

## **INNOVATION IN THE EVALUATION SYSTEM OF AKIDAH AKHLAK LEARNING BASED ON DIGITAL TECHNOLOGY**

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**Abstract.** This study examines the innovation of digital technology-based evaluation systems in Akidah Akhlak learning to enhance the effectiveness and efficiency of the assessment process. Evaluation plays a crucial role in ensuring the achievement of learning objectives, including students' cognitive, affective, and psychomotor aspects. Traditionally, evaluation has been conducted through written or oral tests, but it has now developed with the use of digital applications such as Google Forms, Quizizz, Kahoot, Moodle, and Google Classroom. This innovation aims to present an evaluation system that is more interactive, transparent, and capable of providing immediate feedback to teachers and students. The research method employed is a literature review with a descriptive qualitative approach, analyzing various sources and practices in the implementation of digital evaluation in learning. The findings indicate that the use of digital technology not only facilitates teachers in processing learning outcomes but also increases student motivation and participation. Through interactive quizzes, reflective videos, and online discussions, Akidah Akhlak evaluation can be adapted to students' needs while simultaneously instilling moral values in a contextual manner. In conclusion, the innovation of digital technology-based evaluation systems supports Akidah Akhlak learning that is more modern and effective in keeping with current developments.

**Keywords:** Innovation, Evaluation, Akidah Akhlak, Digital Technology

### **INTRODUCTION**

Aqidah Akhlak Education is one of the core subjects in the Islamic education curriculum, which aims to shape the faith, piety, and noble character of students. In the learning process, evaluation plays an important role as a tool to measure the extent to which learning objectives have been achieved and to provide feedback for teachers and students.. (Anas Sudijono, 2018 : 55) However, evaluation practices that are still dominated by conventional methods, such as written and oral tests, are often unable to provide a comprehensive picture. regarding students' understanding and practice of religious beliefs and moral values.

With the development of information technology, various innovations have emerged in learning evaluation systems. The use of digital technology enables the assessment process to be carried out more effectively, efficiently, and interactively. Applications such as Google Forms, Quizizz, Kahoot, Moodle, and Google Classroom can be used as evaluation media to increase student engagement., accelerate value processing and provide real-time feedback. (Hidayat, dkk, 2020:144) In addition, digital technology also opens up opportunities for more personalised assessment, tailored to the needs and characteristics of individual learners.. (N. Fitriyani, 2021:92)

Innovations in digital technology-based evaluation systems are highly relevant to the teaching of Islamic beliefs and morals. Not only do they support the achievement of cognitive competencies, they also strengthen the formation of spiritual and social attitudes through contextual learning media that are appropriate for the digital generation. Thus, This study focuses on efforts to introduce innovations in the Akidah Akhlak learning evaluation system based on digital technology to support a more modern and meaningful quality of education.

The development of digital technology in the era of the Fourth Industrial Revolution has brought significant changes to various aspects of life, including education. Digital transformation requires the renewal of learning and evaluation systems to make them more relevant to the characteristics of the current generation, known as digital natives. Twenty-first-century students are accustomed to interactive, fast, and practical technology, so conventional evaluation methods are considered ineffective in meeting their needs (Prasetyo, 2020:45)

In the context of Islamic religious education, particularly in the subject of Aqidah Akhlak, the challenges are increasingly complex. The teaching of this subject is not only aimed at honing cognitive aspects, but also emphasises the formation of attitudes, values, and behaviour in students. Traditional evaluation methods are often inadequate. Able to provide a holistic picture of the internalisation of moral values in real life. Therefore, digital technology-based innovations are presented as an alternative that can meet the need for more comprehensive, interactive, and contextual evaluation.. (Fitriyah, 2022:48)

Previous studies have shown that the use of digital technology in learning can increase learning motivation, strengthen teacher-student interaction, and provide a more transparent and rapid evaluation system. However, specific studies on the application of digital evaluation innovations in Akidah Akhlak learning are still limited.. Padahal, mata pelajaran ini memerlukan an evaluation approach that not only measures knowledge, but also internalises moral and spiritual values. (Hasan, 2019:101). Thus, this study is important to fill the gap in this area of research. The focus of the study is on innovations in digital technology-based Akidah Akhlak learning evaluation systems with the aim of improving the effectiveness of assessment while instilling moral values that are appropriate to the needs of students in the digital age.

## **RESEARCH METHODOLOGY**

This study utilises a descriptive qualitative method with a library research approach. This method was chosen because it is suitable for analysing various literature, scientific articles, and previous research results related to innovations in digital technology-based Akidah Akhlak learning evaluation. Library research enables researchers to obtain in-depth conceptual and theoretical data on the application of technology in evaluation, its advantages and challenges, and its relevance to Akidah Akhlak learning. (Lexy J. Moleong, 2017:6)

The research was conducted in three main stages. First, data collection by examining various sources, including books, journals, and official documents related to learning evaluation and the use of digital technology. (Mestika, Zed &, 2014: 3-5) Second, data analysis was carried out using content

analysis techniques, namely examining the content of literature to find ideas, patterns, and important concepts related to digital evaluation innovation. (Sugiyono, 2019:335) Third, conclusions were drawn by formulating findings relevant to the research objective, namely to provide an overview of innovations in the digital technology-based Akidah Akhlak learning evaluation system. This method was chosen because descriptive qualitative research based on literature studies is considered effective in understanding the ever-evolving phenomenon of education. khususnya di era digital. Thus, the results of this study are expected to contribute both theoretically and practically to teachers, students, and curriculum developers.

## **RESULTS AND DISCUSSION**

### **The Urgency of Evaluation in Faith and Morals Education**

Evaluation is a fundamental component in the Akidah Akhlak learning system, serving as an instrument for measuring the success of learning objectives.. (Arifin & Zainal, 2016:45) In the context of Akidah Akhlak learning, evaluation is not limited to measuring cognitive aspects alone, but also includes affective and psychomotor dimensions that are characteristic of this subject.

The function of evaluation as a tool for measuring the achievement of learning objectives has several important dimensions. First, evaluation serves to measure the level of students' understanding of the concepts of faith as the foundation of belief. (Mulyasa, 2017:178) Secondly, the evaluation measures the internalisation of moral values in the daily behaviour of students. This is in line with research showing that moral education correlates positively with an increase in noble character (al-karimah) among students. (Al-Ghazali, 2015:89)

The evaluation process in Akidah Akhlak learning requires comprehensive instruments to measure the achievement of learning objectives holistically. The evaluation of PAI learning aims to measure the success of the learning process and student learning outcomes, as well as to provide feedback for future learning improvements.. The evaluation includes measuring the achievement of objectives, learning outcomes, and the effectiveness of the learning methods used. The function of evaluation as a means of feedback is a crucial aspect of Akidah Akhlak learning that provides dual benefits for teachers and students. (Sudjana, 2016:112) Effective feedback in Akidah Akhlak learning enables a process of reflection and continuous improvement in the learning process.

For teachers, evaluation serves as a diagnostic tool to identify successes and shortcomings in the learning process that has taken place.

carried out (Mudjiono, 2015: 201) Through evaluation results, teachers can reflect on the methods, strategies, and learning media used. Effective feedback is information about a person's performance in relation to the task objectives. This allows teachers to make improvements and adjustments to the learning approach so that it is more suited to the characteristics and needs of the students. For students, feedback from evaluation results provides important information about the level of competency they have achieved and the aspects that still need improvement.. (Widoyoko, 2017:156) In the context of learning Aqidah Akhlak, feedback helps students understand their position in mastering aqidah material and

implementing moral values in daily life.. (Hamalik, 2016:89)

The feedback process in Akidah Akhlak learning requires a sensitive and constructive approach, given that this material is closely related to the spiritual and moral aspects of students. Feedback must be delivered in a way that motivates and encourages students to continue to improve themselves, both in terms of knowledge and the practice of moral values.. (Majid, 2018: 234)

### **Transformation from Conventional to Digital Assessment**

Traditional evaluation of Akidah Akhlak learning is generally conducted through written tests, oral tests, or simple practical tests that emphasise cognitive aspects. This conventional model has several weaknesses, including a lengthy examination process, limitations in providing quick feedback, and an inability to address the individual needs of students. (Arikunto, 2019:45) In addition, manual evaluation methods tend to be less objective because they are highly dependent on the subjective assessment of teachers, so the results do not always reflect the overall abilities of students.

With the development of technology, there has been a major transformation in the education evaluation system, including in the teaching of Islamic beliefs and morals. Digital evaluation has emerged as a more effective, efficient, and interactive alternative. Through digital devices, teachers can develop application-based assessment tools such as Google Forms, Kahoot, Quizizz, and Learning Management Systems (LMS). Evaluation results can be obtained in real time, allowing teachers to immediately provide feedback that constructive. This is very different from conventional evaluations, which require a relatively long time to process the results.. (Munir, 2017:102)

Another advantage of digital assessment is its flexibility. Students can access assessment questions and assignments anywhere and anytime as long as they are connected to the internet. This supports the principle of flexible learning, which is in line with the characteristics of today's digital generation. (Prensky, 2010: 23) In addition, digital assessment also allows for the integration of various media such as text, images, audio, and video, so that assessment is not limited to multiple-choice questions, but can also measure practical skills through videos, voice recordings, or digital presentations. (Sadiman, 2018:135.)

In the context of Akidah Akhlak learning, digital evaluation is highly relevant for measuring the three main domains of education, namely cognitive, affective, and psychomotor. The cognitive domain can be tested through online quizzes, while the affective domain can be measured through reflective journals or digital portfolios that record students' attitudes in their daily lives. Meanwhile, psychomotor skills can be assessed by collecting videos of religious practices such as wudhu, prayer, or reciting prayers. Thus, digital assessment not only evaluates knowledge, but also the attitudes and skills of students more comprehensively.. (Bloom, 1956:29)

The shift to digital assessment also has positive implications for the development of teacher professionalism. Teachers are required to be technologically literate, creative in designing assessment instruments, and able to utilise various digital platforms to support learning. This is in line with the

concept of Technological Pedagogical Content Knowledge (TPACK). which emphasises the importance of integrating technology, pedagogy, and content in educational practice. (Mishra et al., 2006:1028) Thus, digital assessment is not merely a measuring tool, but also part of an educational, enjoyable, and meaningful learning process. However, it must be acknowledged that this transformation also faces challenges, particularly in relation to infrastructure limitations, gaps in internet access, and the readiness of teachers and students to utilise technology. Therefore, the implementation of digital assessment must be carried out gradually with the support of training for teachers, the provision of infrastructure, and curriculum adjustments that are relevant to the times. (Rusman, 2018:210)

### **The Use of Digital Applications in Teaching Faith and Morals**

The use of digital applications in teaching Islamic beliefs and morals is part of the transformation of Islamic education towards a 21st-century learning model that is more interactive, efficient, and adaptive to technological developments. The paradigm shift from a conventional evaluation system to a digital-based system is not only a matter of speed, but also of quality and a more comprehensive assessment dimension.

Google Forms, for example, can be used to compile multiple-choice questions, essays, and assessment scales with results that are automatically analysed so that teachers can more quickly determine the level of student competency achievement. (Sudjana N., 2017: 54) Applications such as Quizizz and Kahoot create a more enjoyable evaluation atmosphere because they take the form of interactive quizzes with game elements (gamification). This can increase student motivation to learn while fostering a healthy competitive climate in line with the spirit of *fastabiqul khairat* in Islam. (Prensky M., 2001:102)

Furthermore, Moodle as a Learning Management System (LMS) enables project-based assessments, discussion forums, and reflections that strengthen collaboration and communication. (HQ, 2020:33.) Meanwhile, Google Classroom serves as an integrated space for various forms of assessment, including tests, assignment collection, group presentations, and personal reflections. (Iftakhar, 2016:14-17)

In the context of Akidah Akhlak learning, the use of digital applications has a broader scope. First, cognitive aspects can be measured through online tests with learning outcome analysis features. Second, affective aspects can be evaluated through video-based reflective journals, voice recordings, or digital diaries that describe students' religious attitudes. Third, psychomotor and social skills can be observed through student collaboration in online discussions, group presentations, or collaborative projects on digital platforms (Anderson, 2001:127)

Thus, the use of digital applications can produce holistic evaluations in line with the learning objectives of Akidah Akhlak, namely to shape students who are faithful, have noble character, and are able to practise Islamic values in their daily lives.. (Hasan M. , 2019:89.)

### **Challenges and Implementation Strategies**

Digital evaluation innovations do offer various conveniences, such as time efficiency, assessment transparency, and increased interactivity. However, their implementation is not without challenges.

First, teachers' limited digital literacy remains a major obstacle. Not all Akidah Akhlak teachers are accustomed to using technology-based applications, so the adaptation process requires time and guidance. (Zainal Prasetyo, 2020: 87.)

Secondly, limited technological facilities in some schools, especially in remote areas, have prevented the implementation of digital assessment from being carried out evenly. The limited availability of computers, tablets and smartphones, as well as unstable internet access, have also slowed down the effectiveness of assessment. (Sari, 2021:118)

Thirdly, from the students' perspective, some still experience difficulties in adapting to the digital-based evaluation process, especially those who are not yet familiar with learning devices or applications.. (Anshori, 2019:. 55)To address these challenges, several implementation strategies can be pursued. *Pertama*, Schools need to organise digital literacy training for teachers so that they are able to master various evaluation platforms such as Google Forms, Quizizz, Kahoot, or Learning Management Systems (LMS). (Musfiqon, 2016:142.) Secondly, support from the government and the private sector is needed in the form of providing technological devices and infrastructure, including adequate internet access.. (Kemendikbudristek, 2021:33.)

*Thirdly*, teachers can apply a gradual approach in introducing digital assessment, for example by starting with simple interactive quizzes before moving on to project-based assessment or digital portfolios. In addition, consistent guidance for students will help them become accustomed to and confident in facing new assessment models. (Fitriyah, Student Adaptation to Digital Assessment: Challenges and *Solutions*, 2022:49)

With the right strategy, digital evaluation innovation is not only a technical solution, but can also strengthen the essence of Akidah Akhlak education. More transparent, enjoyable, and interactive evaluations must still be directed towards achieving the main objective, which is to shape a generation that is faithful, pious, and noble in character..

### **The Importance of Digital Evaluation**

Digital evaluation has emerged not merely as a passing trend, but as an urgent necessity in modern education systems. In the era of the Fourth Industrial Revolution and Society 5.0, almost all human activities, including learning, depend on information technology. Religious and moral education, which emphasises the values of faith and noble character, must not lag behind in the utilisation of this technology. Digital assessment is essential because it addresses three key needs: speed, relevance and contextuality.

First, in terms of speed, digital assessment allows teachers to conduct assessments in a short period of time. Previously, teachers needed days to check written exams, but now the results can appear within seconds after students finish the test. (Sudijono, 2018: 35) This makes the assessment process more

dynamic and gives teachers more space to focus on guiding students' moral development.

Secondly, in terms of relevance, today's students are digital natives, who have been accustomed to using technology from an early age. According to Prensky, this generation is quicker to understand information presented in visual, audio, and interactive forms than in text alone. (Prensky M., *Teaching Digital Natives: Partnering for Real Learning*, 2010:25) Therefore, when assessments are conducted using digital applications, students find it easier to adapt because the media used is in line with their habits.

Third, from a contextual perspective, digital assessment not only measures cognitive aspects, but can also be designed to test 21st century skills such as critical thinking, collaboration and communication. For example, students can be asked to create digital portfolios, reflective videos, or online presentations that illustrate their understanding of moral values. Thus, digital assessment becomes an appropriate means of achieving the learning objectives of Akidah Akhlak. Comprehensively, covering knowledge, attitudes, and skills. (Munir, *Digital Learning*, 2017:112.)

### **Advantages and Disadvantages of Digital Assessment**

Digital assessment has many advantages that make it highly suitable for use in teaching religious principles and ethics. Firstly, it saves time and energy. Teachers can quickly design questions through digital platforms, and the results can be processed automatically. In fact, some applications provide item analysis so that teachers can find out which questions are the most difficult or easiest for students to answer. (Fitriyani, 2021:87.)

Secondly, interactivity and motivation. Platforms such as Kahoot and Quizizz add an element of gamification, making evaluation more enjoyable. In Akidah Akhlak learning, students can feel more enthusiastic about participating in Islamic quizzes designed like games. This has been proven to increase learning motivation while creating a healthy competitive atmosphere in accordance with Islamic teachings on *fastabiqul khairat* (competing in goodness). (Prensky M., *Digital Game-Based Learning*, 2001: 45)

Third, transparency and accountability. Digital assessment provides detailed reports, including graphs showing individual and class achievements. This transparency helps students understand their strengths and weaknesses, while teachers can use it as a basis for remedial or enrichment learning. However, there are also shortcomings that need to be anticipated.

First, limitations in technological infrastructure. Schools in remote areas often face constraints in terms of internet connectivity, electricity, and digital devices.

Second, limitations in the digital literacy of teachers and students. Some teachers are still technologically challenged and require special training to be able to optimally utilise digital evaluation platforms.

Third, the risk of distraction. When evaluations are conducted via digital devices, students have the potential to be distracted by social media or other entertainment applications. Therefore, teachers need to establish effective monitoring mechanisms to ensure that evaluations proceed as intended. (Fitriyah L. ,

2022:50)

Considering its advantages and disadvantages, digital evaluation should be viewed as both an opportunity and a challenge. The opportunity lies in improving the quality of evaluation in a faster, more transparent and more enjoyable manner. The challenge is to ensure that all parties are prepared in terms of infrastructure and digital competence.

### **The Impact of Digital Assessment on Students**

Digital assessment has a significant impact on students, both cognitively, affectively, and psychomotorically.

First, from a cognitive perspective, digital assessment allows students to receive instant feedback. This helps them to immediately identify their mistakes and correct them. Rapid feedback is very important in teaching religious principles and morals, because misunderstandings of religious concepts, for example, must be corrected immediately so as not to have a negative impact on students' beliefs. (Arifin, 2016: 67)

Secondly, from an affective perspective, digital assessment can increase learning motivation. Students feel more challenged when assessments are presented in the form of interactive quizzes. They are also motivated to study harder because the results of the assessment can be seen immediately and compared with their peers' achievements. However, teachers still need to guide students so that this motivation is not solely for the sake of achieving high marks, but rather for deepening their understanding of religion and improving their character. (Fitriyani, Inovasi Evaluasi Pembelajaran Berbasis Digital di Era 4.0., Jurnal Pendidikan Islam 6, no. 2 (2021): 92.)

Thirdly, from a psychomotor perspective, digital assessment can encourage students to be more creative in expressing their understanding. For example, teachers can ask students to make videos of religious practices (such as the procedures for wudhu or salat) and then upload them to a digital platform. In this way, evaluation not only assesses the ability to answer questions, but also measures students' practical skills in practising religious teachings. (Hamalik, Proses Belajar Mengajar [The Teaching and Learning Process], 2016:144)

However, negative impacts also need to be noted. Some students experience difficulties in participating in digital assessments due to limited facilities. This can cause them to feel inferior or left behind by their more prepared peers. In addition, there is also the possibility that students will focus more on the technical aspects of using the application rather than on the substance of the material being assessed. Therefore, teachers play an important role in ensuring that digital assessments remain focused on the main objectives: the formation of faith, piety, and noble character.

### **CONCLUSION**

Based on the literature review that has been conducted, the conclusion of this study confirms that innovation in the digital technology-based Akidah Akhlak learning evaluation system is an urgent need in

the era of the Industrial Revolution 4.0. The use of digital applications such as Google Forms, Quizizz, Kahoot, Moodle, and Google Classroom provides efficiency, interactivity, and a more appropriate evaluation experience. With the characteristics of the digital generation. Digital assessment is also capable of providing real-time feedback, increasing learning motivation through gamification, and assessing cognitive, affective, and psychomotor aspects more comprehensively. However, challenges such as teachers' limited digital literacy, infrastructure limitations, and student adaptation still need to be addressed through continuous training, technological support, and well-planned implementation strategies. If implemented consistently, This innovation not only improves the quality and efficiency of learning, but also strengthens the internalisation of religious and moral values, making digital assessment a modern tool for shaping Islamic character that is relevant to the times.

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