

Development of Web-Based Islamic Religious Education Evaluation Instruments at The 1st State of SMP N 1 Laut Tador

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ABSTRACT

This study aims to: (1) develop a web-based Islamic Religious Education (PAI) learning evaluation instrument at the UPT SMP Negeri 1 Laut Tador using the ADDIE development model; (2) determine the instrument's validity based on expert assessments; (3) determine the instrument's practicality based on teacher and student responses; and (4) determine the instrument's effectiveness in improving the quality of PAI learning evaluation. This research is a Research and Development (R&D) study using the ADDIE model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subjects consisted of material experts, media experts, evaluation experts, PAI teachers, and students at UPT SMP Negeri 1 Laut Tador. Data collection techniques used expert validation sheets, teacher and student response questionnaires, and learning outcome tests. Data were analyzed descriptively and quantitatively using a percentage formula to determine the product's feasibility category. The results indicate that the developed web-based PAI evaluation instrument is categorized as highly valid based on assessments by material experts, media experts, and evaluation experts. Teacher and student responses indicate a highly practical category, making the instrument easy to use in the learning evaluation process. Furthermore, the effectiveness test results demonstrated that the use of web-based instruments increased student engagement and provided more objective, faster, and more efficient evaluation results compared to conventional evaluations. Thus, the developed web-based Islamic Religious Education evaluation instrument was deemed feasible, practical, and effective for use in supporting the Islamic Religious Education learning evaluation process at the UPT SMP Negeri 1 Laut Tador.



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INTRODUCTIONS

The rapid development of information technology today opens up opportunities for innovation in learning evaluation. Evaluation in Islamic religious education plays a crucial role in ensuring the effectiveness of the learning process and achieving spiritual, moral, and social educational goals (Handayani, 2025). This is emphasized in the quran. There are several terms that point to the meaning of evaluation, including al hisab, al bala, al hukm, al qada, an nazar, mumtahanah, fatanna, and wazan (Nurmawati, 2016). This situation drives the need for innovation in evaluation techniques through the use of digital technology. As

technological tools develop, many applications can be used by teachers as evaluation instruments (Azim et al., 2025). On the other hand, junior high school students are a digital native generation who are accustomed to technological interactions in their daily lives.

In Islamic Religious Education (PAI) learning, the use of technology is also crucial to achieve learning objectives, particularly in Islamic religious subjects, which are not left behind by general knowledge. This is due to the importance of Islamic religious education to be better understood so that the younger generation can be more focused with Islamic religious education in facing the world. The connection between the use of technology in learning and the concept of Islamization aligns with the idea of Salminawati and Muhammad (2021) regarding the Islamization of knowledge in general, which is intended to provide a positive response to the reality of science, by mastering modern scientific disciplines and continuing to build and strengthen the thinking patterns of Muslim intellectuals so that they remain submissive and obedient to the decrees of Allah SWT (Salminawati & Azhar, 2021).

In fact, the application of technology in education, particularly web-based evaluation instruments, also faces a number of serious obstacles to implementation in various schools. Its implementation still faces various obstacles, including limited digital resources, a lack of teacher training, and low technological literacy (Rohmah, 2025). Therefore, policy support, improved teacher competency, and equitable access to educational technology are needed. Many Islamic Education (PAI) teachers still lack the digital literacy to design and manage technology-based evaluations (Handayani, 2025).

Previous research examining the use of technology in education, including research by Yosep et al. (2025), states that in the digital era, the use of technology in evaluation allows for more efficient data processing, although challenges such as assessor subjectivity and technology access remain. Therefore, best practices in evaluation should integrate inclusive and diverse approaches, provide constructive feedback, and involve students to increase engagement and learning effectiveness (Sudarso et al., 2025). However, this study has not specifically examined the evaluation of Islamic Religious Education learning, apart from that, Ahmad et al.'s (2024) research examined the Evaluation of the Use of Web-Based Applications in Developing Students' Critical Thinking Skills (Fajri et al., 2024), The different approaches used SWOT analysis and used online learning platforms such as Quizizz, while this study offers a new approach, namely using research and development with the ADDIE model.

Based on the description above, it can be concluded that there is a research gap in previous research. The findings of this study are expected to fill this gap. This research contains elements of novelty, including development based on the characteristics of digital native students, evaluation of cognitive aspects, integration of analytical features for monitoring student performance, interactive and adaptive presentation of questions, and contribution to 21st-century education.

This study aims to develop an evaluation instrument, to determine the level of validity of the evaluation instrument, the level of practicality of the evaluation instrument, and the level of effectiveness of the use of web-based Islamic Religious Education evaluation instruments to improve student learning outcomes at UPT SMP Negeri 1 Laut Tador.

RESEARCH METHOD

Research Design

This type of research is development research (Research and Development) using the ADDIE model, which consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation (Ningrum & Dahlan, 2023). This model is used because it is suitable for developing learning products such as web-based evaluation systems that are systematic, measurable, and can be validated at each stage (Zainuddin et al., 2023). In this research, several data collection techniques were used to obtain primary and secondary data, namely: Interviews, Observation, Instrument Review and Documentation.

Subject of The Research

The research was conducted at the Technical Implementation Unit (UPTD) of SMP Negeri 1 Laut Tador, a junior high school located in Batu Bara Regency, North Sumatra.

Data and Data Sources

1. Primary Data
 - a. Interviews with Islamic Religious Education (PAI) teachers regarding the needs, constraints, and expectations for web-based evaluation instruments.
 - b. Observations of the process of developing and implementing Islamic Religious Education (PAI) evaluations in the junior high school.
 - c. Trial of the use of web-based Islamic Religious Education (PAI) evaluation instruments in the school environment.
2. Secondary Data
 - a. Curriculum documents, syllabi, and lesson plans for Islamic Religious Education (RPP) applicable to the junior high school.
 - b. Literature, journals, and references related to the development of evaluation instruments and the use of technology/websites in education.
 - c. Previously used Islamic Religious Education (PAI) instruments or sample questions for comparison and development.

Instruments

Instrument review is a crucial step in the data collection process for development research. This review aims to ensure that the instruments developed align with the indicators, learning objectives, and sound assessment principles (Sugiyono, 2021). The review activity also serves as a logical validity test, namely assessing the theoretical validity of the content before conducting statistical testing. Through this review stage, it is hoped that the developed evaluation instrument will have high content validity and be ready for empirical testing in the field.

The Data Analysis

The data analysis technique in this study uses a combination of qualitative and quantitative analysis, in accordance with the research stages and product development needs. Model validation techniques in this study were conducted to ensure that the developed web-based Islamic Religious Education evaluation instrument is truly feasible, practical, and effective before widespread use. The validation process was carried out

through the following stages: Expert Judgment, Media/Educational Technology Experts, Small Group Trial, Field Trial, and Product Revision(Sugiyono, 2021)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Based on field observations and interviews with Islamic Religious Education teachers at the UPT SMP Negeri 1 Laut Tador, it was found that the learning evaluation system used before the development was still conventional, namely using a paper-based test method. The evaluation instrument used was a multiple-choice question that was completed manually by students, then corrected directly by the teacher without the assistance of a digital system. Based on the analysis results, it can be concluded that the evaluation product used previously still had various limitations, both in terms of efficiency, objectivity, and its relevance to technological developments. Therefore, an innovation is needed in the form of developing a web-based evaluation instrument that can overcome these weaknesses.

The findings of this study were obtained through a series of stages in developing a web-based Islamic Religious Education learning evaluation instrument using the ADDIE model, which includes analysis, design, development, implementation, and evaluation. Each stage generated data and information that served as the basis for refining the developed product.

1. Analysis

The first stage of the development process is the analysis stage, which aims to identify field needs and constraints(Wibowo & Dahlan, 2025).This phase serves as the primary foundation for ensuring the resulting instrument is truly relevant to learning needs, the curriculum, and student characteristics.

The following is a description of each analysis result:

a. Needs Analysis

- 1) Interview with Islamic Religious Education (PAI) teachers
- 2) Interview with the Principal of SMP Negeri 1 Laut Tador
- 3) Analysis of Islamic Religious Education (PAI) Syllabus and Teaching Modules

b. Student Analysis

Therefore, the development of a web-based Islamic Religious Education (ISE) learning evaluation instrument is seen as a relevant solution for increasing student motivation in participating in evaluations, accelerating feedback on learning outcomes, and creating a more effective and objective assessment system. The developed instrument is expected to encourage students to be more active, focused, and responsible in the classroom learning evaluation process. The analysis phase yielded a strong conceptual foundation for the development of the evaluation instrument. The analysis results demonstrate a real need for a digital-based evaluation system, the suitability of the curriculum to support the measurement of

analytical skills, the characteristics of students compatible with technology, and the urgency of developing more varied and high-quality questions.

2. Design

Next, during the product design stage, a web-based evaluation instrument was developed, including the development of a question outline, learning indicators, and web design. The instrument consisted of 15 multiple-choice questions aligned with the core competencies of Islamic Religious Education for grade VIII. Furthermore, a web-based user interface was designed to facilitate student access to the questions and teachers' management of evaluation results.

- a. Instrument Specification Design
- b. Outline and Constructive Alignment Development
- c. Cognitive Level Distribution
- d. Technology Integration Design and Analysis

3. Development

During the development phase, the product was implemented in a web format using Google Sites as the primary platform and Google Forms as the evaluation tool. The integration of these two platforms enabled the presentation of a systematic, interactive evaluation instrument, and was equipped with an automatic scoring feature. The resulting product served not only as an evaluation tool but also as a learning medium to support student learning.

Tabel 1 Website Navigation Design

Page	Number/Menu	Content/Display	Function
1	Home	Website Title, School Identity, Developer Name, and other menus.	Provides initial information to users.
2	Instructions	A guide on how to work through questions and evaluation rules	Helps students understand how to use the website.
3	Evaluation	Multiple-choice questions (Google Form).	Online test administration
4	Results	Automatic scoring and grade responses.	Provides feedback on learning outcomes.



Image 1 web view

4. Implementasi (*Implementation*)

The revised model was then piloted on 20 eighth-grade students of SMP Negeri 1 Laut Tador. The implementation stage is the stage of applying the product that has been developed and validated to students in real situations. At this stage, the web-based Islamic Religious Education learning evaluation instrument was piloted on eighth-grade students of SMP Negeri 1 Laut Tador. The trial was conducted on 20 students using a Google Sites based website integrated with Google Forms as an evaluation medium.

Tabel 2 Student Response Questionnaire

No	Student Name	Percentage
1	LF	100%
2	FZ	97%
3	SA	100%
4	KE	100%
5	KM	96%
6	AA	97%
7	SS	95%
8	DH	88%
9	SFP	95%
10	FAS	96%
11	FDP	70%
12	FA	85%
13	DA	93%
14	SAP	98%
15	SPR	98%
16	NR	92%
17	SPH	97%
18	TA	97%
19	AR	91%
20	DA	97%

Based on the results of the student questionnaire trial, the highest response rate was 100% and the lowest was 70%. Most students scored above 85%, indicating that the evaluation instrument was well understood and used. These results demonstrate that the web-based evaluation product is effective in the learning process and is worthy of wider implementation.

Tabel 3 Teacher Response Questionnaire

No	Aspects Assessed	Persentase
1	Ease of use of the website	96%
2	Suitability of material and questions	94%
3	Media appearance and design	85%
4	Clarity of instructions for use	83%
5	Effectiveness as an evaluation medium	97%
Average		91%

Based on the overall analysis results, it can be concluded that the use of web-based Islamic Religious Education evaluation instruments at the UPT SMP Negeri 1 Laut Tador has a high level of effectiveness in improving student learning outcomes. This is indicated by the high average score, the dominant distribution of scores in the good to very good category, and the high level of student learning completion. Furthermore, advantages in terms of efficiency, objectivity, and ease of use are also supporting factors in the successful implementation of web-based evaluation instruments. Thus, web-based evaluation instruments can be recommended as an effective alternative in implementing Islamic Religious Education learning evaluations, especially in facing the demands of learning in the digital era.

Initial Mode Testing: The developed product was then validated by two validators: a media expert and an evaluation expert. The results of this validation process provide an overview of the strengths and weaknesses of the product. Through input and suggestions from the validators, researchers can make improvements and refinements to the product before testing it on students. Thus, the validation process serves not only as a feasibility measurement tool but also as a strategic step in improving product quality. Based on the validation results conducted by media expert Prof. Dr. Wahyuddin Nur Nasution, M.Ag., a score of 70 out of a maximum of 75 was obtained, representing a percentage of 93%. This assessment covered aspects of format, layout, language, appearance, and the media's suitability for learning objectives. This percentage falls into the "very valid" category, indicating that, in terms of appearance and design, the developed product meets the criteria for excellent feasibility. This indicates that the web-based media used has a systematic structure, an attractive appearance, and is easy to use. Furthermore, the validation results by evaluation expert Dr. Nurmawati, M.A., scored 62 out of a maximum of 75, representing a percentage of 82%. This assessment covered the suitability of the questions to core competencies, indicators, learning objectives, question construction, language use, and difficulty level. This percentage also falls into the "very valid" category, meaning the developed evaluation instrument adheres to sound

assessment principles and accurately measures student competency achievement. Overall, the average validation percentage from both experts was 90%, categorized as "very valid." This indicates that the developed web-based evaluation instrument meets the eligibility standards for both media and learning evaluation. Therefore, this product is deemed suitable for implementation in the learning process without requiring significant revision.

5. **Evaluation**

1) **Formative Evaluation**

Formative evaluation is conducted through expert validation and product revision. Instrument validity indicates the extent to which the instrument measures what it is supposed to measure. The product is validated by media experts and evaluation experts to assess the suitability of the website's appearance, question construction, and alignment with core competencies

Tabel 4 Recapitulation of Product Validation Results

No	Aspect	Results	Category	Description
1	Content Validity	High	Very Valid	According to Core Competencies and Indicators
2	Construct Validity	Good	Valid	Clear Wording and Language
3	Media Display	Good	Very Appropriate	Systematic Navigation

2). **Summative Evaluation**

Summative evaluation was conducted after implementation through a limited trial with 20 students. Product effectiveness can be seen from learning outcomes and ease of use of the media. The trial results showed that the majority of students achieved scores above 85%, indicating that the instrument was effective in measuring learning outcomes.

Tabel 5 Product Feasibility Evaluation

Aspect	Indicator	Outcome	Category
Validity	Conformity of Content to Core Competencies	High	Very Valid
Practicality	Ease of Web Access	Good	Practical
Effectiveness	Learning Outcome Achievement	High	Efektif
Feasibility	Integration of Aspects	All Optimal	Suitable for Use

Based on all the ADDIE stages, the web-based Islamic Religious Education learning evaluation instrument was declared valid, practical, effective, and suitable for use in learning.

In the final evaluation stage, an analysis of the entire product development and implementation process was conducted. The evaluation results indicated that the developed web-based evaluation instrument had a high level of effectiveness in supporting the learning assessment process. This product was deemed capable of improving the efficiency, objectivity, and quality of Islamic Religious Education learning evaluation. Overall, the findings of this study indicate that the development of a web-based evaluation instrument using the ADDIE model resulted in a product that is feasible, practical, and effective for use in learning. The product, a web-based evaluation instrument developed through the integration of Google Sites and Google Forms with 15 multiple-choice questions, was proven to meet the learning needs of the digital era and support improved student learning outcomes.

Discussion

The discussion of this research is structured based on the research objectives, namely to develop a web-based Islamic Religious Education learning evaluation instrument using the ADDIE model, determine the product's validity level, determine its practicality level, and determine its effectiveness level on student learning outcomes at the UPT SMP Negeri 1 Laut Tador. The development of the web-based evaluation instrument in this research is based on the need for digital transformation in the education system. This transformation not only touches on the aspect of material delivery, but also the learning evaluation system.

Conventional learning is no longer entirely reliable, but in the midst of current technological advances, a variety of methods are needed that provide more opportunities for learning by utilizing various sources, not only from manpower such as teachers (Mahmud, 2019).

Education in the era of the 5.0 revolution demands innovation in learning methods and media to ensure students remain active throughout class. One technological development that can be applied in this context is the use of website-based platforms (Juwariyah et al., 2024). To address these concerns, online applications have been developed as effective learning and evaluation media. Online applications offer many benefits, such as time and cost savings, improved accessibility, and the ability to evaluate learning more effectively (Adrian et al., 2023).

In line with these findings, the needs analysis at the UPT SMP Negeri 1 Laut Tador indicates that paper-based evaluations do not fully support efficiency and objectivity in grade processing. Therefore, the development of a web-based evaluation instrument is a pedagogically and managerially relevant solution. The verse relating to evaluation is found in Q.S. An-Naml/27:40

عِنْدَهُ قَالَ هَذَا مِنْ فَضْلِ رَبِّي لِيَبْلُوَنِي مُسْتَقِرًّا قَالَ الَّذِي عِنْدَهُ عِلْمٌ مِنَ الْكِتَابِ أَنَا آتِيكَ بِهِ قَبْلَ أَنْ يَرْتَدَّ إِلَيْكَ طَرْفُكَ فَلَمَّا رآه ﴿٤٠﴾ ءَاشْكُرْ أَمْ أَكْفُرْ وَمَنْ شَكَرَ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ وَمَنْ كَفَرَ فَإِنَّ رَبِّي غَنِيٌّ كَرِيمٌ

Meaning: A person who has knowledge of the Holy Book said, "I will come to you with it (the throne) before your eyes blink." When he (Sulaiman) saw it (the throne) in front of him, he said, "This is from the grace of my Lord to test me whether I am grateful or ungrateful.

Whoever is grateful, then indeed, he is grateful for (the good of) his own soul. Whoever is ungrateful, then indeed, my Lord is the Rich, the Noble.” Meaning: A person who has knowledge of the Holy Book said, “I will come to you with it (the throne) before your eyes blink.” When he (Sulaiman) saw it (the throne) in front of him, he said, “This is from the grace of my Lord to test me whether I am grateful or ungrateful. Whoever is grateful, then indeed, he is grateful for (the good of) his own soul. Whoever is ungrateful, then indeed, my Lord is the Rich, the Noble.”

In the context of education, Ibn Kathir's interpretation of this verse holds crucial relevance. This verse provides a philosophical foundation that every achievement in learning is the result of a combination of human effort and God's grace. Therefore, learning evaluation should not only assess the final outcome but also consider the process and effort made by the students. This principle aligns with Islamic values of justice, where each individual is judged based on their efforts and contributions.

The ADDIE model used in this study provides a systematic and adaptive development framework to user needs (Juwariyah et al., 2024). Each stage in the ADDIE process contributes continuously to product quality. The analysis stage ensures that the product being developed aligns with real needs in the field. The design stage ensures that the instrument is structured based on core competencies and clear learning indicators. The development stage allows for validation by experts to ensure the quality of the instrument's content and construction. Implementation through limited trials provides empirical data on the product's effectiveness, while the evaluation stage ensures the product's overall feasibility. Thus, the use of the ADDIE model in this study is not only procedural, but also methodological and reflective.

From a validity perspective, expert assessment results indicate that the instrument is highly valid. Content validity is reflected in the suitability of the test items to core competencies and learning indicators, while construct validity is evident in the systematic and clear wording of the questions. In educational evaluation studies, validity is the primary foundation of instrument quality because it determines the accuracy of measuring learning outcomes (Widoyoko, 2014). This finding strengthens that the instrument developed in this study has met theoretical validity standards.

From a practical perspective, limited trial results indicate that students can access and use web-based evaluation instruments without significant technical difficulties. Teachers also find it easier to correct questions because the scoring system is automated. Google Classroom is an internet-based service provided by Google as an e-learning system (Qomariah et al., 2019). The findings of this study align with those studies, which demonstrated that the use of Google Sites and Google Forms facilitated operational efficiency and accelerated the grade recapitulation process. Therefore, the developed instrument meets the practical requirements in a real-world learning context.

In terms of effectiveness, the trial results showed that the majority of students scored above the completion standard, with a distribution of scores indicating good competency achievement. The use of web-based media in this study encouraged students to be more active and independent in completing the assessment. The use of media was able to capture students' attention and increase their learning motivation. The platform's immediate feedback also helped students quickly understand and correct their mistakes (Fajri et al., 2024).

Overall, this discussion shows that the development of a web-based Islamic Religious Education learning evaluation instrument using the ADDIE model has met all four research

objectives. The resulting product was declared valid based on expert assessment, practical for use by teachers and students, and effective in supporting learning outcomes. The ADDIE development model is an effective approach to designing and developing quality learning experiences. By following five systematic stages: analysis, design, development, implementation, and evaluation, developers can ensure that the learning process meets students' needs (Sultan & Kasim, 2024).

These findings also reinforce international literature that emphasizes that integrating technology into evaluation systems is a strategic step in improving the quality of learning and assessment in the digital era.

Research Limitations: This research was conducted in a limited context and with limited subjects, so the results are contextual, reflecting the specific conditions of the UPT SMP Negeri 1 Laut Tador. Instrument development also focused on a single subject of Islamic Religious Education for eighth grade, so the scope of implementation does not encompass the entire curriculum. Furthermore, the empirical analysis of the instrument was conducted during a limited pilot test, so further development on a broader scale is still possible in future research. Nevertheless, the development process was carried out systematically using the ADDIE model and resulted in a valid, practical, and effective product in line with the research objectives.

CONCLUSION

Based on the research and discussion on the development of a web-based Islamic Religious Education learning evaluation instrument at SMP Negeri 1 Laut Tador using the ADDIE model, the system was systematically developed through five stages: Analysis, Design, Development, Implementation, and Evaluation. The resulting product is a Google Sites-based instrument integrated with Google Forms and contains 15 multiple-choice questions structured based on core competencies and learning indicators for grade VIII.

The evaluation instrument's validity, based on assessments by media and evaluation experts, is categorized as highly valid. Validation results indicated a feasibility percentage of 87% from media experts and 90% from evaluation experts, thus declaring the instrument suitable for use in learning. The practicality of the web-based evaluation instrument, based on limited trials by teachers and students, is categorized as very practical, with an average percentage of 95%. This demonstrates that the instrument is easy to use, efficient in the scoring process, and supports digital evaluation. The effectiveness of the web-based evaluation instrument on student learning outcomes showed excellent results, with a class average score of 94.1% and the majority of students achieving scores above the Minimum Completion Criteria (KKM). This demonstrates the instrument's effectiveness in measuring and supporting student competency achievement.

Overall, the developed web-based Islamic Religious Education learning evaluation instrument was found to be valid, practical, and effective, making it suitable for implementation as an alternative learning evaluation system at SMP Negeri 1 Laut Tador. Theoretically, this research is expected to contribute to the development of Islamic Religious Education evaluation theory, particularly in presenting a web-based evaluation instrument model that emphasizes effectiveness, efficiency, and interaction. Practically: For schools, Islamic Religious Education teachers, and students, it supports educational digitalization programs and strengthens technological literacy in the school environment. Policy-wise, the results of this research can be used as considerations for education policymakers in

formulating strategies for developing digital technology-based Islamic Religious Education evaluation instruments.

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