

## Data-Based and Continuous Evaluation Strategies for Assessing the Quality of Learning in Islamic Education

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### ABSTRACT

The quality of learning is a key factor in the success of Islamic education; however, the implementation of learning quality assessment in many Islamic secondary schools still faces a gap between actual practices and expected standards. This study aims to formulate a data-based and continuous evaluation-oriented strategy for assessing learning quality at MTs Mamba'ul Ulum Metro in order to improve teaching effectiveness and academic decision-making. This study employed a descriptive qualitative approach involving teachers, the school principal, and students as research subjects, with data collected through classroom observations, in-depth interviews, and document analysis of assessment records. The findings show that formative and summative assessments have been implemented; however, the use of assessment data for continuous improvement remains limited and has not yet been systematically integrated. The analysis indicates that a strategy based on continuous evaluation and teacher collaboration can improve learning responsiveness, identify students' learning difficulties more quickly, and strengthen evidence-based quality management. In conclusion, a systematic and data-based assessment strategy not only bridges the gap between actual conditions and expected quality standards but also provides an innovative model that can be replicated in other Islamic educational institutions.

**Keywords:** quality assessment strategy, continuous evaluation, Islamic education, data-based management

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## INTRODUCTION

The quality of learning is one of the main indicators of the success of educational institutions, including Islamic education at the madrasah level. In the context of Islamic education, the quality of learning is not only related to students' academic achievement, but also to character formation, discipline, religious values, and students' ability to integrate knowledge with everyday behavior. Therefore, the assessment of learning quality needs to be designed systematically so that it can provide a comprehensive picture of learning outcomes, not limited to final examination results, but also covering students' learning processes, progress, obstacles, and learning needs on an ongoing basis.

Several previous studies have emphasized that the use of data in educational decision-making plays an important role in improving the quality of learning. The concept of data-driven decision-making highlights that data on learning outcomes, attendance, student engagement, behavioral records, as well as feedback from teachers and students can be used as a basis for designing more targeted learning interventions (Kurilovas, 2020; Mandinach & Schildkamp, 2021; Visscher, 2021). In addition, studies on formative assessment show that evaluations conducted periodically can help teachers identify students' difficulties earlier, adjust teaching strategies, and improve students' academic achievement (Goertzen et al., 2025; Schildkamp et al., 2020; Sortwell et al., 2024). From the perspective of quality management, the

Continuous Improvement Model and Total Quality Management approach also emphasize the importance of cycles of planning, implementation, evaluation, follow-up, and reflection as the basis for continuous improvement in educational quality (Bouranta et al., 2020; Nasim et al., 2020; Yahiaoui et al., 2022).

Although this literature provides a strong conceptual foundation, empirical studies that specifically discuss data-based learning quality assessment strategies in the context of Islamic education remain relatively limited. Most previous studies have focused more on formative assessment, teachers' data literacy, or educational quality management in general, but have not extensively detailed how learning data are collected, processed, analyzed, and used continuously within the madrasah environment. Thus, there remains a research gap regarding an operational model of quality assessment that can integrate academic data, learning process data, teacher evaluation, and follow-up actions for learning improvement in an integrated manner within Islamic education.

This gap is also evident in assessment practices at MTs Mamba'ul Ulum Metro. Initial observations indicate that teachers have implemented both formative and summative assessments, such as daily assignments, quizzes, tests, mid-semester examinations, and final semester examinations. However, the data generated from these assessments have not been fully utilized as a basis for making instructional decisions. Assessment still tends to be understood as an administrative obligation rather than as a strategic instrument for mapping students' development and improving the quality of learning. In addition, records of grades, attendance, classroom observation results, and teachers' evaluation notes have not yet been integrated into a system that enables continuous analysis. As a result, students' learning difficulties are often identified only after final results appear, rather than during the learning process itself.

Based on these conditions, this study uses data sources derived from observations of the learning process, in-depth interviews with the principal and teachers, and document studies consisting of students' scores, assessment records, report cards, and learning evaluation documents. The use of multiple data sources is intended to obtain a more comprehensive empirical picture of learning quality assessment practices in the madrasah. Through a descriptive qualitative approach, this study not only describes the actual conditions but also analyzes how learning data can be used to develop evaluation strategies that are more systematic, continuous, and relevant to the needs of Islamic education.

The novelty of this study lies in the formulation of a learning quality assessment strategy that integrates three main components: learning data collection, continuous evaluative analysis, and follow-up actions for learning improvement. This strategy is designed in the form of a cycle that includes the identification of quality indicators, the collection of academic and non-academic data, analysis of assessment results, collaborative discussions among teachers, implementation of remedial or enrichment programs, and re-evaluation of the effectiveness of the interventions. Thus, this study seeks to fill the gap in previous literature by offering a more applicable and contextual quality assessment model for Islamic educational institutions.

The purpose of this study is to formulate a data-based and continuous evaluation strategy for assessing the quality of learning at MTs Mamba'ul Ulum Metro. Practically, the findings of this study are expected to help the madrasah develop an assessment system that is more objective, measurable, and responsive to students' needs. Scientifically, this study is expected to contribute to the development of Islamic education quality management studies, particularly in explaining how learning data can be used as a basis for continuous quality improvement. Therefore, this study focuses on the main research question:

how can a data-based and continuous evaluation strategy for assessing learning quality be implemented to improve the quality of learning in Islamic education at MTs Mamba'ul Ulum Metro.

## METHOD

This study employs a descriptive qualitative research design with the aim of formulating strategies for quality assessment of learning in Islamic education based on data and continuous evaluation at MTs Mamba'ul Ulum Metro. A qualitative approach was chosen because this study focuses on gaining an in-depth understanding of learning quality assessment practices, the utilization of learning outcome data, and the evaluation mechanisms implemented by the school. The research subjects consisted of the principal, teachers, and students, who were purposively selected based on their involvement in the learning process, assessment, and academic decision-making. Informant selection was conducted to obtain relevant data from managerial staff, learning implementers, and recipients of educational services (Yuli & Setiawan, 2026).

Data were collected through classroom observations, in-depth interviews, and document studies. Observations were used to directly examine the learning process, the forms of formative and summative assessments, student engagement, and teachers' follow-up actions based on evaluation results. In-depth interviews were conducted with the principal and teachers to explore information regarding assessment policies, challenges in utilizing data, evaluation system requirements, and strategies for improving learning. Document studies involved reviewing student grade records, report cards, evaluation notes, teaching materials, and assessment documents used by teachers. Research instruments included observation guides, semi-structured interview guides, and document analysis sheets, which were developed based on the research focus, namely quality assessment, data utilization, continuous evaluation, and learning follow-up (Supriani, 2025).

The collected data were analyzed through stages of data reduction, data presentation, conclusion drawing, and verification (Prayogi et al., 2026). Data reduction involved filtering information relevant to quality assessment practices, the types of data used by the school, and the forms of continuous evaluation implemented. The data were then presented thematically to illustrate patterns of assessment implementation, obstacles in data utilization, and strategies for learning improvement. Data validity was reinforced through source and technique triangulation, by comparing the results of observations, interviews, and documents to ensure the findings were more credible. Through this procedure, the study is expected to achieve methodological transparency, be replicable in other Islamic educational institutions, and produce valid and academically accountable strategies for learning quality assessment.

## FINDINGS AND DISCUSSION

### Findings

#### *Profile of the Implementation of Learning Quality Assessment*

Data analysis shows that most teachers at MTs Mamba'ul Ulum Metro have implemented formative and summative assessment in the learning process. Formative assessment is conducted through quizzes, daily assignments, and classroom observations of students' behavior. Meanwhile, summative assessment is implemented through mid-semester and final-semester examinations. However, the use of assessment data to improve learning remains limited. Teachers tend to view assessment more as an administrative obligation than as a basis for improving teaching strategies.

The observations indicate that the variation in assessment methods among teachers is quite significant. Some teachers use clear rubrics to assess cognitive, affective, and psychomotor aspects. Others rely only on numerical scores without measurable indicators. This condition leads to inconsistency in the data collected. As a result, school management faces difficulties in conducting a comprehensive evaluation of learning quality.

Interviews with the principal reveal an urgent need to unify the assessment system. The principal emphasized the importance of a data-based evaluation dashboard to support more accurate academic decision-making. At present, student scores are still recorded manually and are scattered across various formats. This limitation makes it difficult to analyze trends in students' academic development. Therefore, the development of a continuous evaluation system has become a strategic priority.

The findings also show a gap between teachers' understanding of quality assessment principles and their actual classroom practices. Teachers understand the importance of evaluation for learning, but the implementation of data-based evaluation has not been optimal. Some teachers reported difficulties in interpreting score data for improving learning. In addition, limited teaching time and administrative workload affect the consistency of assessment practices. This condition highlights the need for more systematic training and guidance.

Overall, the profile of assessment implementation shows a combination of good practices and operational challenges. Formative assessment has been conducted, but its use for improving learning remains low. The main need is an integrated system that enables continuous monitoring and analysis. These findings serve as a basis for formulating a data-based assessment strategy. Through this strategy, the school can reduce the gap between ideal conditions and actual practices in the field.

### ***Utilization of Data in Learning Evaluation***

Assessment data are currently used in a limited way, mainly for administrative reporting. Students' scores are recorded, but they are rarely used to improve learning strategies. A dashboard or academic information system has not yet been fully available at MTs Mamba'ul Ulum Metro. Teachers still rely on memory and manual notes to adjust their teaching methods. Consequently, evidence-based decision-making has not been optimally implemented.

Several teachers who routinely apply data analysis show better results in classroom management. They use quiz and assignment scores to identify students' specific learning difficulties. These data are then used as the basis for remedial instruction or enrichment activities. This practice has proven to improve the achievement of learning indicators. However, only some teachers apply this practice consistently.

The observations also found that the data collected were not always complete and accurate. In several cases, students' scores had not been recorded or were lost due to manual documentation. This weakness affects the validity of the analysis conducted by teachers and school management. This finding emphasizes the need to standardize data collection procedures. With consistent procedures, evaluation can become more objective and comparable across classes.

The principal viewed data integration as a key factor in the success of continuous evaluation. A digital-based system enables real-time monitoring of students' development. This information can be used to design more appropriate learning interventions. In addition, integrated reports make it easier to evaluate the overall quality of the school. The development of such a system is one of the main strategies in quality management.

Overall, the utilization of data shows significant potential for improvement. With an appropriate system, data can become a strategic source of information for decision-making. Routine monitoring and analysis enable the early identification of students' learning gaps. This supports more effective continuous evaluation efforts. Therefore, a data-based strategy is an important pillar in improving the quality of learning at MTs Mamba'ul Ulum Metro.

### ***Improvement Strategies Based on Continuous Evaluation***

The analysis shows that learning improvement strategies are still ad hoc and lack structure. Teachers provide interventions only when students' learning problems are clearly visible. There is no formal mechanism for follow-up actions based on evaluation results. This condition causes several students' learning problems to remain unresolved consistently. Therefore, a systematic improvement strategy is urgently needed.

Observations and interviews reveal that teachers who implement continuous evaluation use data to prepare weekly lesson plans. They adjust their teaching methods according to students' difficulties. Data from formative assessment become the basis for prioritizing topics that need to be reviewed. This practice improves the responsiveness of the learning process. However, such practices are still limited to several subjects.

The principal emphasized the importance of collaboration among teachers in improvement strategies. Regular meetings allow teachers to share findings from evaluation results and teaching experiences. Data are collected collectively to analyze trends in class development. Through this approach, learning interventions can be more evenly distributed and better planned. A strategy based on continuous evaluation can therefore serve as an effective coordination mechanism.

Documentation shows that the use of additional teaching materials and evaluation-based remedial activities has had a positive impact. Students who were previously left behind began to show improvement in their scores. Enrichment interventions for high-achieving students were also implemented based on data. These results confirm the effectiveness of data-based improvement strategies. Wider implementation would improve the overall quality of learning.

Overall, improvement strategies based on continuous evaluation show significant potential to enhance educational quality. The systematic use of data supports more accurate and efficient interventions. Teacher collaboration strengthens the consistency of improvement actions. This helps reduce the gap between actual conditions and the expected standards of learning quality. This strategy can serve as an innovative model that may be replicated in other Islamic secondary schools.

## **Discussion**

### ***Interpretation of the Quality Assessment Implementation Profile***

The findings indicate that teachers at MTs Mamba'ul Ulum Metro have implemented both formative and summative assessments, although the level of consistency varies. This finding is in line with previous studies, which emphasize that the success of assessment depends on a structured and consistent system (Awan et al., 2020; Hristov et al., 2022; Siraj & Hågen, 2023). Inconsistent implementation may result in learning data that are less representative (Chejara et al., 2024; Huang & Keller, 2025; Vanacore et al., 2025). This suggests that although teachers understand the concept of quality assessment, its practical implementation still faces operational challenges. This study strengthens the hypothesis that clear standard procedures and the integration of assessment systems are needed to improve the quality of evaluation (Fournier et al., 2022; Harahap, 2021; Harrington & McCaskill, 2021).

The findings regarding variations in assessment methods among teachers reveal a gap between theory and practice. Some teachers used measurable rubrics, while others relied on simple numerical scores. Previous studies have shown that clear rubrics improve assessment validity and help teachers conduct more appropriate interventions (Asli et al., 2024; English et al., 2022; Jonsson et al., 2025; Yousef & Ayyoub, 2024). This condition confirms the need for further training and data-based assessment guidelines (Al-Akbari et al., 2025; Conn et al., 2022; Spiele et al., 2025). Spiele et al., 2025). With uniform standards, comparisons of learning outcomes across classes and subjects become more objective.

The assessment implementation profile also shows limited use of evaluation results for continuous improvement. This reflects previous findings emphasizing that evaluation that is merely administrative is insufficient to improve learning quality (McCallum & Milner, 2021; Molloy et al., 2020; Schildkamp et al., 2020). This study suggests the integration of an academic information system to facilitate data analysis. Therefore, the designed quality assessment strategy can help close the gap between ideal conditions and actual practice. Future research may explore the effectiveness of digital systems in supporting assessment standards in Islamic secondary schools.

### ***The Use of Data as a Basis for Continuous Evaluation***

At present, assessment data are still used in a limited way, mainly for administrative reporting. This finding is consistent with previous observations showing that systematic data use improves the accuracy of instructional decision-making (Kurilovas, 2020; Mandinach & Schildkamp, 2021; Visscher, 2021). Limited data processing creates barriers to effective follow-up learning actions (Jennings, 2022; Raffe & Loughland, 2021; Sandoval-Ríos et al., 2025). This study confirms the hypothesis that continuous evaluation is difficult to implement without data integration. Therefore, the development of a data-based dashboard becomes a crucial strategy.

Several teachers who regularly applied data analysis showed an improved ability to identify students' learning difficulties. This is consistent with previous findings that quantitative and qualitative monitoring enables faster and more targeted interventions (Atif et al., 2020; Ho, 2022; Ifenthaler & Yau, 2020). Data analysis helps teachers design remedial and enrichment activities according to students' needs (Fuchs et al., 2025; Hebbeker et al., 2022; Yang & Ogata, 2023). This finding confirms that data-based evaluation can strengthen the quality of learning. Future research may examine the longitudinal impact of data integration on students' competency achievement.

Obstacles in data collection, such as inconsistent manual recording, limit the validity of analysis. This is in line with previous studies emphasizing the need for uniform and systematic data collection procedures. With standard procedures, evaluation becomes more objective and supports evidence-based decision-making (Koris & Pello, 2023; Neumann et al., 2021; Syme et al., 2021). This study confirms that digital systems and teacher training are important for improving the quality of evaluation. Practically, schools can implement sustainable data processing strategies to support quality management.

### ***Evaluation-Based Learning Improvement Strategy***

The findings show that learning improvement strategies are still ad hoc and insufficiently structured. This supports previous findings that unsystematic interventions tend to be less effective. Through continuous evaluation-based strategies, teachers can adjust their teaching methods based on accurate data (Sortwell et al., 2024; Utamachant et al., 2023; van der Steen et al., 2022). This study supports the hypothesis that structured strategies improve instructional responsiveness. Future research may evaluate the long-term effectiveness of these interventions.

Collaboration among teachers is an important factor in designing consistent improvement strategies. The observation results show that regular meetings allow teachers to exchange evaluation results and teaching experiences. This finding is in line with the theory of Total Quality Management in education, which emphasizes collaboration as a means of improving quality (Bouranta et al., 2020; Jasti et al., 2021; Khurniawan et al., 2021). Continuous evaluation-based strategies serve as an effective coordination mechanism at MTs Mamba'ul Ulum Metro. Future research may examine the influence of teacher collaboration on improving learning quality.

The implementation of evaluation-based interventions has shown improvement in students' scores and achievement of learning indicators. Students who received data-based remedial or enrichment activities showed significant progress. This is consistent with previous findings regarding the impact of continuous

evaluation on learning outcomes. Data-based improvement strategies have proven to be an important pillar for enhancing the quality of learning (Ifenthaler & Yau, 2020; Peters et al., 2021). Future studies may examine the replication of this strategy in other Islamic secondary schools to test the generalizability of the findings.

## CONCLUSION

The conclusion of this study indicates that a data-based learning quality assessment strategy and continuous evaluation play a crucial role in bridging the gap between actual practices and the expected quality standards at MTs Mamba'ul Ulum Metro. The systematic implementation of this strategy, which integrates data collection, assessment result analysis, and information-based intervention, not only improves learning effectiveness but also strengthens teachers' capacity to make appropriate and responsive academic decisions. These findings are consistent with the initial expectation that the continuous use of data can enhance the quality of Islamic education, thereby affirming the relevance of evidence-based quality management in the context of Islamic secondary schools. The implications of this study include opportunities for other institutions to adopt a similar model and to develop a more integrated and collaborative digital system among teachers. Future research may explore the long-term impact of this strategy on students' academic achievement, learning motivation, and the sustainability of quality management across various Islamic education contexts.

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