

PROBLEMS IN THE EVALUATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN THE DIGITAL ERA AND EFFORTS TO SUPERVISE MOBILE PHONE USAGE

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Abstract: Advances in digital technology have transformed the evaluation process in Islamic Religious Education, shifting the focus of assessment from cognitive aspects to include affective and psychomotor aspects as well. However, digital-based evaluation still faces various challenges, such as low student integrity, smartphone misuse, limited supervision, disparities in technological proficiency, and internet connectivity issues. This study aims to analyze the challenges of assessment in Islamic Religious Education in the digital age, as well as strategies for monitoring smartphone use to enhance the effectiveness and integrity of assessment. The research employs a qualitative approach through a literature review, examining relevant journals and books. The results indicate that digital assessment offers efficiency and flexibility but also creates opportunities for academic dishonesty and learning distractions. To address these issues, schools implement strict supervision, restrictions on smartphone and app usage, the development of analysis-based questions, and the instillation of integrity values. Therefore, digital literacy and effective supervision are essential for supporting meaningful and accountable learning assessments in the digital age.

Keywords: Digital Evaluation, Islamic Religious Education, Smartphone Supervision

Abstrak: Perkembangan teknologi digital telah mengubah proses evaluasi dalam pembelajaran Pendidikan Agama Islam sehingga penilaian tidak hanya berfokus pada aspek kognitif, tetapi juga afektif dan psikomotorik. Namun, evaluasi berbasis digital masih menghadapi berbagai tantangan, seperti rendahnya kejujuran siswa, penyalahgunaan smartphone, keterbatasan pengawasan, perbedaan kemampuan teknologi, dan kendala jaringan internet. Penelitian ini bertujuan menganalisis problematika evaluasi pembelajaran Pendidikan Agama Islam di era digital serta strategi pengawasan penggunaan smartphone untuk meningkatkan efektivitas dan integritas evaluasi. Penelitian menggunakan pendekatan kualitatif melalui studi pustaka dengan menelaah jurnal dan buku yang relevan. Hasil penelitian menunjukkan bahwa evaluasi digital memberikan efisiensi dan fleksibilitas, tetapi juga membuka peluang terjadinya ketidakjujuran akademik dan distraksi belajar. Untuk mengatasinya, sekolah menerapkan pengawasan ketat, pembatasan penggunaan smartphone dan aplikasi, penyusunan soal berbasis analisis, serta penanaman nilai kejujuran. Oleh karena itu, literasi digital dan pengawasan efektif sangat diperlukan dalam mendukung evaluasi pembelajaran yang bermakna dan akuntabel di era digital.

Kata Kunci: Evaluasi Digital, Pendidikan Agama Islam, Pengawasan Ponsel Pintar

INTRODUCTION

Evaluation is one of the most essential components in the learning process because it functions as a systematic instrument to measure students' understanding and determine the achievement of educational objectives. In the context of teaching and learning activities, evaluation is not merely an administrative process conducted at the end of instruction, but rather an integral part of educational activities aimed at assessing the effectiveness of learning outcomes comprehensively. Evaluation serves as an indicator of the success of students in understanding the material that has been delivered by teachers and becomes a reference for improving instructional strategies in the future. In educational practice, evaluation generally encompasses cognitive, affective, and psychomotor aspects, which together reflect students' intellectual abilities, attitudes, behaviors, and skills. Therefore, evaluation must be conducted systematically, objectively, and continuously in order to achieve optimal educational quality and effectiveness (Ilyas, 2020).

From an Islamic perspective, evaluation also holds an important position as a means of self-reflection, supervision, and control aimed at improving the quality of human actions and behavior. The concept of evaluation in Islam is closely related to the principles of accountability and self-assessment, where every individual is encouraged to continuously evaluate their actions in order to achieve

moral and spiritual excellence. This principle is reflected in the Qur'anic verses Q.S. Al-Mulk: 2 and Q.S. Al-Kahfi: 7, which explain that human beings are tested in order to determine the quality of their deeds. These verses indicate that evaluation is not solely limited to academic measurement, but also includes the cultivation of character and morality. In this regard, evaluation possesses clear objectives, principles, planning, implementation, and analysis that must be carried out effectively to produce meaningful educational outcomes (Norlaila, 2025).

The rapid development of technology has significantly transformed various aspects of human life, including the educational sector. In contemporary education, the learning process is expected to adapt to technological advancement by integrating digital technology into instructional activities, including evaluation. Technology enables teachers to conduct evaluations in a more objective, efficient, flexible, and varied manner through numerous online learning platforms that facilitate the collection and analysis of students' performance data (Wahyudi et al., 2023). Digital evaluation also provides various benefits for both teachers and students because it increases learning engagement, simplifies assessment tasks, and allows teachers to focus more on mentoring and guiding students throughout the learning process. Furthermore, digital-based evaluation encourages students to become more active participants in learning activities.

However, the integration of technology into educational evaluation also requires schools to establish formal regulations regarding the use of smartphones and digital devices. Access to smartphones should be limited to educational applications and digital assessment platforms under the supervision of competent teachers who possess adequate digital literacy skills, thereby ensuring that the learning and evaluation process remains aligned with academic objectives and Islamic values (Ariabah et al., 2025).

The supervision of smartphone use in educational settings should therefore be accompanied by efforts to improve teachers' competencies and develop holistic digital evaluation models. Such evaluation models should not only assess cognitive achievement but also measure affective and psychomotor dimensions in a valid and comprehensive manner. Islamic Religious Education teachers, in particular, need to be equipped with digital literacy skills in order to optimize the use of technology when designing online evaluations and supervising students during digital learning activities. Through proper supervision and pedagogical strategies, technology can become an instrument for fostering students' religious character rather than merely functioning as a source of entertainment. Previous studies indicate that digital spiritual competency evaluation models should incorporate ethical dimensions and Islamic values as foundational principles in supervising students' use of digital devices within

schools (Azizatur Rosyidah, Dian Annisa, and Abdul Bashith 2025). Nevertheless, in practice, many students at SMA Negeri 3 Minas, Siak Regency, still demonstrate dishonest behavior during classroom evaluations by utilizing smartphones to search for answers while completing assignments or tests.

At SMA Negeri 3 Minas, evaluations in Islamic Religious Education are commonly conducted after every two learning sessions once the instructional material has been delivered. Students are generally asked to complete exercises or answer questions in the classroom as part of the evaluation process aimed at measuring their level of understanding of the material studied. However, in the digital era, the implementation of such evaluations faces serious challenges. One of the primary factors affecting the quality and objectivity of evaluation is the widespread presence of smartphones within the school environment. In many cases, evaluation results no longer accurately reflect students' genuine understanding and abilities because some students use smartphones to search for answers during assessments. Consequently, teachers experience difficulties in obtaining objective information regarding students' learning achievements and academic competencies. This condition ultimately weakens the integrity and credibility of the evaluation process in Islamic Religious Education.

The transformation of education through digital technology, including in the field of Islamic Religious Education

evaluation, has generated both opportunities and challenges. The increasing use of smartphones and digital devices as primary tools for learning and evaluation reflects a significant shift in educational practices. Studies concerning digital-based Islamic religious Education evaluation indicate that technology integration can improve efficiency and flexibility in assessment activities. Nevertheless, several obstacles remain, including limited digital literacy, unequal access to technological resources, and the high potential for cheating in online evaluations, all of which may reduce academic integrity (Ariyah et al., 2025). Research conducted by Achmad and Sutiah in the *Pendas Journal* entitled "Improving the Quality of Islamic religious Education Learning through Digital Media Evaluation: Challenges and Opportunities in the Digital Era" revealed that although digital media can enhance interactivity and accessibility in Islamic religious Education learning, challenges related to infrastructure and content still require strategic solutions to optimize educational outcomes (Achmad 2024). Similarly, research by Muhammad Wahyudi and colleagues in the *Azkiya Journal* entitled "Technology-Based Learning Evaluation in Islamic Religious Education in the Digital Era" found that low learning motivation, limited technological utilization, and inadequate pedagogical and digital competencies among teachers constitute major obstacles in implementing effective digital evaluation (Wahyudi et al. 2023).

Furthermore, research conducted by Uswatun and M. Misbah in the *Qalam Journal* entitled "Problematics of Islamic religious Education Learning in the Digital Era: Integration of Motivation, Technological Innovation, and Teacher Professionalism" demonstrated that low student motivation, limited technology utilization, and insufficient pedagogical and digital competencies among teachers remain dominant challenges in PAI learning. The study emphasized that the integration of motivation, technological innovation, and teacher professionalism is essential for creating contextual, interactive, and meaningful Islamic Religious Education learning processes (Hasanah and Misbah 2025). Another study by Sindy Karulita and Sugeng (2024) highlighted that Islamic religious Education evaluation should not rely solely on digital testing but also incorporate authentic assessment methods such as projects, worship journals, and observation in order to assess students' attitudes and religious practices comprehensively. Although previous studies have discussed digital evaluation and technological integration broadly, they have not specifically examined the supervision of smartphone use during evaluation activities in Islamic Religious Education classes.

Based on previous studies, most existing research still focuses on digital-based evaluation in general and has not specifically investigated the practical problems occurring in the field, particularly concerning the supervision of smartphone use during evaluation activities. Previous

research tends to emphasize the effectiveness of technology integration without exploring strategies for controlling smartphone use in ways that align with Islamic educational principles. Moreover, limited studies have integrated the discussion of digital evaluation problems with practical solutions related to smartphone management strategies aimed at minimizing cheating, improving students' learning motivation, and supporting character formation. This condition creates a significant research gap considering that smartphones are currently the most frequently used digital devices among students in educational environments. Therefore, more specific and in-depth research is needed to examine efforts to supervise smartphone use in PAI evaluation so that evaluation processes can become not only technically effective but also pedagogically meaningful and spiritually oriented.

This study offers novelty by integratively examining the problems of Islamic Religious Education evaluation in the digital era alongside efforts to supervise smartphone use within a single analytical framework. Unlike previous studies that generally discuss digital technology in broad terms, this research specifically focuses on optimizing smartphone use in the context of evaluation at SMA Negeri 3 Minas as a directed, controlled, and educational tool. In addition, this study proposes an integrative approach that combines three major dimensions, namely PAI evaluation, digital literacy, and Islamic character

formation, thereby producing a model of smartphone utilization that not only improves evaluation effectiveness but also strengthens students' moral values. This research also emphasizes real conditions in SMA Negeri 3 Minas, generating contextual empirical data regarding students' academic honesty during evaluation activities. Furthermore, the study highlights teachers' supervision strategies during smartphone-based evaluations and formulates practical approaches such as digital monitoring, value-based evaluation instruments, and the utilization of applications that support students' honesty and independence. Consequently, this research is expected to contribute significantly to the development of contextual, adaptive, and technologically relevant evaluation models in Islamic Religious Education in the digital era.

METHOD

Selecting an appropriate research methodology is a crucial stage in scientific research because the methodology serves as the primary foundation that determines the procedures, strategies, and systematic steps employed to achieve the objectives of the study. In educational research, methodological selection must be adjusted to the nature of the problem and the focus of investigation in order to produce valid and comprehensive findings. Based on the objectives of this study, which aim to examine the problems of Islamic Religious Education learning evaluation in the digital era and the supervision of smartphone use

during the evaluation process, this research employed a qualitative descriptive approach considered most relevant for exploring social and educational phenomena in depth. The qualitative approach was chosen because it enables researchers to understand the experiences, perceptions, and behaviors of participants directly involved in the evaluation process within their natural setting. Through this approach, the researcher was able to obtain a comprehensive understanding of the challenges encountered in implementing digital-based evaluation, students' behavior in using smartphones during evaluation activities, and the strategies adopted by teachers and schools to supervise and control smartphone use effectively (Creswell, 2014).

This research was conducted at SMA Negeri 3 Minas, a secondary school that has implemented digital technology in the evaluation process of Islamic Religious Education learning. The subjects of the study consisted of Islamic Religious Education teachers as the primary informants, while vice principals, other teachers, and students were involved as supporting informants because they possessed relevant knowledge and direct experience related to the research focus. Informants were selected using purposive sampling, a sampling technique in which participants are intentionally chosen based on specific considerations, particularly their relevance to the research objectives and their involvement in the phenomenon being studied (Sugiyono, 2010). This

technique enabled the researcher to gather rich, accurate, and in-depth information concerning the implementation of digital evaluation and the supervision of smartphone use during classroom assessments.

Data collection in this study utilized observation, interviews, and documentation techniques. Observation was carried out to directly examine the implementation of digital-based Islamic Religious Education evaluation and students' smartphone usage during evaluation activities. Through observation, the researcher could identify patterns of student behavior, forms of supervision implemented by teachers, and challenges encountered in maintaining academic honesty during assessments. In-depth interviews were conducted with teachers, school administrators, and students to explore their perspectives regarding the problems of digital evaluation, strategies for smartphone supervision, and obstacles faced in controlling students' use of technology. Documentation techniques were employed to complement the research data through the collection of photographs, learning instruments, evaluation documents, and other records related to digital evaluation activities (Moloeng, 2008)

The data analysis process used an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing field data according to the research focus. The reduced data were

then presented descriptively to facilitate interpretation and understanding. Finally, conclusions were drawn systematically based on patterns and findings identified throughout the analysis process. To ensure the validity and trustworthiness of the findings, the researcher applied source triangulation and method triangulation by comparing information obtained from different informants and various data collection techniques, thereby strengthening the credibility and reliability of the research results (Miles, M. B., Huberman & Saldaña, 2014)

RESULTS AND DISCUSSION

Implementation of Islamic Religious Education Assessment in the Digital Age

The implementation of Islamic Religious Education learning evaluation in the digital era has undergone significant transformation through the integration of technology into assessment activities. Based on interviews conducted with Islamic Religious Education teachers, vice principals, and students at SMA Negeri 3 Minas, it was found that evaluation practices are no longer limited to conventional written examinations but have increasingly utilized digital platforms such as Google Form, online learning applications, and other internet-based media. Teachers considered these digital platforms more practical and efficient because they simplified the process of distributing questions, collecting student responses, and correcting assignments. One Islamic Religious Education teacher

explained that online-based evaluations had become part of daily learning activities, particularly for quizzes, assignments, and classroom exercises. However, despite the convenience offered by digital technology, the teacher also acknowledged the existence of challenges related to students' honesty during the evaluation process. This finding demonstrates that the digital transformation in education not only changes technical aspects of assessment but also creates new challenges associated with academic integrity and supervision.

The vice principal similarly emphasized that the implementation of digital evaluation represented the school's effort to adapt to technological developments and modern educational demands. The school supported the use of digital-based evaluations because they were considered more efficient, flexible, and aligned with the characteristics of contemporary students who are highly familiar with digital devices. Nevertheless, the vice principal admitted that supervision remained one of the main obstacles during the evaluation process because students could easily access information through the internet while completing assessments. This situation indicates that technological advancement in education creates a dual impact. On one hand, digital technology improves the effectiveness and efficiency of evaluation, but on the other hand, it opens opportunities for academic dishonesty that may reduce the validity and objectivity of assessment results. Students

also expressed that digital evaluations conducted through smartphones or laptops were more interesting and less monotonous compared to conventional paper-based tests. However, some students admitted that during online evaluations, several classmates searched for answers through Google or collaborated with peers while examinations were still in progress. These findings illustrate that students' familiarity with technology can become both a supporting factor and a challenge in maintaining discipline and honesty during evaluation activities.

In the context of Islamic Religious Education, evaluation should not merely function as a tool for measuring students' cognitive achievement but must also encompass affective, moral, and spiritual dimensions comprehensively. Evaluation serves as an important instrument for determining whether students have successfully internalized Islamic values and implemented them in their daily lives, including within digital environments. Therefore, assessment in Islamic Religious Education should not stop at theoretical understanding but must also examine how students apply religious values, ethics, and discipline while interacting with technology. This perspective is consistent with the findings of Azizatur Rosyidah et al. (2025), who explained that digital spiritual competency evaluation models should include Islamic digital literacy, Islamic digital ethics, and the implementation of Islamic values in digital activities. According to the study,

evaluation in the digital era should be authentic and holistic, meaning that it should assess not only students' theoretical comprehension but also their spiritual behaviour and ethical conduct in digital interactions. The study further highlighted the importance of developing digital evaluation models that are relevant to the dynamics of technology-based Islamic education.

The findings of this research indicate that the implementation of Islamic Religious Education evaluation in the digital era requires a broader and more contextual evaluation paradigm. The role of evaluation has shifted from merely measuring students' academic knowledge toward assessing character formation, discipline, honesty, and spiritual awareness in digital learning environments. Although digital platforms such as Google Form provide efficiency and convenience, the interviews conducted in this study revealed serious challenges related to students' honesty, discipline, and the limited ability of teachers to supervise students effectively during online evaluations. Students' opportunities to search for answers instantly through the internet or collaborate secretly with peers can reduce the credibility and validity of evaluation outcomes. Consequently, the effectiveness of digital evaluation cannot only be measured by technical efficiency but must also be assessed based on its ability to maintain academic integrity and support character development among students.

Furthermore, the findings suggest that the implementation of digital evaluation in Islamic Religious Education requires strategic supervision and pedagogical adaptation from teachers and schools. Teachers must not only possess adequate technological competence but also demonstrate the ability to design evaluations that minimize cheating opportunities while promoting honesty and responsibility among students. This can be achieved through the development of contextual and value-based assessment instruments that emphasize critical thinking, reflection, and the application of Islamic values rather than simple memorization. In addition, schools need to establish clear policies regarding smartphone use during evaluations and provide consistent supervision to ensure that digital technology functions as an educational tool rather than merely a medium for obtaining instant answers. Therefore, the transformation of Islamic Religious Education evaluation in the digital era should be directed toward creating evaluation systems that are not only technologically advanced but also capable of strengthening students' moral values, discipline, and spiritual integrity in accordance with the objectives of Islamic education (Julfan & Haifaturrahmah, 2025; Mardawani et al., 2023; Mumbaasithoh et al., 2021).

Challenges Faced in Evaluating Islamic Education in the Digital Age

The implementation of Islamic Religious Education learning evaluation in

the digital era at SMA Negeri 3 Minas faces various challenges that influence the effectiveness and accuracy of assessment outcomes. Based on interviews conducted with Islamic Religious Education teachers, the vice principal, other teachers, and students, it was found that although digital technology provides convenience and efficiency in the evaluation process, its implementation also creates several complex problems. One of the primary issues identified was the low level of student honesty during digital-based evaluations. Teachers explained that easy access to the internet enables students to search for answers instantly through Google or communicate with peers while examinations are in progress, resulting in evaluation outcomes that do not accurately represent students' actual understanding and abilities. An Islamic Religious Education teacher stated that students often rely on internet searches rather than comprehending the learning material independently, making it difficult for teachers to measure authentic learning achievement objectively.

In addition to issues related to honesty, limited supervision during online evaluations was identified as another significant challenge. The vice principal explained that digital evaluations are more difficult to monitor compared to face-to-face examinations because teachers cannot fully control students' activities while they are using smartphones or laptops. During conventional classroom examinations, teachers can directly supervise students'

behavior, thereby minimizing opportunities for cheating. However, in digital-based evaluations, students can access various applications, search engines, or communication platforms without being easily detected by teachers. This limitation in supervision demonstrates that the integration of digital technology into educational evaluation requires not only technical adaptation but also the development of more effective monitoring strategies capable of maintaining academic integrity throughout the evaluation process.

Another problem identified in this study concerns the unequal technological abilities among students. Interviews revealed that not all students possess the same level of digital literacy or technological competence. Some students still experience difficulties operating the applications or platforms used during online examinations, which often leads to technical problems when answering questions or submitting assignments. Teachers acknowledged that these differences in technological skills can affect students' performance during evaluations because students who are less familiar with digital tools may struggle to complete tasks effectively despite understanding the learning material. This condition indicates that digital evaluation not only measures academic competence but is also indirectly influenced by students' technological abilities, creating disparities in the assessment process (Lubis et al., 2020).

Furthermore, students admitted that smartphones frequently become a source of distraction during digital evaluations. Although smartphones are intended to support online examinations, students often use them to access social media, entertainment applications, or unrelated platforms during assessment activities. This distraction reduces students' focus and concentration while completing evaluations and potentially decreases the quality of learning outcomes. The findings suggest that the unrestricted use of smartphones in educational settings can negatively affect students' discipline and self-control, particularly when supervision is limited. In addition, unstable internet connectivity was also identified as a recurring problem during digital evaluations. Teachers explained that poor internet connections often prevent students from accessing examination questions or submitting answers on time, thereby disrupting the smooth implementation of the evaluation process. These technical issues may create anxiety among students and influence the fairness and effectiveness of digital assessment activities (Nikmawati et al., 2022; Norlaila, 2025; Pratiwi et al., 2024).

The findings of this study demonstrate that the problems encountered in Islamic Religious Education evaluation in the digital era are multidimensional and involve both human and technological factors. Theoretically, one of the major issues in digital-based evaluation lies in the limited information and communication technology literacy

among educators. According to Mukmin et al. (2024), insufficient digital competence among teachers contributes to the inability to design and implement technology-based evaluations optimally. As a result, the evaluation process often fails to measure learning outcomes comprehensively, particularly in relation to affective and spiritual dimensions, which are fundamental characteristics of Islamic Religious Education. This situation illustrates a gap between the demands of digital-era educational evaluation and teachers' abilities to integrate technology effectively into assessment systems.

The findings of this research are also consistent with the study conducted by Uswatun Hasanah and M. Misbah entitled "Problematics of Islamic Religious Education Learning in the Digital Era: Integration of Learning Motivation, Technological Innovation, and Teacher Professionalism." The study revealed that low learning motivation, limited technological utilization, and inadequate pedagogical and digital competencies among teachers remain the primary obstacles in implementing effective Islamic Religious Education learning in the digital era (Hasanah & Misbah, 2025). The research emphasized that the integration of learning motivation, technological innovation, and teacher professionalism is essential for creating contextual, interactive, and meaningful learning experiences. Teachers are expected not only to function as instructors but also as adaptive and inspirational facilitators

capable of responding to technological developments appropriately.

Based on these findings, it can be analyzed that the problems of Islamic Religious Education evaluation in the digital era are not solely caused by students' behavior but are also significantly influenced by teachers' limited digital competencies in designing and implementing technology-based evaluations. The low level of technological literacy among educators affects the quality of evaluation instruments and reduces the ability of assessments to comprehensively measure cognitive, affective, and spiritual learning outcomes. At the same time, practical challenges such as low student honesty, limited supervision, unequal technological abilities, smartphone distractions, and unstable internet connections further increase the complexity of digital evaluation implementation. Therefore, although digital evaluation offers flexibility and efficiency, its successful implementation requires comprehensive strategies involving the improvement of teachers' digital competencies, the strengthening of supervision systems, the establishment of clear smartphone usage policies, and the development of evaluation models that integrate Islamic values, discipline, and academic integrity within digital learning environments.

Challenges in Monitoring Students' Cell Phone Use

The supervision of smartphone use at SMA Negeri 3 Minas has become an

important strategy implemented by the school to support the effectiveness of Islamic Religious Education learning evaluation in the digital era. Based on interviews conducted with Islamic Religious Education teachers, the principal, and students, it was found that smartphone use in the school environment is not entirely prohibited but is instead directed and regulated to ensure that it supports learning activities without disrupting the educational process. Teachers explained that smartphones can function as effective learning media because they provide access to digital learning resources, online assignments, and evaluation platforms. However, smartphones are also frequently misused by students for activities unrelated to learning, such as accessing social media, entertainment applications, or other non-educational content. Therefore, the school considers supervision necessary to minimize the negative impact of smartphone use while maintaining its educational benefits.

An Islamic Religious Education teacher stated that smartphone supervision is essential because students often lose focus during learning activities when smartphones are used without control. According to the teacher, smartphones are only permitted during learning activities when required for educational purposes, especially during digital-based evaluations and assignments. This policy reflects the school's effort to create balanced technology integration by allowing

students to benefit from digital tools while simultaneously preventing misuse. The principal further reinforced this policy by explaining that the school has established clear regulations concerning smartphone use. Students are prohibited from using smartphones during lessons without teacher permission, and periodic inspections are conducted to ensure compliance with school rules. Students who violate these regulations are subject to sanctions in accordance with school policies. These findings indicate that the school attempts to maintain discipline and academic integrity through structured supervision and consistent enforcement of regulations.

Students also expressed awareness of the importance of smartphone supervision within the school environment. According to student interviews, the existence of smartphone regulations helps them stay more focused during lessons and prevents distractions while completing assignments or participating in evaluations. Students acknowledged that supervision by teachers encourages them to use smartphones more responsibly and concentrate on educational tasks rather than unrelated digital activities. This finding suggests that supervision is not only perceived as a restrictive measure but also as a supportive mechanism that helps students maintain discipline and improve learning concentration. Consequently, smartphone supervision contributes to creating a more conducive learning environment where digital

technology can be utilized effectively to support Islamic Religious Education learning evaluation.

Despite the implementation of various supervisory strategies, the findings of this study reveal that smartphone supervision at SMA Negeri 3 Minas still faces numerous obstacles. In the context of digital-era education, controlling students' smartphone use has become increasingly difficult due to rapid technological development and easy access to various non-educational applications. Research conducted by Julfan and Haifaturrahmah (2025) demonstrated that the rapid development of digital technology has made it more challenging for teachers to control students' gadget use because students can easily access social media, games, and other distracting applications. This condition illustrates that supervision in digital learning environments involves not only technical challenges but also behavioral and psychological dimensions related to students' self-control and discipline.

Based on interviews with Islamic Religious Education teachers, the principal, and students, it was found that teachers often experience difficulties supervising all students simultaneously during classroom activities and evaluations. In large and dynamic classroom situations, some students continue to use smartphones for non-learning purposes despite the existence of school regulations. Teachers admitted that they cannot fully monitor students' digital activities at every moment, especially

when students are highly skilled at accessing various applications discreetly. Furthermore, technological advancement itself has become an additional challenge because smartphones now provide broad access to numerous applications and internet features that are difficult to restrict completely within the school environment.

Another significant obstacle identified in this study is the low level of self-control and discipline among some students. Students frequently become distracted by social media notifications or entertainment applications while using smartphones during learning activities. This condition negatively affects their concentration and reduces the effectiveness of the evaluation process. The findings are consistent with previous research conducted by Mumbaasithoh et al. (2021), which revealed that uncontrolled gadget use can lead to dependency and addiction, making students increasingly difficult to supervise. Similarly, research by Mardawani et al. (2023) found that students predominantly use gadgets for non-educational purposes such as gaming and social media, which decreases learning focus and creates additional challenges in classroom supervision. Another study by Nikmawati et al. (2022) explained that students frequently misuse gadgets to access internet content unrelated to learning, emphasizing the importance of strict supervision because uncontrolled gadget use can disrupt educational activities significantly.

Based on the findings and previous studies, it can be analyzed that the obstacles in supervising smartphone use at SMA Negeri 3 Minas are complex and multidimensional. The challenges originate not only from technical limitations but also from behavioral factors among students and the rapid advancement of digital technology itself. Teachers' limited ability to supervise all students simultaneously, combined with students' low self-control and widespread access to digital applications, increases the likelihood of smartphone misuse during learning and evaluation activities. Therefore, effective smartphone supervision requires a more adaptive and comprehensive approach that extends beyond formal regulations and sanctions. Schools and teachers need to strengthen students' awareness, responsibility, and digital ethics in using technology wisely. Through the integration of supervision, discipline, and character education, smartphone use can be directed toward supporting the effectiveness of Islamic Religious Education learning evaluation while simultaneously fostering honesty, responsibility, and self-discipline among students in the digital era.

Challenges and Strategies in Supervising Smartphone Use in Islamic Religious Education Evaluation

The supervision of smartphone use among students at SMA Negeri 3 Minas continues to face various challenges despite the implementation of school regulations and monitoring strategies.

Based on interviews conducted with Islamic Religious Education teachers, the principal, vice principal, and students, it was found that the obstacles in supervising smartphone use are closely related to teachers' limited control, students' behavior and discipline, and the rapid development of digital technology. Although the school has established rules governing smartphone use during learning and evaluation activities, their implementation in practice has not always functioned optimally. Teachers explained that controlling all students simultaneously during classroom activities remains difficult, particularly because students often use smartphones discreetly to access applications unrelated to learning, especially social media platforms. An Islamic Religious Education teacher stated that even during lessons, some students secretly open other applications while pretending to participate in learning activities. This condition illustrates that supervision in digital learning environments requires not only formal regulations but also continuous monitoring and adaptive strategies.

The principal also explained that the rapid advancement of technology has made smartphone supervision increasingly challenging because students are becoming more skilled in using digital devices and accessing various applications. In the current digital era, smartphones provide unrestricted access to numerous features, entertainment platforms, and communication

applications that are difficult to control completely within the school environment. Consequently, teachers and school administrators face growing difficulties in ensuring that smartphones are used exclusively for educational purposes. Students themselves admitted that resisting the temptation to use smartphones for non-academic purposes is often difficult, particularly because social media notifications and other digital distractions frequently interrupt their concentration during learning activities. Some students acknowledged that they become unfocused during lessons because they feel compelled to check incoming notifications or browse unrelated applications. These findings indicate that the challenges of smartphone supervision are not solely technical but are also strongly connected to students' self-control, discipline, and digital behavior.

Based on the interview findings, it can be concluded that the obstacles in supervising smartphone use at SMA Negeri 3 Minas include teachers' limited ability to monitor all students simultaneously, students' low awareness and discipline, the influence of rapid technological development, and distractions caused by non-learning applications. These challenges significantly affect the effectiveness of Islamic Religious Education learning evaluation in the digital era because smartphones can easily shift students' attention away from educational objectives. The findings support previous research conducted by Julfan and Haifaturrahmah (2025), which

demonstrated that rapid technological development has made it increasingly difficult to control students' gadget use due to unrestricted access to non-educational applications. Similarly, research by Mumbaasithoh et al. (2021) revealed that uncontrolled gadget use can lead to dependency and addiction, causing students to struggle with regulating their digital behavior and increasing the need for supervision from teachers and parents. Other studies by Mardawani et al. (2023) and Nikmawati et al. (2022) also confirmed that students frequently use gadgets for gaming, social media, and other non-educational activities, which negatively impacts concentration and disrupts learning processes.

In response to these challenges, SMA Negeri 3 Minas has implemented several strategies to minimize smartphone misuse during Islamic Religious Education learning evaluations. Based on interviews with Islamic Religious Education teachers, the vice principal, and students, it was found that one of the primary strategies involves stricter supervision during digital-based examinations. Teachers supervise students directly in the classroom, arrange seating positions to reduce opportunities for collaboration, and remind students not to open applications unrelated to the examination process. According to teachers, direct monitoring during evaluations is necessary to reduce cheating and ensure that students complete assessments independently. The vice principal further explained that the school has implemented specific policies related

to smartphone use during examinations, such as restricting access to certain applications and applying time-limited examination systems. These measures are intended to minimize opportunities for students to search for answers through external sources during evaluations.

Another strategy implemented by teachers involves developing more analytical and understanding-based evaluation models rather than relying solely on memorization-oriented questions. Islamic Religious Education teachers explained that they attempt to design questions requiring critical thinking and deeper comprehension so that students cannot easily find answers through instant internet searches. Through this approach, evaluations become more meaningful because students are encouraged to analyze and apply knowledge independently rather than merely copying information from digital sources. Students also acknowledged that clear regulations and strict sanctions encourage them to become more disciplined and focused during evaluations. They explained that when teachers consistently enforce rules, students tend to prioritize completing examination tasks rather than accessing unrelated applications (Ariyah et al., 2025).

In addition to supervision and technical regulations, character education and the cultivation of honesty values were identified as essential strategies in minimizing smartphone misuse. Islamic Religious Education teachers emphasized that technology itself is neutral, and the

way students use it depends largely on their moral awareness and self-discipline. Therefore, teachers consider the development of honesty, responsibility, and ethical behavior as fundamental aspects of Islamic Religious Education learning. These findings are consistent with research conducted by Rina Setyaningsih et al. (2022), which revealed that Islamic Religious Education teachers should integrate technology and digital media strategically while maintaining the primary objective of Islamic education, namely character formation and moral development. The study emphasized that Generation Z students grow within highly digitalized environments, requiring teachers to adapt their instructional strategies to students' technological characteristics while still prioritizing ethical and religious values.

Based on these findings, it can be analyzed that efforts to minimize smartphone misuse in Islamic Religious Education evaluation must involve an integrated approach combining supervision, pedagogical adaptation, and character development. Strict supervision, technical regulations, application restrictions, and analytical evaluation models are important practical strategies for controlling smartphone use during learning activities. However, these measures alone are insufficient without strengthening students' awareness, honesty, and responsibility in utilizing technology wisely. Therefore, effective smartphone supervision in the digital era should not only focus on technical control

but also emphasize the cultivation of Islamic values, discipline, and self-regulation to ensure that digital technology supports educational objectives and contributes positively to students' moral and academic development (Wijaya et al., 2021).

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of Islamic Religious Education learning evaluation in the digital era at SMA Negeri 3 Minas has generally been carried out effectively through the integration of digital technology such as Google Form and other online platforms. The evaluation process does not only focus on cognitive achievement but also seeks to assess students' affective and spiritual dimensions. However, the implementation of digital-based evaluation still faces various challenges, including low student honesty, limited supervision during online assessments, differences in students' technological abilities, internet network constraints, and the limited digital literacy of educators. In addition, smartphone supervision in the learning process has been implemented through clear school regulations, direct teacher supervision, and restrictions on smartphone use for educational purposes only. Nevertheless, the supervision process continues to encounter obstacles such as difficulties in controlling all students simultaneously, misuse of gadgets for non-academic activities, low student discipline, and distractions from social media applications.

To address these challenges, the school and teachers have implemented several strategies, including stricter supervision during evaluations, application access restrictions, technical examination arrangements, and the development of analytical and understanding-based questions. Furthermore, the cultivation of honesty and character values remains an essential foundation for encouraging students to use technology responsibly and wisely in supporting the effectiveness of Islamic Religious Education learning evaluation in the digital era.

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