

Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education

Diana Putri^{1*}, Dwi Rindu Hasanah², Dwi Amalia³, Liza Khairunnisa⁴, Ampun Bantali⁵

¹²³⁴⁵Institut Syeh Abdul Halim Hasan Binjai, Indonesia

*Correspondence:  dianaaputri161827@gmail.com

Article Information:

Received : 29-11-2025

Revised : 22-12-2025

Accepted : 30-12-2025

Keywords: *Evaluation Management, Integrated Assessment, Islamic Early Childhood Education, Learning Evaluation*

Abstract

Evaluation in Islamic Early Childhood Education (IECE) plays a crucial role in ensuring the holistic development of children, encompassing cognitive, social-emotional, moral, spiritual, and motor aspects. However, evaluation practices in many IECE institutions remain fragmented, unsystematic, and insufficiently integrated into learning management. This article aims to develop an integrated learning evaluation management model that aligns with the characteristics and principles of Islamic early childhood education. The study employs a qualitative approach through library research, analyzing relevant literature on learning evaluation, early childhood education, educational management, and Islamic education. The findings indicate that an integrated evaluation management model consists of four main stages: evaluation planning, implementation of authentic and formative assessment, data analysis and documentation of children's development, and follow-up actions for improving learning quality. This model emphasizes child-centered evaluation, continuous assessment, parental involvement, and the integration of Islamic values in the evaluation process. The proposed model is expected to serve as a conceptual framework for educators and institutions in managing learning evaluation more systematically, effectively, and sustainably within Islamic early childhood education settings.

INTRODUCTION

At an early age, children are in a golden age that greatly determines the direction of cognitive, socio-emotional, spiritual, and moral development in the future. Therefore, all components of learning, including evaluation, must be designed properly, systematically, and oriented to the developmental needs of children (Windari, 2025). Early Childhood Islamic Education (PIAUD) is an educational level that plays a fundamental role in shaping the foundation of personality, character, and the overall developmental potential of children.

In the perspective of Islamic education, learning evaluation has a broader dimension because it not only assesses intellectual aspects but also encompasses the child's spiritual development and character. Early childhood Islamic education emphasizes instilling the values of monotheism, noble character, and habituating Islamic behavior in daily life. Therefore, the learning evaluation model

Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education

Diana Putri, Dwi Rindu Hasanah, Dwi Amalia, Liza Khairunnisa, Ampun Bantali

must be able to accommodate these values in an integrated and contextual manner (Wardati, 2024). However, the reality on the ground shows that learning assessment practices in many PIAUD institutions are still partial and not yet managed in an integrated manner. Assessments are often carried out merely by filling out child development reports without in-depth analysis. This condition causes assessments to not function optimally as a tool for controlling the quality of learning and making pedagogical decisions.

Previous research discussing the evaluation of learning in early childhood education was conducted by Agus et al. in 2020. The results of the study indicated that in the implementation of learning evaluation for early childhood at Dharma Wanita Persatuan Kindergarten in Bandar Lampung, four out of five indicators were met, namely (1) formulating or determining activities, (2) preparing assessment tools or techniques, (3) establishing assessment criteria, and (4) determining scores (jatmiko et al., 2020). Research by Lorient et al. (2022) shows that the evaluation of the implementation of early childhood learning outcome assessments at RA Pas Bina Tazkiya Simo Slahung Ponorogo is as follows: (1) formulating and preparing activity programs; (2) formulating and preparing activity programs; (3) carrying out assessments based on techniques and criteria; (4) collecting and reporting assessments to parents (Hidayanah, Wijayanti, et al., 2022).

Based on the research, it was found that the importance of learning evaluation in early childhood education differs from previous studies, which have not explained in detail the evaluation development model, the role of parents, and the role of technology in the development of evaluation. Therefore, a research gap was identified that the researcher will address through the findings of this study titled 'Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education,' which contains novelty in the form of technological developments in education that have not been discussed in previous research.

The development of an integrated learning evaluation management model for Early Childhood Islamic Education has become very important and relevant. This model is expected to serve as a conceptual and practical framework for managing learning evaluations systematically, holistically, and with Islamic values, thereby supporting the optimal and sustainable achievement of the educational goals of PIAUD.

METHOD

This research uses a qualitative approach through library research, which is a method of data collection by understanding and studying theories from various literature related to the research (Hasanah Harahap et al., 2024). Data collection was taken from sources constructed from various literacy media, namely books, journals, and previous research (N. H. Siregar & Nasution, 2023). The data analysis technique used involves critically and thoroughly analyzing literary materials to support objectives and opinions.

Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education

Diana Putri, Dwi Rindu Hasanah, Dwi Amalia, Liza Khairunnisa, Ampun Bantali

The data were analyzed using thematic analysis techniques by identifying key concepts related to pedagogical approaches, learning evaluation, parental involvement, and the integration of technology in early childhood education. The results of the analysis were then synthesized to formulate a framework for an integrated learning evaluation management model in PIAUD.

FINDINGS AND DISCUSSION

Learning Evaluation Based on a Holistic Pedagogical Approach

This study found that learning evaluation in Early Childhood Islamic Education must be based on a holistic pedagogical approach that views the child as a whole individual. A holistic approach to evaluation requires teachers to understand that every learning activity has evaluative value. Playing, singing, storytelling, praying, and social interaction are important parts of the child's learning process that need to be assessed authentically. In the context of Islamic education, a holistic approach also includes the child's spiritual and moral dimensions. Furthermore, holistic evaluation helps teachers understand the uniqueness of each child. Every child has different learning rhythms and styles, so evaluation must respect individual differences. This is supported by the findings of Isropil et al. (2024), who stated that the implementation of an educational system with a holistic approach is able to produce a creative generation capable of providing solutions to societal problems and should continue to be developed (I. Siregar et al., 2024).

From the perspective of learning management, evaluation based on a holistic pedagogical approach requires careful planning. Teachers must set development indicators that are realistic, age-appropriate, and aligned with the learning objectives of PIAUD. These indicators serve as a reference for observing and assessing children's development objectively. In line with the statement, a holistic approach can identify, anticipate, and meet needs without affecting human welfare or the environment (Lestari & Syarif, 2021)

Child-Centered Learning Evaluation Management

The findings of this study reveal that child-centered learning evaluation management places the child as the main subject in the evaluation process. This approach requires teachers to have high pedagogical sensitivity, which aligns with the statement that learning should be based on the idea that learning activities should encourage and help students to be directly involved and place the child as the main subject to build knowledge and achieve deep understanding (Ismail, 2021).

From the perspective of Islamic education, a child-centered approach aligns with the principle of rahmatan lil 'alamin, which emphasizes compassion, respect, and the development of children's potential. Evaluation is carried out using a humanistic approach, without pressure or coercion, so that children grow in a learning environment full of values.

Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education

Diana Putri, Dwi Rindu Hasanah, Dwi Amalia, Liza Khairunnisa, Ampun Bantali

The Role of Formative Evaluation in Integrated Learning

Formative evaluation has a strategic role in integrated early childhood Islamic education learning. In PIAUD learning, formative evaluation allows teachers to monitor children's development in real time. In Islamic education, formative evaluation has high educational value because it aligns with the concepts of self-reflection and continuous improvement. Children are guided to recognize good behavior and learn to improve themselves gradually according to their abilities. Sri Rahayu et al. (2024) mention that formative evaluation consists of several stages, namely analysis, design, development, and implementation (Gustap, 2024).

Parental Involvement in Learning Assessment Management

Parental involvement is an important factor in the management of PIAUD learning evaluation. In the context of Islamic education, the role of parents is very strategic because the family is the first environment for instilling Islamic values. Learning evaluation that involves parents helps ensure consistency of values and habits between school and home. Amrulloh (2024) mentions that support and guidance from parents can provide strong motivation to students, thereby helping them develop effective learning habits (Amrulloh et al., 2024). Furthermore, Jusman 2025 mentioned that the government, educational institutions, teachers, students, and parents must work together to create an inclusive and sustainable learning environment (Jusman & Usman, 2025). Because student success and failure can be caused by a lack of support from parents, this is explained by Amiruddin in 2018 that student failure in learning can be caused by external factors such as children's background, parental support, environment, and others (Siahaan, 2018). Therefore, it can be concluded that the role of parents is very important in the success of education.

Integration of Technology in Early Childhood Education Assessment

The development of information technology opens up new opportunities in managing the evaluation of PIAUD learning. Integrated learning evaluation management requires teachers' readiness to use technology wisely. Teachers need to have adequate digital literacy so that technology can be used optimally and responsibly. This aligns with Ismail's 2021 opinion, which states that mastering technology well requires sufficient knowledge so that we can utilize it in facing the demands of a global world that is full of competition (Ismail, 2021). Educational technology is the application of scientific knowledge in learning so that learning objectives can be achieved effectively and efficiently, which is not limited to tools and equipment or hardware, but also includes software and brainware (Nento & Manto, 2023). The disruption of technology due to the implementation of automation, artificial intelligence, and big data in various sectors, which drives the adoption of educational technology digitalization (Rizal et al., 2021).

Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education

Diana Putri, Dwi Rindu Hasanah, Dwi Amalia, Liza Khairunnisa, Ampun Bantali

In integrated learning evaluation management, technology can be used as a tool to document children's development. Photos, videos, and recordings of learning activities help teachers capture the learning process of children authentically. This data becomes rich and meaningful material for analysis. Technology also supports communication between teachers and parents. Through digital platforms, evaluation results can be delivered quickly and transparently. Parents can monitor their children's development regularly without having to wait for the end-of-semester report. Nevertheless, the use of technology in PIAUD evaluation must still be guided by pedagogical principles.

Technology should not replace the role of teachers as the primary observers of children's development. Technology only serves as an aid, not as the goal of evaluation. From the perspective of Islamic education, the integration of technology must still uphold ethical and human values. Learning evaluation must still be carried out with a humanistic approach, respecting the dignity of the child, and maintaining the confidentiality of the child's developmental data.

CONCLUSION

The study results show that the integrated learning evaluation management model includes several key components, namely the implementation of a holistic pedagogical approach, child-centered evaluation management, continuous use of formative assessment, active parental involvement, and the wise integration of technology. These five components are interconnected and form an inseparable whole in supporting the effectiveness of PIAUD learning evaluation.

The implementation of this model has positive implications for improving the quality of learning, as evaluation results can be used as a basis for making appropriate pedagogical decisions, improving learning strategies, and strengthening the instillation of Islamic values in children from an early age. Thus, the integrated learning evaluation management model is expected to serve as both a conceptual and practical reference for educators and Islamic Early Childhood Education institutions in managing learning evaluations more effectively, humanely, and sustainably.

This research provides contributions through findings that are expected to serve as a reference for early childhood teachers; however, this study has limitations in field implementation. Further research is recommended to analyze supporting and inhibiting factors in the implementation of formative evaluation in early childhood education institutions.

REFERENCES

- Amrulloh, A., Aliyah, N. Darajaatul, & Darmawan, D. (2024). Pengaruh Kebiasaan Belajar, Lingkungan Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Mts Darul Hikmah Langkap Burneh Bangkalan. *Al-Mikraj Jurnal Studi Islam Dan Humaniora (E-Issn 2745-4584)*, 5(01), 188–200. <https://doi.org/10.37680/Almikraj.V5i01.5656>

Development of an Integrated Learning Evaluation Management Model for Early Childhood Islamic Education

Diana Putri, Dwi Rindu Hasanah, Dwi Amalia, Liza Khairunnisa, Ampun Bantali

- Gustap, S. R. (2024). Pengembangan Media Pembelajaran Digital Storytelling Untuk Peningkatan Kompetensi Menulis Teks Narasi. *Jurnal Ilmiah Dikdaya*, 14(2), 617. <https://doi.org/10.33087/Dikdaya.V14i2.727>
- Hasanah Harahap, S., Firanti Nur, S., & Marga Retta, E. (2024). Meningkatkan Keterampilan Menulis Narasi Dalam Pembelajaran Bahasa Indonesia. *Ijedr: Indonesian Journal Of Education And Development Research*, 2(1), 336.
- Ismail. (2021). Pengembangan Sistem Pembelajaran Kreatif, Inovatif, Dan Produktif Bagi Guru Dalam Meningkatkan Kompetensi. *Jurnal Serambi Ptk*, Viii(5).
- Jatmiko, A., Hadiati, E., & Oktavia, M. (2020). Penerapan Evaluasi Pembelajaran Anak Usia Dini Di Taman Kanak-Kanak. 3(1), 83–97. <http://ejournal.radenintan.ac.id/index.php/al-athfaal>
- Jusman, & Usman, A. (2025). Peran Teknologi Pendidikan Dalam Meningkatkan Kualitas Pembelajaran Di Era Digital: Sebuah Studi Literatur. *Jurnal Pendidikan Multidisiplin*, 1(1).
- Lestari, A. D., & Syarif, R. (2021). Pengaruh Green Marketing, Citra Merek, Dan Kualitas Produk Terhadap Loyalitas Pelanggan Kentucky Fried Chicken (Studi Kasus Kfc Buaran Plaza). www.daihatso.co.id
- Nento, F., & Manto, R. (2023). Peran Teknologi Dalam Dunia Pendidikan. *E-Tech*. <https://doi.org/10.1007/Xxxxxx-Xx-0000-00>
- Rizal, Intani, Sri, & Teguh. (2021). Globalisasi Pendidikan Berbasis Teknologi Di Indonesia. *Prosiding Seminar Nasional Mipati*, 1, 71–84.
- Siahaan, A. (2018). *Kepemimpinan Pendidikan* (Fadhli Muhammad & Zen Lius, Eds.). Cv. Widya Puspita.
- Siregar, I., Munte, R. S., Mukhtar, My, M., & Anwar, K. (2024). Isu-Isu Global Kurikulum Merdeka Dan Pemagangan Life Skill World Class Education. *Jurnal Review Pendidikan Dan Pengajaran*, Volume 7 Nomor 4.
- Siregar, N. H., & Nasution, M. I. P. (2023). Implementasi Manajemen Kinerja Sumber Daya Manusia Pada Organisasi / Perusahaan (Studi Pustaka). *Inisiatif: Jurnal Ekonomi, Akuntansi Dan Manajemen*, 2(2), 174–182.
- Hidayanah, L. M., Wijayanti, E. T. N., & Mustikasari, R. (2022). *Evaluasi Pelaksanaan Evaluasi Hasil Belajar Anak Usia Dini Di Ra Pas Bina Tazkiya Simo Slabung Ponorogo Evaluation Of Early Children's Learning Outcomes In Ra Pas Bina Tazkiya Simo Slabung Ponorogo*.
- Wardati, A. R. , & R. N. A. (2024). Internalisasi Nilai-Nilai Pendidikan Islam Melalui Model Uswatun Hasanah Pada Anak Usia Dini. *Al-Falah: Jurnal Keislaman Dan Kemasyarakatan*, 24(1), 57–70.
- Windari, P. , R. H. , & A. D. (2025). Psikologi Perkembangan Aud Dan Pendidikan Karakter. *Mudabbir Journal Research And Education Studies*, 5(2), 3407–3413.