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Reconceptualizing Test Instruments in Islamic Religious Education: Integrated Written, Oral, and Performance Assessments for Holistic Evaluation

Ladina Aulia^{1*}, Dina Hermina²

^{1,2} Universitas Islam Negeri Antasari Banjarmasin, Indonesia

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ABSTRACT

Background: Assessment in Islamic Religious Education (IRE) relies heavily on written tests focusing on cognitive achievements, limiting holistic evaluation of students' competencies. **Objective:** This article aims to reconceptualize IRE test instruments by integrating written, oral, and performance assessments into a comprehensive evaluation approach. **Method:** A qualitative library research method was employed, systematically analyzing scholarly literature, academic books, and educational regulations related to IRE assessment. **Results:** Findings demonstrate that written tests effectively measure knowledge mastery and analytical thinking. Oral tests evaluate conceptual understanding, verbal communication, and religious recitation skills. Performance assessments measure practical worship skills and daily application of Islamic values. Integrating these three instruments enables an all-encompassing evaluation across cognitive, affective, and psychomotor domains. **Conclusion:** Reconceptualizing IRE assessments requires a balanced, authentic evaluation system that provides accurate representations of learning outcomes while supporting the holistic development of students' religious character. **Contribution:** This study contributes a conceptual framework that bridges the gap in IRE evaluation literature by offering a unified multi-method assessment model to enhance educational validity and practice.

1. INTRODUCTION

Transformations in educational evaluation systems have become a pivotal issue within the global education sector (Suanto et al., 2026). This shift is marked by an increasing movement away from restrictive academic testing toward holistic evaluations that encompass knowledge, practical skills, and character competencies. Global reports and recent scholarly discourse emphasize that comprehensive evaluation frameworks are essential for capturing multi-dimensional learning progress and supporting lifelong educational development (Xu et al., 2026). Consequently, attention toward modernized evaluation strategies is growing rapidly due to its profound impact on long term instructional quality and overall learner development.

* **Corresponding Author:** Ladina Aulia, adinaaulia08@gmail.com

Universitas Islam Negeri Antasari Banjarmasin, Indonesia

Address: Jl. A. Yani No.Km.4 5, RW.5, Kebun Bunga, Kec. Banjarmasin Tim., Kota Banjarmasin, Kalimantan Selatan 70235, Indonesia

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Comprehensive evaluation mechanisms play a crucial role in measuring the full attainment of learning objectives, thereby enabling institutions to foster cognitive mastery, spiritual growth, and ethical behavior (Mokmin et al., 2025; Prasetyo et al., 2025). This function aligns directly with contemporary competency-based education policies and curriculum standards that dictate the balanced development of cognitive, affective, and psychomotor capabilities. Within Islamic Religious Education, evaluation systems are expected to implement balanced assessment tools that systematically assess theoretical understanding alongside practical worship and daily moral conduct, thereby realizing well rounded educational outcomes (Muharrozi et al., 2025).

However, actual practices in educational settings present a contrasting situation. Recent empirical observations indicate that assessment in Islamic Religious Education continues to rely heavily on standardized written examinations (Hidayah et al., 2025; Muharrozi et al., 2025; Tamami et al., 2025). Data and recent survey findings reveal that these written tests primarily emphasize cognitive recall and memorization, while preliminary investigations show that practical worship competencies, religious attitudes, and behavioral manifestations are rarely assessed in a systematic manner (Tamami et al., 2025; Ulfa & Pashayev, 2025). This reliance on a single testing method result in incomplete representations of student learning outcomes and fails to measure true learner competency.

A substantial body of previous literature has investigated various evaluation components within religious instruction. Research conducted by Sa'adah et al. (2025) demonstrated that cognitive written assessments remain the dominant evaluation tool in middle school religious education. Meanwhile, studies by Ubabuddin & Herwani (2022) highlighted that oral examinations effectively measure verbal articulation and immediate conceptual comprehension. Additionally, inquiry by Nuryani et al. (2024) revealed that performance assessments are critical for evaluating psychomotor skills such as worship practices and Quranic recitation. Collectively, these scholars affirm the distinct functional value of individual testing methods in measuring specific learning domains.

Existing literature has extensively documented the independent applications and isolated characteristics of written, oral, and performance assessment tools. Nevertheless, to the best knowledge of this study, no previous research has explicitly explored the conceptual integration of written, oral, and performance assessments into a unified evaluation framework tailored for Islamic Religious Education. Therefore, this study attempts to address this critical literature gap by conceptualizing a combined assessment model that connects these three distinct evaluation methods into a cohesive structure.

Resolving this literature gap is exceedingly urgent because reliance on fragmented testing methods distorts evaluation validity and misrepresents student achievement across multiple domains. To address this issue, this study introduces an integrated assessment framework that systematically unifies text-based examinations, verbal interactions, and practical performance evaluations. The conceptual novelty of this research lies in establishing an interconnected evaluation framework that measures cognitive understanding, verbal communication, and ethical practice simultaneously. Ultimately, this framework provides significant contributions by enhancing assessment validity, offering robust instructional feedback, and supporting authentic religious character development.

The primary objective of this article is to examine the conceptual foundation and pedagogical structure of an integrated assessment model in Islamic Religious Education. Specifically, this study addresses how written, oral, and performance assessments can be systematically combined into a unified evaluation framework, and how such integration advances holistic learning evaluation across cognitive, affective, and psychomotor domains

2. METHOD

2.1 Research Design

This study adopts a qualitative research design because qualitative inquiry focuses on understanding meanings, underlying assumptions, and theoretical constructs related to educational phenomena (Creswell & Poth, 2018). Qualitative design provides the necessary flexibility to analyze conceptual relationships and structural frameworks within assessment systems. Through this qualitative lens, the research systematically examines how different testing instruments can be structured into an interconnected evaluation model.

The primary research method used in this study is library research, which involves the systematic gathering, analysis, and synthesis of theoretical literature and scholarly documents. This method was specifically chosen because the central focus of the inquiry is a conceptual reconceptualization of assessment instruments rather than an empirical field trial. Library research allows for a deep theoretical examination of assessment principles, enabling the synthesis of diverse educational models into a coherent framework.

2.2 Research Object

The main object of this study is the integration of written, oral, and performance assessments into a holistic evaluation framework for Islamic Religious Education. Rather than observing human participants, the study analyzes the conceptual characteristics, functions, strengths, and limitations of these three assessment instruments across cognitive, affective, and psychomotor domains (Muharrozi et al., 2025).

2.3 Instruments and Data Collection

Data collection was carried out through an extensive and systematic literature review. The data sources consist of peer reviewed journal articles, academic books, authoritative educational research, and official curriculum policy documents concerning evaluation practices in Islamic Religious Education. The primary instrument for data collection was a structured literature documentation matrix used to search, select, categorize, and organize relevant textual evidence based on its thematic alignment with assessment integration.

2.4 Data Analysis Techniques

Data analysis was conducted using qualitative content analysis to identify concepts, functional patterns, and theoretical linkages among written, oral, and performance assessments. Following the analytical framework of data reduction, data categorization, contextual interpretation, and conclusion drawing (Creswell & Poth, 2018), the gathered information was critically evaluated. The outcomes of this multi stage analysis were then synthesized to build a unified conceptual framework for holistic learning evaluation in Islamic Religious Education

3. RESULT AND DISCUSSION

3.1 Result

The findings of this library research indicate that written, oral, and performance assessment instruments possess distinct characteristics, primary domains, and educational functions within Islamic Religious Education. No single testing instrument independently covers the full spectrum of learning outcomes required by the curriculum. Written assessments effectively measure cognitive mastery and theoretical knowledge, oral assessments evaluate real time comprehension and verbal articulation of religious principles, and performance assessments measure psychomotor competencies and the practical application of Islamic values in daily life.

To provide a clear comparative synthesis of the findings, the functional roles and characteristics of these three assessment instruments are summarized in Table 1 below.

Table 1. Comparative Analysis of Test Instruments in Islamic Religious Education

Assessment Instrument	Primary Domain Measured	Key Educational Functions	Limitations
Written Tests	Cognitive domain (knowledge acquisition, analytical recall) (Lestari et al., 2025)	Assesses understanding of Islamic creed, jurisprudence, and history efficiently across large student groups (Lestari et al., 2025)	Limited capability to capture practical behaviors; susceptible to academic dishonesty (Lestari et al., 2025)
Oral Tests	Cognitive and communicative domains (real time reasoning, verbal articulation) (Ubabuddin & Herwani, 2022)	Evaluates immediate comprehension, religious communication, and Qur'anic recitation proficiency (Ubabuddin & Herwani, 2022)	Time intensive; subject to evaluator subjectivity and student anxiety (Ubabuddin & Herwani, 2022)
Performance Assessments	Psychomotor and affective domains (practical worship, ethical application) (Nuryani et al., 2024)	Measures actual worship execution (salat, wudu) and daily ethical application of Islamic principles (Nuryani et al., 2024)	Requires extensive time, specialized facilities, and complex rubric design (Nuryani et al., 2024)

The synthesis presented in Table 1 demonstrates the complementary relationship among written, oral, and performance assessment instruments within Islamic Religious Education. While written tests provide structured efficiency for evaluating broad theoretical knowledge, they lack the capacity to capture behavioral and practical competencies. Oral tests compensate for this limitation by evaluating immediate conceptual comprehension, verbal

communication, and religious recitation abilities, though they remain susceptible to evaluator subjectivity and learner anxiety. Performance assessments offer direct evidence of practical worship execution and the application of moral values in daily life, but their resource intensive requirements restrict continuous standalone usage. Consequently, Table 1 demonstrates that relying on any single assessment method produces an incomplete picture of student development, underscoring the structural necessity of integrating all three instruments into a unified evaluation framework.

3.2. Discussion

3.2.1 *The Conceptual Foundation of Test Instruments in Islamic Religious Education*

Assessment in Islamic Religious Education is understood as a systematic process for determining the extent to which learning objectives have been achieved, including the acquisition of knowledge, the development of attitudes, and the enhancement of students' skills. From the perspective of contemporary educational assessment, evaluation is no longer viewed merely as a tool for measuring learning outcomes; rather, it is regarded as an integral component of the learning process that contributes to the continuous improvement of educational quality (Peña et al., 2025). Within the context of IRE, assessment possesses a more complex character because it not only measures academic achievement but also evaluates the internalization of Islamic values as reflected in students' attitudes and behaviors.

The primary objective of assessment in IRE is to determine the extent to which students are able to understand, internalize, and practice Islamic teachings in their daily lives. Assessment also serves as a basis for pedagogical decision-making, enabling teachers to refine instructional strategies so that they are more effective and responsive to students' learning needs (Wolterinck et al., 2024). The success of IRE learning cannot be measured solely through cognitive achievement; it must also be reflected in observable changes in students' spiritual attitudes and religious practices. This highlights the broader orientation of assessment in IRE compared with assessment in general academic subjects.

Conceptually, assessment in IRE is closely related to three major domains of learning: cognitive, affective, and psychomotor. The cognitive domain encompasses the mastery of Islamic knowledge, including Islamic creed (aqidah), jurisprudence (fiqh), and Islamic history. The affective domain concerns the internalization of values and attitudes such as honesty, discipline, and responsibility. Meanwhile, the psychomotor domain relates to practical skills in performing acts of worship and applying Islamic teachings in everyday life (Muharrozi et al., 2025). These three domains demonstrate that assessment in IRE is inherently holistic and that each domain is interconnected in providing a comprehensive measure of students' competencies.

Within the assessment system of Islamic Religious Education, different testing instruments play complementary roles in measuring these three domains. Written tests are predominantly employed to assess the cognitive domain, particularly students' conceptual understanding and mastery of religious content. Oral tests are used to evaluate religious communication skills, immediate comprehension, and the ability to read, explain, and articulate Islamic concepts verbally (Azhar et al., 2026). Performance-based tests, on the other hand, are designed to assess students' practical worship skills and their ability to translate Islamic values into concrete actions. In this regard, no single assessment instrument is capable of measuring the full range of IRE competencies independently. Therefore, the integration of written, oral, and performance-based assessments becomes a conceptual necessity within an effective and comprehensive assessment framework.

Based on the foregoing discussion, assessment in Islamic Religious Education can be characterized as a holistic process that encompasses the cognitive, affective, and psychomotor domains in an integrated manner. Consequently, the combined use of written, oral, and performance-based assessments is essential for obtaining a more comprehensive understanding of students' achievements in understanding, internalizing, and practicing Islamic teachings.

3.2.2 *Characteristics and Educational Functions of Written, Oral, and Performance Tests in Islamic Religious Education*

Written tests in Islamic Religious Education (IRE) are primarily characterized by the use of text-based instruments designed to assess students' knowledge acquisition and cognitive abilities. These tests generally include multiple-choice questions, essay questions, and short-answer items that focus on cognitive domains such as understanding concepts of Islamic creed (aqidah), Islamic jurisprudence (fiqh), and Islamic history. Written tests offer advantages in assessing large numbers of students efficiently while ensuring standardized and structured coverage of learning materials (Afriyanto & Saputra, 2026). However, they are limited in their ability to capture students' personal and behavioral dimensions comprehensively and are susceptible to academic dishonesty and speculative responses. Within the context of IRE, this limitation often results in assessment practices that emphasize memori-

zation and theoretical understanding rather than the internalization of values and the practical application of religious teachings.

Oral tests are characterized by direct interaction between teachers and students through questioning, recitation, or verbal explanation of religious content. This form of assessment is effective in evaluating students' understanding, reasoning abilities, and communication skills in real time while allowing teachers to explore responses in greater depth. Nevertheless, oral assessments are generally more time-consuming and may be influenced by evaluator subjectivity as well as students' psychological conditions, such as anxiety or lack of confidence (Ubabuddin & Herwani, 2022). Despite these limitations, previous studies indicate that oral testing plays a significant role in strengthening conceptual understanding and fostering students' confidence in articulating religious knowledge verbally.

Performance assessments, or practical tests, are characterized by their focus on evaluating students' actual abilities to perform religious practices and implement Islamic values in daily life. These assessments measure psychomotor competencies, including the performance of prayer (salat), ablution (wudu), Qur'anic recitation, and the demonstration of ethical behavior in social contexts (Fadilah et al., 2026). Performance assessments provide a direct means of evaluating practical skills and determining the extent to which theoretical knowledge is translated into action. However, their implementation typically requires greater time, resources, and facilities, making both administration and scoring more complex than other forms of assessment.

From a pedagogical perspective, these three assessment instruments should not be viewed as separate entities within the evaluation system of Islamic Religious Education. Written tests primarily assess the cognitive domain, oral tests strengthen the measurement of conceptual understanding and communication skills, while performance assessments serve as the principal instrument for evaluating practical competencies and the internalization of religious values (Muharrozi et al., 2025). The complementary nature of these assessment methods demonstrates that evaluation in IRE cannot rely on a single form of testing, as each instrument captures only a particular dimension of student competence. Consequently, understanding the distinctive functions of written, oral, and performance assessments underscores the necessity of developing a more comprehensive and balanced evaluation system that reflects the multidimensional objectives of Islamic Religious Education.

3.2.3 Limitations of Single-Method Assessment in Islamic Religious Education

Assessment practices in Islamic Religious Education (IRE) continue to be dominated by the use of written tests as the primary instrument for measuring student learning outcomes (Sa'adah et al., 2025). This condition is generally influenced by considerations of efficiency, ease of administration, and the simplicity of processing assessment results. Assessment in IRE remains largely focused on written examinations that emphasize cognitive achievement, despite the fact that the objectives of Islamic education extend beyond the acquisition of knowledge to include the development of religious attitudes and practical skills. As a result, the information generated through assessment often fails to provide a comprehensive picture of students' competencies.

The limitations of a single-method assessment approach become increasingly evident when considered in relation to the multidimensional objectives of Islamic Religious Education. The learning outcomes of Islamic Religious Education emphasize not only the development of students' understanding of Islamic teachings but also the cultivation of attitudes, character, and practical competencies that enable learners to internalize and implement Islamic values in their daily lives (Ibrahim et al., 2026). Therefore, IRE learning outcomes encompass cognitive, affective, and psychomotor domains that are closely interconnected. In this context, Nitko and Brookhart emphasize the importance of a multiple-assessment strategy, namely the use of various forms of assessment to obtain more valid information regarding student achievement (Nitko & Brookhart, 2014). Consequently, reliance on a single assessment instrument may lead to an incomplete representation of student learning, particularly in educational contexts where cognitive, affective, and psychomotor outcomes are expected to develop simultaneously.

Furthermore, the use of a single assessment method raises concerns regarding the validity of learning outcome measurement. Valid assessment requires alignment between the competencies being assessed and the instruments employed. When complex competencies are evaluated through only one instrument, important dimensions of learning may not be adequately measured (Dörrenbächer-Ulrich et al., 2021). Although students may demonstrate strong performance on written tests, such results do not necessarily reflect their competencies in the affective and psychomotor domains, including worship skills, religious communication abilities, and the application of Islamic values in daily life. This condition indicates that the assessment results obtained may not provide a comprehensive representation of overall learning achievement.

The emergence of competency-based education and authentic assessment paradigms further reinforces the need for a more comprehensive evaluation approach. Assessment is no longer viewed solely as a means of determining what students know, but also as a process of identifying how they apply knowledge, demonstrate skills, and exhibit appropriate attitudes in real-life situations (Hu et al., 2025). Within IRE learning, these demands require assessment systems to collect evidence of learning across multiple competency dimensions simultaneously. Therefore, dependence on a single assessment method is increasingly inadequate for addressing the complexities of contemporary educational evaluation.

Based on these considerations, it can be understood that no single assessment instrument is capable of optimally measuring all dimensions of competence within Islamic Religious Education. Existing scholarship suggests that more accurate and comprehensive measurement requires the use of multiple complementary assessment instruments capable of providing a holistic picture of student development (Tamami et al., 2025). Accordingly, the central challenge of evaluation in IRE does not lie in the individual limitations of each assessment instrument, but rather in the lack of effective integration among assessment methods in generating comprehensive information about student learning outcomes. This argument provides the conceptual foundation for developing an integrated model of written, oral, and performance-based assessments in Islamic Religious Education.

3.2.4 Integrating Written, Oral, and Performance Assessments for Holistic Learning Evaluation in Islamic Religious Education

The limitations associated with single-method assessment highlight the necessity of adopting a more comprehensive evaluation framework in Islamic Religious Education (IRE). Contemporary assessment theories emphasize that no single instrument is capable of capturing the complexity of student learning outcomes, particularly in educational contexts that aim to develop knowledge, attitudes, and practical competencies simultaneously. Consequently, assessment in IRE should be designed as a system of complementary evidence collection in which different instruments contribute to a broader understanding of student achievement. Within this perspective, written, oral, and performance assessments should not be viewed as separate alternatives but as interconnected components of a holistic evaluation framework.

The integration of multiple assessment instruments enables educators to evaluate learning outcomes across different domains of competence. Written assessments provide evidence of students' conceptual understanding, analytical abilities, and mastery of Islamic knowledge. Oral assessments complement this information by revealing students' communication skills, immediate comprehension, and capacity to articulate religious concepts (Azhar et al., 2026). Performance assessments, meanwhile, generate direct evidence regarding students' practical religious skills and the application of Islamic values in authentic contexts (Haikal et al., 2025). When these forms of evidence are combined, assessment outcomes become more comprehensive and better aligned with the multidimensional objectives of Islamic Religious Education.

From a measurement perspective, integrating different assessment instruments contributes to stronger assessment validity. Educational assessment literature suggests that the use of multiple sources of evidence improves the accuracy and credibility of evaluation outcomes because student competencies are examined from various perspectives rather than through a single indicator (Chamba & Chikusvura, 2024). In the context of IRE, the integration of written, oral, and performance assessments reduces the possibility of overestimating or underestimating learners' abilities based solely on one form of assessment. As a result, evaluation findings are more likely to reflect students' actual levels of achievement across cognitive, affective, and psychomotor domains.

Furthermore, an integrated assessment framework supports the implementation of authentic assessment principles that have become increasingly prominent in contemporary educational reform. Authentic assessment emphasizes students' ability to apply knowledge and skills in meaningful situations rather than merely demonstrating factual recall (Ketonen et al., 2025). Through the integration of written, oral, and performance assessments, teachers are able to collect evidence not only of what students know but also of how they communicate, practice, and internalize Islamic teachings in their daily lives. Such an approach strengthens the educational function of assessment by connecting evaluation activities with real learning experiences.

The implementation of an integrated assessment framework also carries important implications for educational practice. Teachers are required to move beyond assessment designs that focus predominantly on written examinations and develop balanced evaluation strategies that incorporate diverse forms of evidence. This shift requires careful planning, clear assessment criteria, and systematic procedures for interpreting assessment results across multiple domains (Pastore, 2023). Nevertheless, the potential benefits of such an approach are substantial, as inte-

grated assessment provides a more accurate, equitable, and meaningful representation of student learning outcomes.

Based on the foregoing discussion, the integration of written, oral, and performance assessments can be understood as a conceptual framework for achieving holistic evaluation in Islamic Religious Education. By combining multiple assessment methods within a unified system, educators are better positioned to evaluate students' knowledge, attitudes, and practical competencies in a balanced manner. Such an approach not only enhances the quality and validity of assessment practices but also supports the broader educational mission of Islamic Religious Education in fostering learners who understand, internalize, and practice Islamic values comprehensively.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implication

The findings of this study provide significant theoretical and practical implications for the field of Islamic Religious Education assessment by synthesizing an integrated evaluation framework that combines written, oral, and performance assessments. Theoretically, these findings advance educational measurement discourse by demonstrating that cognitive, affective, and psychomotor domains must be evaluated through interconnected instruments rather than isolated testing tools. Practically, this study provides actionable guidance for educators and instructional designers to construct balanced assessment systems that capture authentic religious competencies. Furthermore, these findings address a critical knowledge and literature gap regarding the conceptual integration of multi method assessment instruments in religious education settings, offering a unified model where previous scholarship only examined each testing method independently.

4.2 Research Contribution

The findings of this study contribute as a novel source of scientific information in the field of educational assessment and religious pedagogy by synthesizing a new conceptual framework regarding holistic test instrument integration in Islamic Religious Education. This framework can be utilized to evaluate student learning outcomes comprehensively, analyze the multidimensional development of religious character, and improve pedagogical decision making through the accumulation and synthesis of findings from previous literature.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study possesses several conceptual limitations that should be acknowledged. First, the findings are derived exclusively from a qualitative literature research methodology, relying on theoretical synthesis and content analysis of published scholarly sources rather than empirical field trials. Consequently, the practical feasibility, operational challenges, and institutional readiness required to implement an integrated assessment framework across diverse school environments have not been empirically tested. Second, while the study establishes a conceptual integration of written, oral, and performance assessment tools, it does not formulate standardized scoring rubrics, specific weighting formulas, or detailed assessment matrices for immediate classroom application.

5.2 Recommendations for Future Research

Based on these limitations, several avenues for future research are recommended. Future empirical studies should conduct field trials and action research to evaluate the practical implementation, validity, and reliability of the proposed integrated assessment model in actual classroom settings. Researchers are also encouraged to develop and validate standardized scoring rubrics and weighting systems that balance cognitive, affective, and psychomotor domains effectively. Additionally, future investigations could explore the role of digital technology and learning management systems in streamlining the administration of multi method assessment frameworks, thereby reducing the time and resource constraints faced by educators.

6. CONCLUSION

This study has reconceptualized assessment instruments in Islamic Religious Education (IRE) by emphasizing the integration of written, oral, and performance assessments within a holistic evaluation framework. The findings suggest that the educational objectives of IRE extend beyond the acquisition of religious knowledge to include the development of attitudes, values, and practical competencies. Consequently, assessment practices that rely predomi-

nantly on written examinations are insufficient to capture the full range of student learning outcomes. Each assessment instrument contributes unique evidence of student achievement: written assessments measure knowledge mastery and cognitive abilities, oral assessments evaluate conceptual understanding and communication skills, while performance assessments provide direct evidence of students' ability to practice and apply Islamic teachings in authentic situations.

The study further demonstrates that the integration of these assessment instruments enables a more comprehensive evaluation of cognitive, affective, and psychomotor domains. By drawing on multiple sources of evidence, educators can obtain a more accurate and balanced representation of students' competencies while reducing the limitations associated with single-method assessment practices. This integrated approach not only strengthens the validity and educational value of assessment but also aligns with contemporary perspectives on authentic, competency-based, and learner-centered evaluation.

Therefore, the development of assessment practices in Islamic Religious Education should move toward the systematic implementation of integrated assessment models that combine written, oral, and performance-based measures. Such an approach can support more meaningful evaluation processes, improve the quality of instructional decision-making, and contribute to the broader mission of Islamic Religious Education in fostering learners who are able to understand, internalize, and practice Islamic values in a comprehensive and sustainable manner.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Ladina Aulia: Conceptualization and Design, Methodology, Writing - Original Draft, Formal analysis. Dina Hermina: Conceptualization, Writing - Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors acknowledge the use of artificial intelligence (AI) technology, specifically [ChatGPT](#), during the preparation of this manuscript. AI was used solely to assist with language editing, grammatical refinement, sentence restructuring, and improvements in academic readability. All ideas, conceptual analyses, interpretations, and conclusions presented in this article are entirely the responsibility of the authors. Every AI-assisted output was carefully reviewed, verified, and revised by the authors prior to manuscript submission. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJITL GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

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