



Evaluation of Education and Its Influence on Satisfaction and Learning Motivation: A Case Study at PPI Muharrikun Najaah Islamic Boarding School

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Abstract : This study examines the effect of educational evaluation practices on the satisfaction and learning motivation of 10th grade students at the PPI Muharrikun Najaah Islamic Boarding School in Klaten. Using a qualitative case study approach, data was collected through in-depth interviews with teachers and students, participatory observation, and assessment documents. Thematic analysis shows that transparent, participatory, and process-oriented evaluation increases students' sense of appreciation, responsibility, and intrinsic motivation. Student participation in assessment, the quality of feedback, and the suitability of evaluation methods with Islamic boarding school values are key factors. The implications of this study include recommendations for a more dialogical and sustainable evaluation design to improve the quality of learning in Islamic boarding schools.

Keywords : *Educational Evaluation, Learning Satisfaction, Learning Motivation, Islamic Boarding Schools, Qualitative Case Studies.*

Abstrak : Penelitian ini mengkaji pengaruh praktik evaluasi pendidikan terhadap kepuasan dan motivasi belajar santri kelas 10A di Pondok Pesantren PPI Muharrikun Najaah, Klaten. Menggunakan pendekatan kualitatif studi kasus, data dikumpulkan melalui wawancara mendalam dengan guru dan santri, observasi partisipatif, serta dokumen penilaian. Analisis tematik menunjukkan bahwa evaluasi yang transparan, partisipatif, dan berorientasi proses meningkatkan rasa dihargai, tanggung jawab, dan motivasi intrinsik santri. Partisipasi santri dalam penilaian, kualitas umpan balik, serta kesesuaian metode evaluasi dengan nilai pesantren menjadi faktor kunci. Implikasi penelitian ini meliputi rekomendasi desain evaluasi yang lebih dialogis dan berkelanjutan untuk meningkatkan kualitas pembelajaran di pesantren.

Kata Kunci: *Evaluasi Pendidikan, Kepuasan belajar, Motivasi belajar, Pesantren, Studi kasus kualitatif.*

INTRODUCTION

Educational assessment is a very significant element in the teaching mechanism that serves to examine the effectiveness, efficiency, and achievement of objectives in the comprehensive implementation of education (Idris Afandi 2025). In the context of Islamic education, assessment is not solely focused on the intellectual achievements of students, but also includes affective and psychomotor dimensions based on Islamic principles (Fatimah Uri and Saputra 2025). Systematically structured assessment is expected to result in satisfaction with the teaching process, both for educators and students (Rao and Banerjee 2023). However, in practice, assessment is often still perceived as merely an instrument for measuring learning achievement, without considering psychological aspects such as satisfaction and learning motivation, which are

crucial indicators of educational success in Islamic boarding schools (Rachmawati, Chumairoh, and Purwoko 2025).

The evaluation system in Islamic boarding schools is not only oriented towards academic results, but also pays attention to the formation of character, discipline, and independence of students. This is a unique feature of Islamic boarding schools in terms of educational evaluation (Taupikurrahman and Purnasari 2024). In the context of the PPI Muharrrikun Najaah Islamic boarding school, the implementation of educational evaluation is carried out through a combination of academic assessment and Islamic character building. However, there is a question as to the extent to which this evaluation affects the level of satisfaction and learning motivation of students, especially at the secondary education level (class 10A). This is important because learning satisfaction is a reflection of students' perceptions of the fairness, clarity, and meaningfulness of the evaluation system applied, while learning motivation is the main driver of their activity and consistency in the process of seeking knowledge (Siagian and Al Farabi 2023).

Most previous studies indicate that the evaluation process in education has a significant impact on improving learning outcomes and student motivation. However, most of these studies focus more on the context of public schools or formal madrasas, rather than on Islamic boarding schools, which have different social and spiritual dynamics. In addition, previous studies tend to use a quantitative approach that emphasizes cause-and-effect relationships, while the aspects of meaning, experience, and santri perceptions of evaluation have not been studied in depth using a qualitative approach. This condition has created a research gap, namely the lack of research that comprehensively examines how the educational evaluation system in Islamic boarding schools affects the satisfaction and learning motivation of students from their own perspective.

Furthermore, within the framework of Islamic education reform, Islamic boarding schools are required to adapt to existing assessment mechanisms (Ritonga and Dede Rosyada 2024). This is so that assessments do not only focus on memorization skills and written test scores, but also contribute to fostering independence, collaboration, and reflective thinking in students. Optimal evaluation should function as an instrument for empowering students, not merely as a tool for measuring academic achievement. There is a potential mismatch between evaluation methods and the motivational drive of students, which can lead to boredom, reduced learning satisfaction, and even foster an attitude of rejection towards the educational process (Ayu Wulandari et al. 2023). Therefore, it is essential to conduct research that comprehensively describes the relationship between the application of educational evaluation and the level of satisfaction and learning motivation of students in Islamic boarding schools.

Based on the above description, this study seeks to qualitatively analyze the impact of educational evaluation on the satisfaction and learning motivation of 10A students at the PPI Muharrrikun Najaah Islamic Boarding School. The focus of this study is not only on how the evaluation is carried out, but also on how students interpret it in their learning process. It is hoped that the results of this study can contribute theoretically to the development of the concept of

Islamic value-based educational evaluation and practically to Islamic boarding schools in designing a more humanistic, adaptive evaluation system that is oriented towards increasing student motivation and learning satisfaction.

RESEARCH METHOD

This study uses a qualitative approach with a case study method to examine the impact of educational evaluation on the satisfaction and learning motivation of Islamic boarding school students. A qualitative approach was chosen because it can explore more deeply the meaning and understanding of students regarding the educational evaluation applied in Islamic boarding schools.

The research was conducted at the Muharrikun Najah Islamic boarding school in Central Java, Indonesia. Data were collected through in-depth interviews with three groups of informants, namely the boarding school administrators, teachers, and students. These interviews aimed to explore their views, experiences, and perceptions regarding the implementation of educational evaluation in Islamic boarding schools and its impact on satisfaction and learning motivation.

In addition to interviews, direct observation was also conducted in class 10 A at the PPI Muharrikun Najaah Islamic boarding school to gain a direct understanding of the evaluation process. The data analysis technique used was thematic analysis, in which the collected data was grouped and analyzed to identify themes related to the impact of evaluation on learning satisfaction and motivation.

FINDINGS AND DISCUSSION

The following discussion integrates research findings, educational evaluation theory, and the distinctive characteristics of the pesantren learning system. The results of the thematic analysis reveal four main interrelated themes: (1) transparency of evaluation and perceptions of fairness, (2) quality of feedback as a motivator, (3) student participation in the evaluation process, and (4) alignment of evaluation with pesantren values.

1. Transparency in Evaluation as a Driver of Satisfaction and Perception of Fairness

Transparency in evaluation emerged as the strongest factor shaping student satisfaction. Students stated that they felt calmer, more confident, and more valued when teachers clearly explained the assessment indicators before exams or assignments were given. This clarity includes:

- learning objectives,
- assessment rubrics,
- minimum achievement standards, and
- reasons for grading.

One student said:

"If the rubric is explained beforehand, I feel it's fair. That way, I know what to do and why the score is what it is."

This finding is in line with the Assessment for Learning theory (Black & Wiliam, 1998), which emphasizes that clear learning intentions and success criteria help improve students' understanding and satisfaction.

In the context of Islamic boarding schools, transparency also reduces perceptions of subjectivity, especially regarding assessments of manners, discipline, or worship practices that are often considered "invisible." When teachers include rubrics containing concrete indicators (e.g., punctuality in prayer, room cleanliness, manners toward teachers), students feel that the process is clear and not arbitrary.

Thus, transparency not only increases learning satisfaction, but also strengthens the emotional relationship between teachers and students through perceptions of fairness, trustworthiness, and openness.

2. Constructive Feedback as a Driver of Intrinsic Motivation

In addition to transparency, the quality of feedback is the most significant factor in influencing learning motivation. Students believe that useful feedback not only points out mistakes but also provides guidance for improvement.

Example of a student's statement:

"If I only get a score, I don't know what I did wrong. But if they explain which parts I need to improve, I want to improve."

These findings are consistent with Self-Determination Theory (Deci & Ryan, 2000), which asserts that intrinsic motivation increases when three psychological needs are met:

1. Competence → students feel capable of improving themselves through clear guidance.
2. Autonomy → students are aware that they have control over their learning progress.
3. Relationships → students feel that teachers care about their development.

In the context of Islamic boarding schools, the teacher-student relationship is very close (ta'dib model). Personal, gentle, and dialogical feedback is felt to have a significant effect on students' enthusiasm. Even when their grades are low, students remain motivated if they receive supportive feedback.

In addition, regular feedback shifts the orientation of learning from "final grades" to "developmental process." Students see evaluation as a long journey that can be improved, not as a tool for punishment.

3. Santri Participation in Evaluation Builds a Sense of Ownership and Responsibility for Learning

Participation in evaluation through self-reflection, peer evaluation, or class discussions fosters a sense of responsibility for the learning process.

Santri said:

"When I am asked to assess myself, I become aware of my shortcomings."

Self-reflection enables students to be more objective in assessing their progress in memorization, worship, or manners. In class discussions, they can also understand assessment standards from the perspective of their peers.

In many cases, students who were initially passive become more active after feeling involved in the evaluation. Participation also teaches pesantren values such as:

- deliberation,
- personal responsibility,
- self-awareness (muhasabah),
- cooperation,
- honesty (amanah).

Pedagogically, student participation strengthens self-efficacy and self-regulated learning. This participation also proves that formative evaluation is effectively implemented in Islamic boarding schools.

4. Alignment of Evaluation with Islamic Boarding School Values Enhances the Meaningfulness of Learning

Educational evaluation in Islamic boarding schools has a unique character: it includes academic assessment as well as spiritual and moral guidance. Research findings show that students are more receptive to evaluation when they see a clear connection between assessment and the Islamic values taught.

Pesantren leaders stated:

"In pesantren, it is not only lessons that are assessed. Manners, worship, discipline – all are important."

This makes students understand that evaluation aims to shape their character as a whole, not just give them a grade. Evaluation that is in line with the values of the pesantren gives deeper meaning to students because it is directly related to the goal of developing Islamic morals and personality.

The alignment between the evaluation method and the educational vision of the pesantren makes evaluation more acceptable and positively interpreted by students.

Synthesis of Discussion

Combining all of the above findings, effective educational evaluation in the context of Islamic boarding schools is evaluation that is:

- **Pedagogical**
Transparent, clear, accompanied by feedback, involving students.
- **Psychological**
Builds intrinsic motivation, a sense of appreciation, and self-confidence.
- **Values**
Aligns with Islamic etiquette, morals, discipline, and educational goals.

This evaluation model not only improves the quality of learning but also strengthens the character and personality of students, thereby having a long-term impact on their lives.

CONCLUSION

Based on the results of research on “The Impact of Educational Evaluation on the Satisfaction and Learning Motivation of 10A Class Students at the PPI Muharrikun Najaah Islamic Boarding School,” several important points can be concluded as follows:

1. Educational evaluation has a significant effect on student satisfaction.

Evaluations that are conducted transparently, communicatively, and accompanied by clear feedback can foster a sense of appreciation among students. Students feel that the learning process they undergo is fairer and more relevant to their needs, thereby leading to higher levels of satisfaction with the educational services at the boarding school. Feeling appreciated and understood by teachers is a crucial aspect in creating learning satisfaction.

2. Participatory evaluation increases students' motivation to learn.

When students are actively involved in the evaluation process – whether through self-reflection, discussion, or understanding the purpose of assessment – they become more responsible for the learning process. Evaluations that emphasize development and effort, rather than just final results, have been proven to strengthen students' intrinsic motivation. The variety of evaluation methods applied can also create a more interesting and challenging learning environment.

3. There are several factors that influence the strength of the impact of evaluation, namely:

- (a) openness of communication between teachers and students;

- (b) quality of constructive feedback;
- (c) level of student participation in the evaluation process; and
- (d) suitability of evaluation methods to the educational objectives of the pesantren.

These four factors are interrelated and contribute to the effectiveness of evaluation as a tool for academic guidance and character development of students.

Overall, this study confirms that educational evaluation at the PPI Muharrickun Najaah Islamic boarding school not only serves as a tool for measuring learning outcomes, but also as a strategic instrument for increasing student satisfaction and motivation to learn. When the evaluation process is designed in a humanistic, dialogical manner and in accordance with Islamic boarding school values, evaluation can become a means of empowerment that encourages students to develop more optimally in terms of academics, spirituality, and learning attitudes.

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