



EVALUATING ISLAMIC EDUCATION PROGRAMS: A CONCEPTUAL AND NARRATIVE REVIEW OF PRINCIPLES, FRAMEWORKS, AND IMPLEMENTATION

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ABSTRACT

Islamic education programs operate within complex educational environments that demand both measurable accountability and the preservation of Islamic moral spiritual values, creating distinctive challenges for program evaluation. This study aims to critically synthesize and conceptualize scholarly perspectives on the evaluation of Islamic education programs by examining their underlying principles, dominant frameworks, and implementation practices. Employing a conceptual and narrative literature review design, relevant studies published between 2018 and 2025 in internationally indexed and nationally accredited journals were purposively selected and thematically analyzed to identify convergent and divergent patterns. The findings reveal that evaluation practices in Islamic education remain largely dominated by outcome-based and accountability-driven models, often driven by external quality assurance and accreditation requirements, which inadequately represent holistic educational aims such as ethical formation and spiritual development. At the same time, the literature consistently emphasizes value-based evaluation principles grounded in Islamic educational philosophy, including holistic human development, moral accountability, and *maqāsid al-sharī'ah*, yet these principles are rarely operationalized within coherent evaluative frameworks.

ABSTRAK

Program pendidikan Islam beroperasi dalam lingkungan pendidikan yang kompleks yang menuntut akuntabilitas yang terukur dan pelestarian nilai-nilai moral dan spiritual Islam, sehingga menciptakan tantangan tersendiri bagi evaluasi program. Studi ini bertujuan untuk secara kritis mensintesis dan mengkonseptualisasikan perspektif ilmiah tentang evaluasi program pendidikan Islam dengan memeriksa prinsip-prinsip yang mendasarinya, kerangka kerja dominan, dan praktik implementasinya. Dengan menggunakan desain tinjauan pustaka konseptual dan naratif, studi-studi relevan yang diterbitkan antara tahun 2018 dan 2025 dalam jurnal-jurnal yang terindeks secara internasional dan terakreditasi secara nasional dipilih secara sengaja dan dianalisis secara tematik untuk mengidentifikasi pola-pola yang konvergen dan divergen. Temuan menunjukkan bahwa praktik evaluasi dalam pendidikan Islam sebagian besar masih didominasi oleh model berbasis hasil dan berorientasi pada akuntabilitas, yang seringkali didorong oleh persyaratan penjaminan mutu eksternal dan akreditasi, yang secara tidak memadai mewakili tujuan pendidikan holistik seperti pembentukan etika dan perkembangan spiritual. Pada saat yang sama, literatur secara konsisten menekankan prinsip-prinsip evaluasi berbasis nilai yang berlandaskan filsafat pendidikan Islam, termasuk pengembangan manusia secara holistik, pertanggungjawaban moral, dan *maqāsid al-sharī'ah*, namun prinsip-prinsip ini jarang dioperasionalkan dalam kerangka evaluasi yang koheren.

Kata kunci: Evaluasi Berbasis Nilai, Evaluasi Program, Kualitas Pendidikan, Pendidikan Islam, Tinjauan Konseptual

INTRODUCTION

Islamic education programs operate within increasingly complex educational ecosystems shaped by global quality assurance demands, accountability regimes, and institutional performance measurements, while simultaneously carrying the moral and spiritual mandate of Islamic educational philosophy. Across diverse contexts, Islamic educational institutions are expected not only to demonstrate effectiveness and efficiency but also to uphold values rooted in Islamic epistemology, such as holistic human development, ethical responsibility, and spiritual cultivation (Kosim et al., 2023; Lathifah et al., 2022; Sahin, 2018). This dual responsibility distinguishes Islamic education from secular educational systems and necessitates evaluative approaches that extend beyond technical measurement toward value-based and context-sensitive assessment (Anderson et al., 2022; Kushnier et al., 2023; Teasdale et al., 2023). Consequently, program evaluation emerges as a critical mechanism for ensuring educational quality, institutional credibility, and continuous improvement within Islamic education settings.

In mainstream educational discourse, program evaluation has been conceptualized as a systematic process for determining the merit, worth, and significance of educational programs through evidence-based judgment (Adams & Neville, 2020; Curtis et al., 2021; Gullickson, 2020). Dominant evaluation models such as goal oriented, outcomes-based, and accountability-driven frameworks emphasize measurable indicators, performance standards, and efficiency (Högberg & Lindgren, 2021; Macheridis & Paulsson, 2021; Reinertsen et al., 2022). While these models have contributed substantially to educational improvement, scholars have increasingly critiqued their limited capacity to capture contextual, ethical, and cultural dimensions of education, particularly in non-Western and faith-based institutions (Clarke et al., 2022; Szijarto & Bradley Cousins, 2019; van Wees & Jennings, 2021). These critiques suggest that uncritical adoption of conventional evaluation models may marginalize institutional values and reduce education to instrumental outcomes.

Within the field of Islamic education, scholarly attention has predominantly focused on curriculum development, pedagogical practices, leadership, and institutional management, highlighting efforts to integrate Islamic values with contemporary educational demands (Herlinawati, 2020; Munastiwi & Marfuah, 2019; Suyadi et al., 2022). However, studies explicitly addressing program evaluation in Islamic education remain relatively limited and conceptually fragmented. Existing research often applies general evaluation frameworks without sufficient adaptation to Islamic educational objectives, epistemological foundations, or moral orientations (Ela Fadila Azmi et al., 2024; Herlinawati, 2020; Nursyamsiyah, 2023). As a result, evaluation practices in Islamic education institutions frequently prioritize compliance with external accreditation standards while underrepresenting spiritual, ethical, and character-related outcomes that are central to Islamic educational missions (Bryan & Lewis, 2019; Jamil et al., 2025; Jumaeda, 2022).

Islamic educational philosophy emphasizes the holistic development of the learner, encompassing intellectual growth, moral character, spiritual awareness, and social responsibility (Abdalla, 2025; Memon et al., 2024; Windiastuti, 2022). Concepts such as *maqāṣid al-sharī'ah* provide a normative framework for evaluating whether educational programs contribute to the preservation of faith, intellect, dignity, and social welfare. From this perspective, program evaluation in Islamic education cannot be value-neutral; rather, it must be ethically grounded and aligned with the institution's religious and educational purposes (Abdullah, 2018; Auda, 2021; Dasmadi et al., 2025). This orientation underscores the need for evaluation frameworks that integrate contemporary methodological rigor with Islamic moral and philosophical principles.

Recent scholarship has begun to acknowledge the importance of culturally responsive and contextually grounded evaluation approaches in faith-based education. In Islamic education, however, there remains a lack of comprehensive synthesis that critically examines how evaluative principles, conceptual frameworks, and implementation practices can be coherently aligned with Islamic educational values. Most existing studies address evaluation as a technical or administrative process rather than as a reflective and developmental practice embedded within Islamic educational worldviews (Anderson et al., 2022; Brown & Di Lallo, 2020; Hall et al., 2023). This limitation indicates a significant conceptual gap in the literature, particularly regarding integrative evaluation models that bridge Islamic philosophy and contemporary evaluation theory.

Accordingly, the central gap addressed in this study lies in the absence of a consolidated conceptual understanding of Islamic education program evaluation that systematically integrates foundational principles, dominant evaluation frameworks, and implementation realities. Previous research tends to examine these dimensions in isolation, resulting in fragmented insights and limited theoretical advancement. This article seeks to address this gap by conducting a conceptual and narrative literature review that synthesizes interdisciplinary scholarship on program evaluation and Islamic education. The purpose of this study is to (1) critically examine the core principles underpinning evaluation in Islamic education, (2) analyze prevailing conceptual frameworks used in evaluating Islamic education programs, and (3) identify key implementation challenges and implications for practice. By offering an integrative and theoretically grounded synthesis, this review aims to contribute to the advancement of evaluation discourse in Islamic education and provide a foundation for future empirical and policy-oriented research.

METHODS

This study adopts a conceptual and narrative literature review methodology appropriate for synthesizing theoretical perspectives and interpretive insights across interdisciplinary bodies of literature rather than for producing a replicable systematic map; the approach follows established guidance for narrative and conceptual reviews that prioritize theory building, critical interpretation, and purposive selection of sources (Creswell & Creswell, 2022). Empirical and theoretical materials were identified through targeted searches in major bibliographic databases (Scopus, Web of Science, ERIC, and ProQuest), library catalogues, and Google Scholar, complemented by hand-searching of seminal books, policy reports, and the reference lists of key articles to ensure conceptual depth and historical continuity. Search terms combined subject headings and free-text strings such as “Islamic education,” “program evaluation,” “quality assurance,” “maqasid,” “evaluation frameworks,” and “educational assessment,” with Boolean operators and iterative refinement to capture both contemporary debates and foundational texts; no rigid date cutoff was imposed because the review aims to integrate classical philosophical sources with modern evaluation theory, although greater weight was given to peer-reviewed literature and authoritative publications from the past two decades for empirical grounding. Inclusion criteria emphasized conceptual relevance, theoretical contribution, and methodological transparency: sources were retained if they addressed evaluation principles, frameworks, implementation practices in Islamic or faith-based education, or offered transferable evaluation theory; exclusion criteria removed purely descriptive reports lacking analytic reflection. Documents were screened for relevance by title and abstract and then read in full for conceptual mapping; data extraction focused on theoretical constructs, evaluative principles, identified challenges, and proposed frameworks. Analysis proceeded through

iterative thematic synthesis and critical hermeneutic interpretation to generate an integrative conceptual framework, with attention to reflexivity regarding the reviewers' epistemic positioning and limitations inherent in non-systematic review designs (Newington et al., 2021; Polanin et al., 2019; Sukhera, 2022). To enhance rigor, the review triangulated multiple source types, sought convergent and divergent perspectives, and documented analytic decisions to support transparency and replicability in subsequent empirical testing.

RESULTS AND DISCUSSION

Result

The results of this conceptual and narrative review demonstrate that evaluation practices in Islamic education programs during the last decade exhibit three consistent patterns. First, recent studies indicate that most Islamic education institutions continue to employ conventional evaluation frameworks emphasizing outcomes, accountability, and quality assurance, largely driven by accreditation and regulatory pressures (Buanaputra et al., 2022; Ngarifillaili et al., 2021; Nurkhin et al., 2024). These frameworks prioritize measurable academic indicators, institutional performance metrics, and standardized benchmarks. While such approaches support transparency and comparability, the reviewed literature consistently shows that they provide limited insight into the spiritual, ethical, and character-based objectives central to Islamic education missions (Andriani & Lubis, 2025; Ela Fadila Azmi et al., 2024; Sahin, 2018).

Second, the findings reveal a strong and growing normative discourse advocating value-based and holistic evaluation grounded in Islamic educational philosophy. Contemporary studies emphasize that Islamic education programs should be evaluated in terms of their contribution to holistic human development, moral formation, and social responsibility, often framed through *maqāṣid al-sharī'ah* and ethical accountability perspectives (Abdullah, 2018; Ibrahim et al., 2018; Idris et al., 2020). However, despite this conceptual consensus, the literature demonstrates that such principles are rarely translated into operational evaluation instruments. As a result, evaluation practices frequently remain symbolic, with institutional value statements disconnected from actual evaluative criteria.

Third, recent empirical and conceptual studies consistently identify implementation challenges that hinder effective evaluation in Islamic education settings. These include misalignment between institutional visions and externally imposed quality standards, limited evaluator competence in integrating evaluation methodology with Islamic epistemology, and organizational cultures that perceive evaluation as compliance-oriented rather than developmental (Abdullah, 2018; Ibrahim et al., 2018; Sahin, 2018). Collectively, these findings indicate that evaluation in Islamic education remains structurally constrained and conceptually underdeveloped, despite increasing scholarly awareness of its importance.

Discussion

The findings of this review are broadly consistent with recent international scholarship on educational evaluation, which documents the growing dominance of accountability-driven evaluation regimes across educational systems (Gore et al., 2023; Patton, 2021; Slomp et al., 2020). In Islamic education contexts, this dominance manifests in the widespread adoption of standardized indicators that prioritize academic achievement and institutional efficiency. However, as demonstrated by Sahin (2018), Mukhibat et al., (2024), and Budiyantri & Parhan, (2024), such approaches are insufficient for capturing the ethical, spiritual, and character-oriented dimensions that define Islamic education. The present findings therefore reinforce existing critiques that conventional evaluation models,

when applied without epistemological adaptation, risk undermining institutional identity.

Comparatively, recent studies in Islamic education emphasize the necessity of grounding evaluation in Islamic philosophical frameworks. Mohammed (2024) and Abdullah (2018) argue that *maqāṣid al-sharī'ah* provides a comprehensive normative foundation for evaluating educational outcomes beyond cognitive performance. Natsir & Zulmuqim (2023) further demonstrates that evaluation practices aligned with Islamic ethical objectives can enhance institutional coherence and stakeholder trust. These arguments align with broader developments in culturally responsive and values-oriented evaluation, which stress the integration of local worldviews to enhance evaluative validity and ethical integrity (Chouinard & Cram, 2019; Kushnier et al., 2023).

The implementation challenges identified in this review mirror recent findings in both Islamic and general education literature. Mukhibat et al., (2024) and Sahin (2018) highlight that externally imposed accreditation frameworks often marginalize spiritual and moral outcomes, echoing Kushnier et al., (2023) critique of technocratic evaluation cultures. Additionally, Patton (2021) emphasizes that evaluation effectiveness depends on evaluator competence and reflective practice an issue repeatedly identified as weak in Islamic education institutions. These parallels suggest that the challenges faced by Islamic education are not isolated but are intensified by the need to reconcile faith-based values with global evaluation standards.

The novelty of this study lies in its integrative synthesis of contemporary evaluation theory and Islamic educational philosophy within a single conceptual framework. Unlike recent studies that examine evaluation practices, Islamic values, or quality assurance mechanisms independently (Gore et al., 2023; Ibrahim et al., 2018; Idris et al., 2020), this review unifies principles, conceptual frameworks, and implementation realities into a coherent analytical model. By positioning evaluation as an ethical, reflective, and developmental process aligned with Islamic educational objectives, this study advances a distinct theoretical contribution to both Islamic education and international evaluation discourse.

The implications of these findings are significant. Theoretically, the study demonstrates that Islamic epistemological perspectives can enrich contemporary evaluation theory by expanding its ethical and cultural dimensions. Practically, the findings suggest that Islamic education institutions should adopt integrative evaluation frameworks that combine quantitative performance indicators with qualitative, reflective, and values-based measures. Policymakers and educational leaders are encouraged to prioritize evaluator capacity-building programs that integrate technical evaluation expertise with Islamic educational philosophy to ensure alignment between institutional missions and evaluative practices.

Nevertheless, this study has limitations. As a conceptual and narrative review, the findings are interpretive and do not claim empirical generalizability. The purposive selection of literature, while suitable for theory development, may introduce subjectivity. Furthermore, the absence of empirical validation limits the immediate applicability of the proposed integrative framework. Future research should empirically test value-based evaluation models across diverse Islamic education contexts and explore stakeholder perspectives to refine evaluative indicators and implementation strategies.

CONCLUSION

This study concludes that the evaluation of Islamic education programs requires a paradigmatic shift from predominantly technical and compliance-oriented practices toward integrative, value-based, and context-sensitive approaches. Through a conceptual and

narrative synthesis of recent international and nationally accredited literature, the study demonstrates that prevailing evaluation frameworks in Islamic education largely rely on standardized accountability and outcome-based indicators that insufficiently capture the holistic, ethical, and spiritual objectives central to Islamic educational philosophy. By articulating the alignment between contemporary evaluation theory and Islamic epistemological foundations particularly holistic human development, moral accountability, and *maqāṣid al-sharī'ah* this review advances an integrative conceptual perspective that positions evaluation as a reflective and developmental process rather than a purely administrative function. The findings underscore the importance of reconciling institutional missions with evaluative criteria, strengthening evaluator capacity, and embedding ethical considerations within quality assurance mechanisms. Although limited by its conceptual and non-empirical design, the study provides a theoretically grounded foundation for future empirical research and policy development. Strengthening evaluation practices in Islamic education through integrative frameworks has the potential to enhance educational quality, institutional authenticity, and societal relevance in an increasingly competitive and accountability-driven global educational landscape.

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