

## A DIGITAL-BASED ASSESSMENT MODEL INTEGRATING RELIGIOUS CHARACTER VALUES IN ISLAMIC RELIGIOUS EDUCATION: TOWARD DECOLONIZING ISLAMIC STUDIES

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### ABSTRACT

The rapid expansion of digital assessment in higher education creates opportunities for improving learning evaluation, yet it raises concerns about how assessment can measure academic competence while also cultivating moral and religious character in Islamic education. This study aims to develop a digital-based assessment model that integrates religious character values in evaluating classroom action research proposal writing in Islamic Religious Education courses. The study employed a Research and Development (R&D) approach using the ADDIE framework, which includes analysis, design, development, implementation, and evaluation stages. Data were collected through surveys, interviews, expert validation, proposal writing assessments, and student feedback questionnaires. The results of the needs analysis indicate limited use of digital assessment and minimal integration of religious character values in existing evaluation practices. The developed assessment rubric integrates research competence indicators with religious character values such as honesty, responsibility, sincerity, consistency, and humility. Expert validation using Aiken's V demonstrates high content validity, while implementation with prospective Islamic Religious Education teachers shows that the model is effective in improving research proposal writing skills and fostering academic integrity. The study concludes that integrating digital assessment with Islamic character values provides a holistic evaluation framework that supports both professional competence and ethical development in Islamic higher education.

**Keywords:** Action Research Proposal, Decolonization of Islamic Studies, Digital-Based Assessment, Islamic Religious Education, Religious Character Values

### INTRODUCTION

The rapid development of digital technology has significantly transformed assessment practices in higher education. Digital-based assessment systems are increasingly adopted to improve efficiency, transparency, and data-driven evaluation of student learning outcomes. In many universities, digital platforms enable collaborative learning, automated feedback, and more flexible assessment processes that support academic writing and research activities (Broadbent et al., 2023; Viberg et al., 2024). Digital tools such as Google Docs and other online platforms also facilitate real-time feedback and collaborative knowledge construction, which can enhance students' engagement and writing performance (Goller et al., 2021; Neumann & Kopcha, 2019; Laflen, 2023). Within Islamic higher education, digital literacy has become an essential competency for both lecturers and students as educational institutions adapt to technological developments and evolving learning environments (Adima et al., 2025). However, the adoption of digital assessment in Islamic education raises important questions regarding how technological efficiency can be integrated with the ethical and spiritual dimensions of learning.

In Islamic educational philosophy, assessment is not merely a tool for measuring cognitive achievement but also a means for nurturing moral and spiritual character. Character education frameworks emphasize the development of moral knowledge, moral feeling, and moral action as essential elements of holistic education (Lickona, 1992). Islamic scholars similarly argue that the ultimate purpose of education is the cultivation of ethical and civilized individuals who understand the proper place of knowledge within a moral and spiritual order (Al-Attas, 1991). Classical Islamic educational traditions also emphasize sincerity, discipline, and proper conduct in seeking knowledge, which are considered prerequisites for meaningful learning (Al-Zarnuji, 2009). These perspectives indicate that assessment in Islamic education should evaluate not only academic competence but also the ethical dispositions that guide students' engagement with knowledge.

Despite these philosophical foundations, assessment practices in Islamic education often remain dominated by technocratic and cognitive-oriented models. Research shows that digital assessment tools are widely used to support collaborative writing and improve academic performance, particularly in research-based learning tasks (Goller et al., 2021; Mohammed & Al-Jaberi, 2021). At the same time, teacher education programs increasingly emphasize the importance of classroom action research as a professional competency that enables educators to reflect on teaching practices and improve learning outcomes (Adri et al., 2022; Yusron et al., 2023). Classroom action research also plays a significant role in teacher professional development because it encourages systematic inquiry into instructional problems and promotes evidence-based teaching practices (Kumwihar, 2023). However, studies indicate that many prospective teachers still experience difficulties in designing research proposals and understanding the stages of classroom action research (Amirudin et al., 2024; Tulung et al., 2022).

Another challenge concerns academic integrity and ethical responsibility in academic writing. Academic dishonesty, including plagiarism and improper citation practices, remains a concern in higher education across different cultural contexts (Akbar & Picard, 2020). Research in Islamic educational settings suggests that religiosity and moral awareness can significantly influence students' academic integrity and prevent unethical behavior in scholarly work (Saadah et al., 2020; Heryadi et al., 2024). Studies also highlight that integrating religious character values within learning activities can improve students' academic attitudes and writing performance (Mulyani et al., 2025). Nevertheless, most digital assessment systems focus primarily on technical evaluation of academic tasks and rarely incorporate explicit mechanisms for assessing ethical and character-related dimensions of learning.

These challenges reflect a broader concern regarding the need to contextualize educational practices within Islamic epistemology and local educational traditions. Scholars of decolonial education argue that many contemporary educational frameworks remain influenced by Eurocentric epistemologies that prioritize technocratic and standardized forms of assessment (Asad, 2009; Mignolo, 2007; Quijano, 2000). In response, efforts to decolonize Islamic education emphasize the development of educational models grounded in ethical, spiritual, and cultural values embedded within Islamic intellectual traditions (Ubaidila et al., 2025). Within this perspective, integrating religious character values into digital assessment practices can serve as an important strategy for aligning technological innovation with the moral objectives of Islamic education.

Based on these considerations, this study aims to develop a digital-based assessment model for evaluating classroom action research proposal writing in Islamic Religious Education that integrates religious character values. The proposed model seeks to combine academic competence in research with ethical principles such as honesty, responsibility, sincerity, consistency, and humility. By integrating digital technology with Islamic educational philosophy,

this study contributes to the development of contextually grounded assessment practices that support both professional competence and character formation in Islamic higher education.

## METHOD

This study employed a Research and Development (R&D) design using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Attallah et al., 2025; Chen et al., 2022; Norouzkhani et al., 2025; Zhang et al., 2024). The approach was used to develop and validate a digital-based assessment model integrating religious character values for evaluating classroom action research proposal writing in Islamic Religious Education (IRE). The study is guided by an integrated conceptual framework combining Islamic educational philosophy, character education theory, constructive alignment in assessment, and digital learning perspectives. Islamic educational thought emphasizes the cultivation of ethical individuals through values such as sincerity, discipline, humility, and responsibility in seeking knowledge (Al-Attas, 1991; Al-Zarnuji, 2009), while Lickona's (1992) character education framework conceptualizes moral development through moral knowing, moral feeling, and moral action. From an assessment perspective, the study adopts constructive alignment, which ensures coherence between learning outcomes, learning activities, and assessment strategies (Biggs, 1996). This framework guided the design of the assessment model by integrating academic research competencies with religious character values within a digital assessment environment.

During the analysis stage, course documents, learning outcomes, and existing assessment practices were reviewed to identify gaps in evaluating classroom action research proposals and character development. Data were collected through questionnaires and interviews with lecturers and students to examine the need for a digital-based assessment model. In the design stage, an assessment framework was constructed by integrating research methodology principles (Creswell & Creswell, 2018) and classroom action research procedures (Kemmis & McTaggart, 1988). The development stage involved constructing an assessment rubric consisting of 14 indicators, covering competencies in classroom action research proposal writing and religious character values such as honesty, responsibility, sincerity, consistency, and humility. Indicator weighting was determined based on cognitive complexity following Bloom's revised taxonomy (Anderson & Krathwohl, 2001).

The implementation stage involved 25 prospective Islamic Religious Education student teachers enrolled in a teacher education program at an Islamic university in Indonesia, selected through purposive sampling. The assessment model and instruments were validated by eight experts in Islamic education, educational evaluation, and educational technology using structured validation questionnaires. Content validity was analyzed using Aiken's V coefficient, where values  $\geq 0.80$  indicate high validity. Quantitative data from expert validation, student proposal assessments, and user feedback questionnaires were analyzed using descriptive statistics to evaluate the validity, practicality, and effectiveness of the developed digital-based assessment model.

## RESULTS AND DISCUSSION

### Needs Analysis of Digital-Based Assessment in Islamic Religious Education

The initial stage of this study examined the need for a digital-based assessment model that integrates religious character values in evaluating classroom action research (CAR) proposals in IRE. Surveys were conducted with students and lecturers to analyze current assessment practices and identify gaps between expected learning outcomes and existing evaluation methods. The questionnaire used a five-point Likert scale to measure respondents'

perceptions regarding digital assessment practices and the integration of religious character values in proposal evaluation. The results of the needs analysis are presented in Table 1.

Table 1. Need Analysis Results

Item	Mean	SD	Percentage
The assessment instrument for action research proposals is developed on a digital basis.	1.76	0.75	35.2%
The assessment of action research proposals explicitly integrates religious character values (honesty, responsibility, sincerity, consistency, and humility).	1.48	0.91	29.7%
Digital platforms provide effective support for proposal evaluation.	4.33	0.85	86.7%
Religious character-based assessments foster honesty and responsibility.	4.45	0.83	89.1%
Digital-based assessments enhance objectivity and transparency in evaluation.	4.09	0.77	81.8%
Integrating religious values into assessments contributes to both character formation and academic development.	4.27	0.91	85.5%
The adoption of digital, religiously integrated assessment instruments is strongly recommended.	4.30	0.81	86.1%

The results from Table 1 indicate that the current use of digital-based assessment instruments and the integration of religious character values in evaluating classroom action research proposals remain very limited, as reflected by mean scores of 1.76 and 1.48, respectively, on a five-point Likert scale. These findings suggest that assessment practices in the course are still predominantly conventional and have not yet incorporated digital technology or explicit character-based evaluation frameworks. In contrast, respondents expressed strong agreement regarding the potential benefits of digital and character-based assessment integration, with mean scores above 4.0 and agreement levels exceeding 80% for most items. This contrast highlights a significant gap between existing assessment practices and the expectations of students and lecturers for more transparent, technology-supported, and value-based evaluation systems.

Qualitative data from student interviews further support these findings. Several participants reported difficulties understanding the stages of classroom action research and developing research proposals systematically. One student stated, *"I do not know for sure what steps to take if I want to conduct action research in the classroom."* Another participant explained that although theoretical concepts were introduced in the course, the practical process of designing research instruments and structuring proposals remained unclear. These responses indicate that students require more structured guidance and clearer evaluation criteria when developing classroom action research proposals.

Digital readiness was also examined to determine the feasibility of implementing a digital-based assessment system. Students reported that commonly available platforms such as Excel, Google Forms, and Google Drive were accessible and familiar tools for academic tasks. This technological readiness indicates that the learning environment already supports the use of digital platforms for assessment activities. Overall, these findings provide empirical justification for developing a digital-based assessment model integrating religious character values to improve the evaluation of classroom action research proposals in Islamic Religious Education.

### **Conceptual Design of the Digital-Based Religious Character Assessment Model**

Based on the results of the needs analysis, a digital-based assessment model integrating academic competence and religious character values was designed to evaluate students' CAR proposals in IRE. The model aligns course learning outcomes (CLO) and sub-course learning outcomes (Sub-CLO) with specific assessment indicators used to evaluate students' research proposal writing competencies and ethical conduct during the research process. Through this alignment, the assessment system ensures that evaluation criteria reflect the intended learning outcomes of the course.

The CLO emphasize the integration of research competence and religious values, including the ability to analyze classroom learning problems, design classroom action research proposals, and apply academic ethics throughout the research process. These outcomes were further operationalized into Sub-CLO that focus on students' abilities to identify classroom learning problems, formulate research questions and action hypotheses, design appropriate research methods, develop data collection instruments, and interpret research findings. The design of the assessment model is guided by an integrated conceptual framework combining Islamic educational philosophy, character education, and constructive alignment principles, ensuring that assessment practices support both academic competence and ethical character formation.

The assessment model integrates two key dimensions: research proposal writing competence and religious character values. The academic dimension evaluates students' ability to construct systematic and theoretically grounded classroom action research proposals. The character dimension evaluates ethical dispositions such as honesty, responsibility, sincerity, consistency, and humility, which represent core principles of academic integrity and ethical knowledge production in Islamic education. These values reflect both character education theory and Islamic educational traditions emphasizing moral responsibility in the pursuit of knowledge.

To facilitate transparency and efficiency in evaluation, the assessment model was implemented through a digital scoring system using Excel-based formulas that automatically calculate scores for each assessment indicator. This digital system enables systematic evaluation of both research competence and character values while providing structured and transparent feedback on proposal quality and ethical academic practices. The conceptual design of this model served as the foundation for developing the assessment rubric and digital assessment instrument in the subsequent stage of the ADDIE development process.

### **Development of the Assessment Instrument**

Based on the conceptual design, an assessment rubric was developed to evaluate students' CAR proposal writing. The rubric consists of 14 assessment indicators, integrating both academic competencies and religious character values. The development of the instrument began by translating course learning outcomes and sub-course learning outcomes into measurable assessment indicators aligned with the principles of constructive alignment. Each indicator was formulated to reflect key competencies required in classroom action research proposal preparation while also incorporating ethical dimensions emphasized in Islamic education.

The academic dimension of the rubric includes nine indicators that assess essential components of classroom action research proposals, including research title formulation, problem identification, action hypothesis development, theoretical framework construction, research methodology design, research stages, data collection techniques, data analysis procedures, and research instrument development. These indicators evaluate students' ability to construct systematic and theoretically grounded research proposals and were structured

according to the cognitive complexity levels outlined in Bloom's revised taxonomy (Anderson & Krathwohl, 2001), particularly emphasizing analytical, evaluative, and creative thinking in research design.

In addition to academic competencies, the rubric incorporates five indicators of religious character values that guide ethical academic practice. These values include honesty, responsibility, sincerity, consistency, and humility. Honesty refers to presenting data and references accurately and avoiding plagiarism, while responsibility emphasizes adherence to academic standards and timely completion of tasks. Sincerity reflects the intention to conduct academic work responsibly for the benefit of knowledge and society. Consistency refers to maintaining logical coherence throughout the research proposal, and humility represents openness to feedback and willingness to revise the work. The integration of academic competence and character values ensures that the assessment instrument evaluates not only technical research skills but also promotes academic integrity and ethical responsibility among prospective Islamic Religious Education teachers.

### Expert Validation of the Assessment Model

The developed assessment model and its associated rubric were validated by eight experts, consisting of specialists in Islamic education, educational evaluation, and educational technology. The validation aimed to evaluate the relevance, clarity, and feasibility of the assessment indicators used to measure both research competence and religious character values in classroom action research proposal writing. Expert evaluation employed Aiken's V coefficient to determine the content validity of each assessment indicator. According to commonly accepted criteria, an Aiken's V value of 0.80 or higher indicates high content validity. The results of expert validation are presented in Table 2.

Table 2. Expert Validation Results

No	Assessment Items	Aiken's V	Interpretation
1	Clear problems identified, relevant solutions provided, including subject and setting.	0.9	Highly appropriate
2	The problem statement, consistent with the title, reflects real field issues and includes improvement aspects.	0.8	Highly appropriate
3	Problem expressed as a question or statement aligned with the research title.	0.9	Highly appropriate
4	Logical reasoning is shown in explaining the problem and proposed solutions.	0.9	Highly appropriate
5	The research method is described completely and supported by relevant references.	1	Highly appropriate
6	Research stages are clearly presented and based on appropriate theories.	1	Highly appropriate
7	Data collection techniques are appropriate and support answers to research questions.	1	Highly appropriate
8	Data analysis techniques consistent with the type of data collected.	0.9	Highly appropriate
9	Instruments suitable for measurement needs, both test and non-test.	0.9	Highly appropriate
10	Data and references presented honestly, without manipulation or plagiarism.	1	Highly appropriate

No	Assessment Items	Aiken's V	Interpretation
11	Proposal complete, follows the required format, and was submitted on time.	1	Highly appropriate
12	Prepared with sincere intention as part of worship and an effort to do good for the sake of Allah SWT.	0.93	Highly appropriate
13	Logical flow coherent from background to methodology, maintaining consistent focus.	1	Highly appropriate
14	Open to feedback, reflective of weaknesses, and ready to make improvements.	0.93	Highly appropriate

The results from Table 2 indicate that all assessment indicators achieved high levels of content validity, with Aiken's V values ranging from 0.80 to 1.00. The overall average Aiken's V value was 0.94, indicating strong agreement among experts regarding the relevance and clarity of the assessment rubric. These findings demonstrate that the developed instrument is appropriate for evaluating both academic competence in classroom action research proposal writing and the integration of religious character values.

In addition to quantitative validation, experts also provided qualitative feedback to improve the clarity and usability of the instrument. The suggestions included clarifying the coding of assessment indicators, specifying the context of research methods assessed in the rubric, and ensuring consistent criteria for formative and summative assessment. These recommendations were incorporated into the revision of the assessment model before implementation.

The digital assessment platform was also evaluated by media and design experts, focusing on aspects such as interface design, navigation, functionality, accessibility, and pedagogical suitability. The evaluation results produced Aiken's V scores ranging from 0.88 to 1.00, indicating that the digital assessment system meets high standards of usability and technical reliability. These results confirm that both the assessment rubric and the digital platform are valid and feasible for implementation in evaluating classroom action research proposals in Islamic Religious Education.

### Implementation of the Assessment Model

In the implementation stage of the ADDIE model, the validated digital-based assessment model was applied in a classroom action research course involving 25 prospective IRE student teachers at an Islamic university. The learning process used a project-based learning approach, in which students collaboratively developed classroom action research proposals based on real educational problems observed in schools. Through field observations, students identified issues in Islamic Religious Education classrooms, such as low Qur'an reading ability, limited learning motivation, and low student engagement.

Based on these observations, students formulated classroom action research proposals proposing instructional solutions, including cooperative learning strategies, problem-based learning approaches, and authentic assessment techniques. Throughout the proposal development process, students worked collaboratively while receiving guidance from lecturers to ensure that research problems, methods, and proposed interventions were aligned with the principles of classroom action research.

The assessment process was conducted using Google Docs as a collaborative digital platform, enabling students to develop proposals collectively and allowing lecturers to provide real-time feedback and revisions. The digital assessment rubric developed in the previous stage was used to evaluate both the quality of research proposals and the integration of religious character values. For instance, honesty was assessed through accurate citation practices and

avoidance of plagiarism, while responsibility was reflected in timely submission and adherence to proposal guidelines. Similarly, sincerity, consistency, and humility were evaluated through students' commitment to improving their proposals based on feedback and maintaining logical coherence in their research design. This implementation demonstrates how the digital-based assessment model supports both research competence and ethical character formation in Islamic Religious Education learning.

### Effectiveness of the Assessment Model

The effectiveness of the digital-based assessment model was evaluated by examining students' performance in developing classroom action research proposals, which was assessed using a specially developed assessment rubric. This rubric was designed to measure various aspects of the proposals, including their clarity, feasibility, and methodological soundness. A total of 25 prospective IRE student teachers actively participated in the implementation stage of the assessment. The distribution of student scores, which provides insight into the overall performance levels and the reliability of the assessment rubric, is detailed in Table 3.

Table 3. Student Proposal Assessment Results

Category	Number of Students	Percentage	Score Range
Good	19	76%	24-28
Satisfactory	6	24%	14-19

Table 3 shows the results indicate that the majority of students (76%) achieved the "good" category, demonstrating strong competence in developing classroom action research proposals. Students in this category were able to formulate research problems clearly, design appropriate research methods, and present coherent research frameworks. Meanwhile, a smaller proportion of students (24%) achieved the "satisfactory" category, indicating that they were able to develop basic research proposals but still required improvements in certain components, such as research design and methodological explanation.

These findings suggest that the digital-based assessment model effectively supports students in understanding the structure and requirements of classroom action research proposals. The use of structured assessment criteria and digital feedback mechanisms helped students identify weaknesses in their proposals and revise their work systematically. In addition to improving research competence, the integration of religious character values within the assessment rubric also encouraged students to demonstrate ethical academic behavior. For example, students showed greater attention to proper citation practices, timely submission of assignments, and openness to feedback during the revision process. Overall, these results indicate that the developed assessment model contributes to both academic competence and ethical character formation in Islamic Religious Education learning.

### Practicality of the Assessment Model

The practicality of the digital-based assessment instrument was thoroughly evaluated by collecting input from students through detailed questionnaires. These questionnaires assessed various aspects such as usability, clarity, accessibility, and overall usefulness of the assessment system. A total of 25 prospective IRE student teachers participated in this evaluation after they had experience using the digital assessment model during the course. The findings and detailed results of this practicality assessment are summarized and presented comprehensively in Table 4.

Table 4. Practicality of assessment tools

Indicator	Item	Mean	Elementary School	Presentation
Construction & Fairness	The instrument is aligned with the learning objectives.	4.44	0.50	89%
	The items assess relevant competencies.	4.11	0.74	82%
	The assessment criteria are clear and transparent.	4.33	0.67	87%
Clarity & Instructions	The instructions are easy to understand.	4.22	0.63	84%
	The deadlines and submission rules are clear.	4.56	0.50	91%
Ease of Use/Usability	The google form is easy to fill in and not confusing.	4.67	0.47	93%
	The excel file is easy to use (formulas are clear).	4.33	0.47	87%
Technical Reliability	There are no significant technical problems (errors, crashes, broken links).	4.44	0.68	89%
	The instrument works consistently on my device (HP/laptop).	4.44	0.68	89%
	I receive feedback promptly.	4.44	0.50	89%
Feedback & Usefulness	The assessment helps me understand my strengths and weaknesses.	4.11	0.74	82%
	The instrument is accessible with a standard internet connection.	4.44	0.50	89%
	The language used is unambiguous.	4.33	0.67	87%

The results shown in Table 4 indicate high levels of student agreement across all indicators, with mean scores ranging from 4.11 to 4.67 on a five-point scale. The highest score was obtained in the ease-of-use indicator, indicating that students perceived the digital assessment system as simple and user-friendly. High scores were also observed in the clarity of instructions and technical reliability indicators, suggesting that the digital assessment system functioned consistently and provided clear guidance for students during the assessment process.

The use of digital platforms such as Excel, Google Docs, and Google Forms facilitated transparent scoring, timely feedback, and efficient monitoring of student work. Students reported that the digital assessment rubric helped them better understand the structure of classroom action research proposals and identify areas requiring improvement. These findings indicate that the developed digital assessment model is practical and feasible for implementation in Islamic Religious Education courses.

The findings of this study demonstrate a significant gap between current assessment practices and the expectations of integrating digital technology with religious character values in IRE. The needs analysis revealed that digital-based assessment and character integration in evaluating classroom action research proposals remain limited, although students and lecturers

strongly support such innovation. This finding reflects broader transformations in higher education where digital technologies increasingly shape assessment practices, particularly after the global shift toward technology-mediated learning environments (Broadbent et al., 2023; Gonzales, 2023). In Islamic education contexts, however, the adoption of digital assessment requires careful consideration of moral and epistemological foundations so that technological efficiency does not marginalize the ethical dimensions of learning.

The strong demand for digital assessment tools identified in this study aligns with recent research highlighting the growing importance of digital literacy in Islamic higher education. Digital transformation has become a central element of contemporary learning environments, requiring students and lecturers to engage with digital platforms that support collaboration, feedback, and assessment processes (Adima et al., 2025; Viberg et al., 2024). Platforms such as Google Docs and other collaborative technologies facilitate interactive learning and improve students' writing performance by enabling real-time feedback and co-construction of knowledge (Goller et al., 2021; Neumann & Kopcha, 2019). Similarly, digital platforms allow instructors to provide structured feedback that enhances engagement with academic writing tasks (Lafien, 2023; Mohammed & Al-Jaberi, 2021).

The findings also highlight students' difficulties in understanding and constructing CAR proposals, which confirms previous research on challenges faced by prospective teachers in conducting classroom-based research. Many student teachers struggle with identifying research problems, designing research methods, and interpreting data systematically (Amirudin et al., 2024; Tulung et al., 2022). Classroom action research is widely recognized as a critical component of teacher professionalism because it enables educators to reflect on instructional practices and improve learning outcomes through systematic inquiry (Adri et al., 2022; Dahniar et al., 2023; Yusron et al., 2023). Therefore, strengthening research competence through structured assessment models becomes essential for preparing future teachers capable of conducting reflective and evidence-based teaching.

From the perspective of assessment theory, the development of a digital rubric integrating academic competence and character values reflects principles of constructive alignment and authentic assessment. Constructive alignment emphasizes the coherence between learning outcomes, learning activities, and assessment strategies to ensure that evaluation accurately reflects students' learning achievements (Biggs, 1996). Similarly, assessment frameworks in higher education increasingly emphasize formative feedback and student engagement as mechanisms for improving learning outcomes (Aust et al., 2024; Kessels et al., 2024). The use of structured scoring rubrics also enhances transparency and consistency in evaluation, reducing subjectivity while supporting students' understanding of expected performance standards (Mertler, 2000; Stiggins, 2005).

Another significant contribution of this study is the integration of religious character values into digital assessment practices. Character education theories emphasize that moral development involves the integration of moral knowledge, moral emotion, and moral action (Lickona, 1992). In Islamic education, however, character formation cannot be separated from spiritual orientation and ethical responsibility toward knowledge. According to Al-Attas (1991), the primary goal of education is to cultivate civilized individuals who recognize the proper place of knowledge within a moral and spiritual order. Similarly, Al-Zarnuji (2009) emphasizes that sincerity, discipline, and respect for knowledge are essential conditions for acquiring beneficial knowledge. By embedding values such as honesty, responsibility, sincerity, and humility within assessment practices, the developed model aligns academic evaluation with the ethical objectives of Islamic education.

The emphasis on honesty and responsibility in the assessment rubric also addresses ongoing concerns regarding academic integrity in higher education. Studies have shown that

academic dishonesty, including plagiarism and manipulation of sources, remains a persistent challenge across educational systems (Akbar & Picard, 2020; Novianti, 2022). In Islamic educational contexts, religiosity and moral awareness have been found to play important roles in preventing academic fraud and strengthening ethical academic behavior (Saadah et al., 2020; Heryadi et al., 2024). Recent research also indicates that character-based approaches to academic writing can significantly improve ethical awareness among students and lecturers in Islamic education programs (Firdaus et al., 2025). Therefore, integrating character values into assessment models contributes not only to academic competence but also to the cultivation of academic integrity.

The implementation results further demonstrate that the digital assessment model effectively supported students in developing classroom action research proposals. Most students achieved the “good” category in proposal writing performance, indicating that the structured rubric and digital feedback mechanisms facilitated clearer understanding of research components. Digital tools provide opportunities for more transparent and efficient evaluation processes, enabling lecturers to provide timely feedback and support iterative improvements in student work (Chen et al., 2020; Jumadi et al., 2021). These findings are consistent with studies showing that digital learning environments can enhance higher-order thinking skills when assessment is designed to support analytical and reflective learning processes (Zhang et al., 2024).

The use of project-based learning during the implementation stage also contributed to the effectiveness of the assessment model. Project-based learning encourages students to engage actively with real-world problems, collaborate with peers, and produce meaningful learning outputs (My Nguyen et al., 2024). Such approaches are particularly relevant for teacher education programs because they simulate authentic professional practices and encourage reflective learning. In the context of classroom action research, project-based learning allows students to identify instructional problems, design interventions, and evaluate learning outcomes systematically (Kumwihar, 2023; Hamdorf, 2023).

Another important dimension of this study is the alignment of the assessment model with the broader discourse on the decolonization of knowledge in Islamic education. Critical scholars argue that educational systems in many Muslim societies remain heavily influenced by Eurocentric epistemologies and technocratic assessment frameworks (Asad, 2009; Quijano, 2000; Mignolo, 2007). The development of an assessment model grounded in Islamic epistemology represents an effort to reclaim intellectual autonomy and align educational practices with local philosophical traditions. Similar initiatives have been reported in efforts to decolonize Islamic education institutions by integrating ethical, spiritual, and cultural dimensions into academic frameworks (Ubaidila et al., 2025).

Finally, the practicality evaluation confirms that the developed assessment model is feasible and accessible for implementation in Islamic higher education contexts. Students reported high levels of usability, clarity, and reliability when using the digital assessment tools. This finding supports previous research indicating that well-designed digital assessment systems can enhance feedback literacy, student reflection, and learning outcomes when integrated with appropriate pedagogical strategies (Molloy et al., 2020; Yan & Yang, 2021). The integration of digital technology with religious character education therefore represents a promising approach for developing more holistic assessment models that support both academic competence and ethical formation in Islamic education.

Overall, the findings of this study demonstrate that digital-based assessment models grounded in Islamic educational philosophy can effectively support both research competence and character development among prospective teachers. By integrating technological innovation with ethical and spiritual values, the developed model contributes to the advancement of Islamic

education in the digital era while maintaining its distinctive epistemological and moral foundations.

## CONCLUSION

This study concludes that the development of a digital-based assessment model integrating religious character values provides a valid, practical, and effective approach for evaluating classroom action research proposal writing in Islamic Religious Education. The findings demonstrate that combining structured research competence assessment with values such as honesty, responsibility, sincerity, consistency, and humility strengthens both students' academic performance and ethical awareness in the research process. The use of digital platforms further supports transparency, feedback, and collaborative learning, making the assessment process more efficient and accessible. By aligning digital assessment practices with Islamic educational philosophy, the proposed model contributes to the development of more holistic evaluation systems that balance technological advancement with moral and spiritual formation. Therefore, this model offers a meaningful framework for improving assessment practices in Islamic higher education while reinforcing academic integrity and professional competence among prospective teachers.

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