited by its focus on a single school, so generalizations of the findings are contextual. Furthermore, the study did not measure the long-term impact of value integration on student behavioral changes. Qualitative data collection also opens up the possibility of subjective interpretation, despite triangulation. Further research could expand the scope to include schools with different characteristics to obtain more varied findings. Quantitative or mixed-methods studies could also be conducted to measure the effect of value integration on student learning outcomes and attitudes. Thus, there are still ample opportunities for research development in the field of Islamic values-based digital evaluation.

4. CONCLUSION

Based on the research results above, it can be concluded that the integration of the Quizizz platform in evaluating Islamic values-based learning at SDN Palumbonsari I, East Karawang District, has been systematically implemented through the planning, implementation, and post-evaluation reflection stages. Value integration is reflected not only in the question content but also in the design of digital feedback and reflective reinforcement in the classroom. The digital-based evaluation in this study demonstrates a dual function: as an instrument for measuring cognitive achievement and as a means of internalizing Islamic values. Thus, the research objective of analyzing the integration process and describing its implementation has been comprehensively achieved. This research contributes to the development of the concept of Islamic education evaluation in the digital era by offering an operational and contextual integrative pattern at the elementary school level. Practically, these findings can serve as a reference for teachers and schools in designing technology-based evaluations that align with character building. Therefore, the results of this study open up space for the development of broader and more scalable value-based digital evaluation models in diverse educational contexts. Suggestions for future researchers include expanding the scope of the study to several schools with different characteristics to capture variations in values integration practices in digital assessments. Further research could also use quantitative or mixed-method approaches to more measurably measure the impact of integration on changes in student attitudes and learning outcomes.



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