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## **Designing Evaluative Research for Improving Educational Quality in Islamic Education Institutions**

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### **Abstract**

This study aims to examine the concept and design of evaluative research as a strategic approach to improving educational quality in Islamic education institutions. Evaluative research plays a crucial role in assessing the effectiveness, efficiency, and relevance of educational programs, policies, and practices. This study employs a qualitative approach through a literature review by analyzing various theoretical perspectives, evaluation models, and previous research findings related to evaluative research design. The results indicate that evaluative research design must be structured systematically, including the identification of evaluation objects, formulation of evaluation objectives, selection of appropriate evaluation models, development of indicators and instruments, data collection techniques, data analysis, and formulation of recommendations. Several evaluation models, such as the CIPP model, goal-oriented evaluation, and goal-free evaluation, are identified as relevant frameworks for assessing educational programs in Islamic education contexts. Furthermore, the study highlights that evaluative research in Islamic education is not only oriented toward technical and managerial aspects but also integrates normative values such as accountability, professionalism, and continuous improvement. A well-designed evaluative research framework can provide valid and reliable information to support evidence-based decision making and sustainable quality improvement in Islamic education institutions.

**Keywords:** Evaluative Research Design, Islamic Education, Educational Quality, Evaluation Models, Evidence-Based Decision Making

### **Abstrak**

Studi ini bertujuan untuk meneliti konsep dan desain penelitian evaluatif sebagai pendekatan strategis untuk meningkatkan kualitas pendidikan di lembaga pendidikan Islam. Penelitian evaluatif memainkan peran penting dalam menilai efektivitas, efisiensi, dan relevansi program, kebijakan, dan praktik pendidikan. Studi ini menggunakan pendekatan kualitatif melalui tinjauan pustaka dengan menganalisis berbagai perspektif teoretis, model evaluasi, dan temuan penelitian sebelumnya yang berkaitan dengan desain penelitian evaluatif. Hasil penelitian menunjukkan bahwa

desain penelitian evaluatif harus terstruktur secara sistematis, termasuk identifikasi objek evaluasi, perumusan tujuan evaluasi, pemilihan model evaluasi yang tepat, pengembangan indikator dan instrumen, teknik pengumpulan data, analisis data, dan perumusan rekomendasi. Beberapa model evaluasi, seperti model CIPP, evaluasi berorientasi tujuan, dan evaluasi tanpa tujuan, diidentifikasi sebagai kerangka kerja yang relevan untuk menilai program pendidikan dalam konteks pendidikan Islam. Lebih lanjut, studi ini menyoroti bahwa penelitian evaluatif dalam pendidikan Islam tidak hanya berorientasi pada aspek teknis dan manajerial tetapi juga mengintegrasikan nilai-nilai normatif seperti akuntabilitas, profesionalisme, dan peningkatan berkelanjutan. Kerangka penelitian evaluatif yang dirancang dengan baik dapat memberikan informasi yang valid dan andal untuk mendukung pengambilan keputusan berbasis bukti dan peningkatan kualitas berkelanjutan di lembaga pendidikan Islam.

**Kunci:** Desain Penelitian Evaluatif, Pendidikan Islam, Kualitas Pendidikan, Model Evaluasi, Pengambilan Keputusan Berbasis Bukti

### **Introduction**

Research is a crucial instrument in the development of knowledge, including in the field of Islamic Educational Management. Through research, various educational policies, programs, and practices can be systematically and scientifically examined to determine their effectiveness and relevance. One type of research that plays a strategic role in education is evaluative research. This research focuses on assessing a program, policy, activity, or system to determine its level of success and provide recommendations for improvement. (Hosseini et al., 2022)

In the context of Islamic education, various programs such as improving learning quality, educational supervision, curriculum development, and madrasah-based management require comprehensive evaluation. Without an appropriate evaluative research design, the process of assessing educational programs has the potential to be subjective, immeasurable, and less conducive to decision-making. Therefore, a thorough understanding of evaluative research design is crucial for Islamic Educational Management students, particularly in supporting academic and professional competencies.

A key issue that frequently arises is the limited understanding of how to design systematic evaluative research, from determining evaluation models and formulating indicators and data collection techniques to analyzing and interpreting evaluation results. Many studies claim to be evaluative but fail to fully adhere to sound methodological principles. This results in less than optimal results in providing accurate and applicable policy recommendations. (Hamid et al., 2025)

Therefore, the topic of evaluative research design is important for academic discussion. This discussion not only enriches theoretical insight but also provides a practical foundation for designing research capable of evaluating educational programs objectively, systematically, and oriented toward improving the quality of Islamic education.

### **Literature Review**

The study of improving the quality of Islamic education has developed significantly in recent years, particularly in relation to leadership, evaluation,

curriculum design, and pedagogical approaches. Earlier studies tended to emphasize normative and conceptual perspectives; however, more recent research has shifted toward empirical and contextual approaches. This shift reflects the growing need to understand Islamic education not only as a value-based system but also as a system that requires systematic evaluation to enhance its effectiveness and relevance.

In the context of educational leadership, various studies highlight that the quality of Islamic education is strongly influenced by the role of key actors within educational institutions. Leadership practices of Islamic Religious Education teachers have been shown to contribute significantly to shaping students' religious discipline through structured habituation and consistent spiritual guidance (Akhyar et al., 2024). Similarly, institutional leadership at the school level plays a crucial role in improving educational quality through teacher professional development, infrastructure enhancement, and effective learning management (Arsul et al., 2021). These findings indicate that educational quality improvement is closely linked to the presence of strong and integrated leadership.

At a broader level, governance issues in Islamic education remain complex and multifaceted, especially in the context of globalization and technological advancement. Challenges such as limited teacher competence, insufficient technological mastery, and unequal access to education continue to hinder the achievement of high-quality educational outcomes (Amin et al., 2021). These issues are further intensified by the demands of the industrial revolution 4.0, which requires Islamic education systems to adapt to rapid changes while maintaining their core values (Akrim, 2022). Consequently, there is a pressing need for adaptive and innovative strategies in managing Islamic educational institutions.

Educational evaluation is another critical aspect in determining the effectiveness of the learning process. However, existing evaluation practices in Islamic education often exhibit significant limitations, particularly due to the dominance of cognitive assessment while neglecting affective and psychomotor dimensions. As a result, evaluation outcomes frequently fail to reflect the holistic goals of Islamic education, especially in terms of character and moral development (Arlinda, 2024). This condition highlights the importance of designing evaluative research that is capable of capturing multiple dimensions of learning outcomes in a comprehensive manner.

In terms of evaluation models, the CIPP (Context, Input, Process, Product) model has been widely applied as a systematic framework for assessing educational programs. This model provides a comprehensive structure for evaluating curriculum implementation; however, challenges remain, particularly in achieving optimal outcomes in the product component (Agus et al., 2023). This suggests that while evaluation frameworks are available, their practical implementation still requires refinement to produce meaningful improvements in educational quality.

Beyond evaluation, curriculum development and character education represent central themes in Islamic education research. The integration of character values within the curriculum has been shown to produce graduates who are not only academically competent but also possess strong moral integrity (Alimron et al., 2023). Furthermore, value-based curriculum development demonstrates that the integration of academic and character-building aspects can be achieved holistically through both instructional processes and daily practices (Arifin & Sanjani, 2024). These findings emphasize that Islamic education curricula should be designed in an integrative and context-sensitive manner.

From a pedagogical perspective, several studies reveal that learning approaches in Islamic education still face challenges, particularly in fostering critical thinking skills. Traditional approaches that emphasize memorization tend to limit students' ability to engage in reflective and analytical thinking (Altinyelken, 2021). Therefore, there is a need for more dialogical and participatory learning methods that encourage active engagement. In addition, character formation requires collaboration between schools and families, indicating that education should be approached as a holistic process involving multiple environments (Arif et al., 2023).

Overall, the existing literature suggests that improving the quality of Islamic education requires a comprehensive and integrated approach that encompasses leadership, evaluation, curriculum development, and pedagogical innovation. However, there remains a gap in the literature regarding how evaluative research design can systematically integrate these components into a unified framework. Therefore, this study aims to address this gap by examining the design of evaluative research as a strategic approach to improving educational quality in Islamic education institutions.

## **Method**

This study employs a qualitative approach using a literature review design to examine the concept and framework of evaluative research in improving educational quality in Islamic education institutions. The study is categorized as conceptual research, as it focuses on analyzing theoretical perspectives and evaluation models without conducting empirical fieldwork.

The data used in this study are secondary data obtained from relevant academic sources, including peer-reviewed journal articles, books, and scientific publications related to evaluative research, educational evaluation models, and Islamic education. The sources were selected based on their relevance to the research topic and their academic credibility.

Data collection was conducted through documentation techniques by identifying, reviewing, and organizing relevant literature. The researcher examined various concepts, theories, and evaluation models, such as the CIPP model, goal-

oriented evaluation, and goal-free evaluation, to develop a comprehensive understanding of evaluative research design.

The data analysis technique used in this study is descriptive qualitative analysis. The analysis process involves organizing the collected literature, identifying key themes, comparing theoretical perspectives, and synthesizing the findings into a coherent conceptual framework. This approach aims to provide a systematic understanding of evaluative research design in the context of Islamic education.

## **Results and Discussion**

### **1. Conceptual Foundations of Evaluative Research in Islamic Education**

Evaluative research is a type of research that aims to assess the success of a particular program, policy, activity, or system by comparing actual conditions with predetermined criteria or standards. This research not only serves to determine the level of success of a program but also provides recommendations as a basis for decision-making and continuous improvement (Zahra et al., 2025).

Terminologically, evaluation comes from the word "evaluate," which means assessing the value or benefit of an object. In the context of research methodology, evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the level of achievement of a program's objectives (Beatty et al., 2024).

In education, evaluative research is crucial because every educational program is designed to achieve specific goals, including cognitive, affective, and psychomotor aspects. Without structured evaluation, an educational program's effectiveness and efficiency cannot be determined. Therefore, evaluative research design must be systematic, measurable, objective, and scientifically justifiable.

In the context of Islamic Education Management, evaluative research is a strategic instrument in ensuring the quality of educational institutions. Evaluations help madrasah leaders, principals, or Islamic boarding school managers assess the extent to which planned programs are implementing in accordance with the institution's vision, mission, and objectives.

Various scholars have provided different perspectives on evaluative research, emphasizing its role in assessing the effectiveness and value of educational programs. Suharsimi Arikunto defines evaluative research as a process aimed at determining the level of program success by comparing achieved outcomes with predetermined standards or criteria (Yulianto, 2014). Meanwhile, Daniel Stufflebeam, through the CIPP model, views evaluation as a systematic process for generating information that supports decision making, encompassing not only final outcomes but also context, input, and implementation processes (D & W, 2015). Similarly, Michael Scriven conceptualizes evaluation as the systematic determination of the worth and merit of a program or policy, while Ralph W. Tyler emphasizes evaluation as a process of determining the extent to which educational objectives have been achieved (Afifah et al., 2025).

Based on these perspectives, evaluative research can be understood as a systematic and objective process that is oriented toward specific goals or standards, utilizes scientific procedures, provides essential information for decision making, and generates recommendations for program improvement or development. Therefore, evaluative research design should not be viewed merely as a technical arrangement, but

rather as a methodological framework that ensures the evaluation process is conducted in a structured, objective, and measurable manner.

## **2. Evaluation Models as Frameworks for Educational Quality Improvement**

Various evaluation models provide different perspectives in assessing educational programs and play a significant role in improving educational quality. Among the most widely used models are the CIPP model developed by Daniel Stufflebeam, the goal-oriented evaluation proposed by Ralph W. Tyler, and the goal-free evaluation introduced by Michael Scriven. Each model offers distinct analytical frameworks that can be adapted to the context of Islamic education (Vo, 2018).

The CIPP model emphasizes a comprehensive evaluation process consisting of context, input, process, and product. Its strength lies in its systematic and holistic approach, enabling evaluators to assess programs from planning to outcomes (Alanshori et al., 2025). This makes it highly relevant for complex educational systems, such as Islamic education institutions, which involve multiple components including curriculum, leadership, and learning processes. However, the model may require extensive data and resources, making it less practical for smaller-scale evaluations.

In contrast, the goal-oriented evaluation model focuses primarily on the extent to which predetermined objectives are achieved (Fauzobihi et al., 2022). This model is effective in measuring program success based on clear and measurable targets, making it suitable for outcome-based evaluation. Nevertheless, its limitation lies in its narrow focus, as it may overlook unintended impacts or broader contextual factors influencing program effectiveness.

Meanwhile, the goal-free evaluation model offers a different perspective by assessing the actual effects of a program without being restricted by predefined objectives (Youker, 2024). This approach is particularly useful in identifying unexpected outcomes and minimizing bias. However, the absence of clear goals may create challenges in determining evaluation criteria and may reduce its applicability in structured educational settings.

Additionally, decision-oriented evaluation highlights the importance of evaluation results as a basis for policy making and strategic improvement. This model aligns closely with the principles of educational management, where evaluation is not merely an assessment tool but a foundation for informed decision making (Suklani, 2023).

In the context of Islamic education, these evaluation models are not only relevant from a technical perspective but also align with normative values such as accountability, continuous improvement, and responsibility. The integration of these models can support the development of a comprehensive evaluative research design that enhances educational quality while maintaining alignment with Islamic principles such as *muhasabah* (self-evaluation) and *itqan* (professional excellence) (Ilmi et al., 2021). Therefore, selecting an appropriate evaluation model should consider not only methodological aspects but also the philosophical and contextual dimensions of Islamic education.

## **3. Characteristics and Structure of Evaluative Research Design**

Evaluative research design is characterized by several fundamental principles that distinguish it from other types of research, particularly in its orientation toward assessing program effectiveness and supporting decision making. One of the primary

characteristics is its orientation toward clearly defined goals and standards, where evaluation is conducted by comparing actual program outcomes with predetermined criteria (Sudarso et al., 2025). This goal-oriented nature ensures that the evaluation process remains focused and measurable, particularly in educational settings where standards such as learning outcomes and institutional performance indicators are essential.

Another key characteristic of evaluative research is its systematic and structured nature. The evaluation process is carried out through well-defined stages, including the identification of evaluation objectives, selection of appropriate models, data collection, and analysis procedures (Yuniarti et al., 2021). This systematic approach is crucial for maintaining the validity and reliability of findings, ensuring that evaluation results can be scientifically justified and practically applied.

Furthermore, evaluative research is inherently data-based and emphasizes objectivity. The assessment of a program must rely on empirical data rather than assumptions or subjective judgments (Fuadiy, 2021). The use of valid and reliable data strengthens the credibility of evaluation results and allows stakeholders to make informed decisions based on evidence. In the context of educational quality improvement, this data-driven approach is essential for identifying strengths, weaknesses, and areas requiring intervention.

In addition, evaluative research is decision-oriented, meaning that its primary purpose is to provide relevant information for policy making and program improvement. Evaluation results are used to determine whether a program should be continued, revised, expanded, or discontinued (Nasution et al., 2023). This characteristic highlights the strategic role of evaluation in educational management, particularly in supporting evidence-based decision making and continuous quality improvement.

These characteristics collectively form the structural foundation of evaluative research design. A well-structured design integrates objectives, models, data, and analytical procedures into a coherent framework that guides the entire evaluation process. In the context of Islamic education, this structure is particularly important as it supports not only technical assessment but also accountability and continuous improvement aligned with institutional goals. Therefore, evaluative research design serves as both a methodological framework and a strategic tool for enhancing educational quality.

#### **4. Core Components of Evaluative Research Design**

The effectiveness of evaluative research design is determined by the integration of its core components into a coherent and systematic framework. The main components consist of the evaluation object, evaluation objectives, evaluation model, indicators, instruments, data analysis, and recommendations. These components are not independent elements, but rather form an interconnected system that guides the entire evaluation process from the initial stage to the final outcome (Ash-Shiddieqy & Hermina, 2025).

At the initial stage, the evaluation object plays a crucial role in defining the scope and focus of the study. It determines what program, activity, or policy is being evaluated, thereby ensuring that the evaluation process remains relevant and contextually grounded. The identification of the evaluation object is closely related to the formulation of evaluation objectives, which serve as the foundation for determining

the direction and purpose of the evaluation. Clear and well-defined objectives help evaluators to focus on specific aspects of the program and provide a basis for measuring its effectiveness(Yuniarti et al., 2021).

The selection of an appropriate evaluation model is another essential component that influences the structure of the evaluation process. Different models offer different perspectives and analytical approaches, which affect how data are collected, interpreted, and utilized. Therefore, the choice of evaluation model must be aligned with the objectives and characteristics of the program being evaluated. This alignment ensures that the evaluation process is both systematic and meaningful.

Furthermore, indicators and instruments function as operational tools that translate evaluation objectives into measurable and observable variables. Indicators provide specific criteria that reflect the success or failure of a program, while instruments are used to gather data related to these indicators. The consistency between objectives, indicators, and instruments is critical in ensuring that the data collected are valid and accurately represent the conditions being evaluated(Lalu et al., 2025).

Data analysis represents a central component in evaluative research design, as it connects empirical findings with evaluative conclusions. Through systematic analysis, data are processed, interpreted, and compared with predetermined standards to assess the effectiveness of a program. This process requires careful consideration to ensure that the conclusions drawn are objective and evidence-based(Fuadiy, 2021).

The final component, recommendations, reflects the practical contribution of evaluative research. Recommendations are formulated based on the results of data analysis and are intended to provide guidance for improving, modifying, or sustaining a program. Effective recommendations should be clear, actionable, and aligned with the needs of stakeholders, thereby enhancing their relevance and applicability in real-world contexts.

Overall, these components function as an integrated system in which each element supports and strengthens the others. A weakness in one component can affect the overall quality of the evaluation. Therefore, a well-structured evaluative research design is essential not only for ensuring methodological rigor but also for producing meaningful insights that contribute to decision making and continuous improvement, particularly in the context of educational quality enhancement(Nasution et al., 2023).

## **5. Methodological Approaches in Evaluative Research**

Evaluative research can be conducted through three main methodological approaches, namely quantitative, qualitative, and mixed methods. Each approach reflects different assumptions about how program effectiveness should be assessed and offers distinct analytical strengths. Therefore, selecting an appropriate approach is not merely a technical decision, but also a strategic consideration that influences the depth and validity of evaluation results(Ardiansyah et al., 2023).

From a comparative perspective, the quantitative approach emphasizes measurement through numerical data and statistical analysis. It is primarily used to determine the level of program achievement based on predefined indicators. This approach allows evaluators to present findings in measurable forms such as percentages, averages, or scores, making it highly effective for assessing efficiency and effectiveness in a structured manner. However, its limitation lies in its inability to fully capture

contextual and process-related aspects that influence program implementation (Hasanah & Jabar, 2017).

In contrast, the qualitative approach focuses on understanding the meaning, process, and context of program implementation. Rather than relying on numerical data, this approach utilizes descriptive data obtained from interviews, observations, and documentation. It enables evaluators to explore how and why a program operates in a particular way, including the experiences of participants and the challenges encountered during implementation. Despite its strength in providing in-depth insights, qualitative evaluation may face limitations in generalizability and may be influenced by the subjectivity of the researcher (Tayabas et al., 2014).

Meanwhile, the mixed methods approach integrates both quantitative and qualitative approaches within a single evaluation design. This approach allows evaluators to combine the strengths of numerical measurement with contextual interpretation, resulting in a more comprehensive understanding of program effectiveness. Quantitative data provide an overview of achievement levels, while qualitative data explain the underlying factors behind those results. However, the implementation of mixed methods requires more time, resources, and methodological expertise (Wao et al., 2025).

The choice of methodological approach should be aligned with the purpose and focus of the evaluation. Quantitative approaches are more appropriate when the evaluation aims to measure outcomes and compare results with predetermined standards. Qualitative approaches are more suitable when the focus is on understanding processes, experiences, and contextual factors. Meanwhile, mixed methods are recommended when the evaluation requires both measurement and in-depth analysis, particularly in complex programs involving multiple variables.

In the context of Islamic education, these methodological approaches hold significant relevance due to the multidimensional nature of educational objectives. Islamic education does not only emphasize cognitive achievement but also includes affective and moral dimensions. Quantitative approaches can be used to assess measurable outcomes such as academic performance and institutional indicators. On the other hand, qualitative approaches are essential for understanding value-based aspects such as character formation, religious practices, and ethical behavior. Therefore, the mixed methods approach becomes particularly relevant, as it enables a holistic evaluation that integrates measurable outcomes with deeper contextual and spiritual dimensions (Lalu et al., 2025).

Thus, no single methodological approach can fully capture the complexity of educational programs, especially in Islamic education institutions. An integrative approach that combines methodological rigor with contextual understanding is essential to produce valid, meaningful, and applicable evaluation results for continuous quality improvement.

## **6. Systematic Steps in Designing Evaluative Research**

Designing evaluative research requires a structured and systematic process to ensure that the evaluation is objective, measurable, and methodologically sound. Rather than being a series of disconnected steps, the process forms an integrated framework in which each stage builds upon the previous one. This systematic structure enables

evaluators to produce valid findings and meaningful recommendations for program improvement(Ash-Shiddieqy & Hermina, 2025).

The process begins with the identification of the program to be evaluated. This stage serves as the foundation of the entire evaluation design, as it determines the scope and focus of the study. A comprehensive identification includes understanding the background of the program, its objectives, target participants, duration, and stakeholders involved. Without a clear identification, the evaluation risks becoming unfocused and unable to produce relevant conclusions(Lalu et al., 2025).

Following this, the formulation of evaluation objectives becomes the central guiding element of the research. Unlike program objectives, which focus on desired outcomes, evaluation objectives emphasize what aspects of the program will be assessed and analyzed. Well-formulated objectives must be specific, measurable, relevant, and realistic, as they directly influence the selection of indicators, methods, and analytical strategies(Yuniarti et al., 2021).

The next stage involves selecting an appropriate evaluation model that aligns with the characteristics of the program and the purpose of the evaluation. Models such as CIPP, goal-oriented, or goal-free evaluation provide conceptual frameworks that guide data collection and analysis. The selection of a suitable model ensures that the evaluation process remains systematic and comprehensive, allowing for a deeper understanding of program performance(D & W, 2015).

Once the model is determined, the process continues with the development of indicators and research instruments. Indicators function as measurable criteria for assessing program success, while instruments serve as tools for collecting relevant data. The accuracy of the evaluation depends heavily on the clarity of indicators and the validity and reliability of instruments. Therefore, both must be carefully constructed to ensure that the data collected accurately reflects the reality of program implementation(Lalu et al., 2025).

The framework then proceeds to data collection, which represents the operational phase of the evaluation. Various techniques such as observation, interviews, questionnaires, and documentation are employed depending on the nature of the data required. In many cases, combining multiple techniques through triangulation enhances the credibility and validity of the findings, as it allows cross-verification from different data sources(Ardiansyah et al., 2023).

After the data have been collected, the next stage is data analysis. This phase transforms raw data into meaningful information through systematic procedures. Quantitative data are analyzed using statistical techniques to measure levels of achievement, while qualitative data are interpreted to understand processes, experiences, and contextual factors. Importantly, the analysis involves comparing actual findings with predetermined standards or criteria to determine the level of program effectiveness(Yuniarti et al., 2021).

The final stage of the framework is the formulation of recommendations, which represents the ultimate purpose of evaluative research. Recommendations are derived from empirical findings and must be realistic, applicable, and aligned with identified issues. This stage ensures that the evaluation does not merely describe program performance but contributes to decision-making and continuous improvement. Without

clear recommendations, the evaluation would lose its practical significance and impact(Lalu et al., 2025).

Overall, these seven interconnected stages form a coherent methodological framework that ensures the rigor and usefulness of evaluative research. In the context of Islamic education, this systematic process is particularly important as it supports accountability, continuous improvement, and alignment with both academic standards and ethical values. By implementing a structured evaluation design, educational institutions can enhance program quality while fulfilling their responsibility to stakeholders and broader societal expectations.

### **7. Implications for Islamic Education Management**

Evaluative research holds a strategic position in Islamic education management as it functions not only as a methodological tool but also as a managerial instrument that supports institutional quality, accountability, and informed decision-making. In the context of educational institutions, particularly Islamic schools and madrasahs, evaluation serves as an essential mechanism to ensure that programs are implemented in alignment with institutional goals and educational standards(Faradina et al., 2025).

One of the primary implications of evaluative research is its contribution to improving educational quality. Through systematic evaluation, institutions are able to measure the effectiveness of programs, identify gaps between expected and actual outcomes, and implement continuous improvements. Evaluation enables managers to assess whether teaching processes, curriculum implementation, and institutional performance meet established standards. Consequently, it becomes a key driver for maintaining and enhancing the quality of education in a sustainable manner(Sudarso et al., 2025).

In addition to quality improvement, evaluative research strengthens institutional accountability. Educational institutions are responsible not only to internal stakeholders but also to society and, in the context of Islamic education, to ethical and spiritual principles. Evaluation provides empirical evidence that can be used to demonstrate transparency in program implementation and resource utilization. By relying on data-driven evaluation, institutions can justify their policies and actions, thereby increasing public trust and organizational credibility(Nasution et al., 2023).

Furthermore, evaluative research plays a crucial role in supporting decision-making processes. In modern educational management, decisions should not be based solely on intuition or assumptions but must be grounded in valid and reliable data. Evaluation results provide comprehensive information regarding program effectiveness, challenges, and potential improvements. This allows educational leaders to make strategic decisions, such as continuing, modifying, or discontinuing programs based on objective considerations(Yuniarti et al., 2021).

Beyond its managerial functions, evaluative research in Islamic education management is deeply connected with fundamental Islamic values, particularly the concepts of muhasabah, hisab, and itqan. The concept of muhasabah emphasizes self-evaluation and reflection as a means of continuous improvement. Within institutional contexts, this principle encourages educational managers to regularly assess their programs and performance to identify areas for enhancement(Rahman et al., 2023).

The concept of hisab reflects accountability and responsibility for every action. In Islamic teachings, all deeds will be accounted for, which reinforces the importance of

transparency and responsibility in managing educational programs. This principle aligns closely with the function of evaluation as a tool for ensuring that all activities are carried out responsibly and can be justified both academically and ethically (Andreas et al., 2026).

Meanwhile, the principle of *itqan* highlights professionalism, precision, and excellence in performing tasks. In the context of evaluative research, *itqan* encourages the implementation of evaluation processes that are rigorous, systematic, and of high quality. It ensures that evaluation is conducted not merely as a formal requirement but as a meaningful effort to achieve excellence in educational management (Panggayuh et al., 2025).

Taken together, these implications demonstrate that evaluative research in Islamic education management extends beyond technical evaluation practices. It integrates managerial effectiveness with spiritual and ethical values, creating a holistic approach to educational improvement. By combining systematic evaluation with the principles of *muhasabah*, *hisab*, and *itqan*, Islamic educational institutions can achieve not only organizational excellence but also moral and spiritual integrity in their management practices.

## **Conclusion**

This study highlights that evaluative research design plays a crucial role in improving the quality and effectiveness of educational programs, particularly within Islamic education institutions. A well-structured evaluative design is not merely a technical framework, but a comprehensive methodological system that integrates objectives, models, data, and analytical procedures to produce valid and meaningful findings. Through the application of systematic characteristics, integrated components, and appropriate methodological approaches, evaluative research is able to provide reliable information that supports evidence-based decision making and continuous program improvement.

The analysis also demonstrates that various evaluation models, such as CIPP, goal-oriented, and goal-free approaches, offer complementary perspectives in assessing program effectiveness. Similarly, methodological approaches including quantitative, qualitative, and mixed methods provide different but interconnected ways of understanding both outcomes and processes. Therefore, selecting an appropriate evaluation design requires careful consideration of methodological, contextual, and practical aspects to ensure comprehensive and accurate evaluation results.

In the context of Islamic education management, evaluative research extends beyond technical assessment and aligns closely with normative Islamic values such as *muhasabah*, *hisab*, and *itqan*. These values reinforce the importance of accountability, responsibility, and continuous improvement in managing educational institutions. As a result, evaluative research serves not only as a tool for measuring program success but also as a means of strengthening ethical and professional practices in education.

In conclusion, designing evaluative research requires a balanced integration between methodological rigor and contextual understanding. By adopting a systematic and value-oriented approach, Islamic educational institutions can enhance their quality, ensure accountability, and make informed decisions that contribute to sustainable educational development.

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