



Academic Honesty-Based Evaluation in a Pesantren Using Tyler's Evaluation Model

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Abstract

Concerns about grade inflation have raised questions about the extent to which educational evaluation reflects students' actual competencies. In contrast to such practices, Pondok Pesantren Ali bin Abi Thalib maintains an evaluation system grounded in academic honesty and objective assessment. This study aims to analyze the pesantren's evaluation system through Ralph Tyler's goal-oriented evaluation model. This research employed a qualitative approach using a case study design. Data were collected through in-depth interviews, observations, and documentation involving teachers, pesantren administrators, and students, and were analyzed using the interactive model of Miles and Huberman. The findings indicate that students' scores are determined based on their demonstrated competencies without administrative manipulation. Low scores are retained as authentic assessment results and are used to identify students' learning needs and provide academic reinforcement through mentoring, material repetition, and additional learning sessions. The evaluation system also regulates students' progression in *kitab kuning* studies based on competency mastery rather than administrative advancement. From Tyler's perspective, the evaluation practices demonstrate alignment among educational objectives, learning experiences, the organization of learning experiences, and assessment. The findings further indicate that academic honesty-based evaluation is associated with the development of substantive competency, intellectual awareness, and moral responsibility. The study highlights the potential of a competency-oriented and ethically grounded evaluation system to support continuous learning improvement in pesantren education.

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INTRODUCTION

Educational evaluation constitutes a fundamental component of the learning system because it functions as an instrument for determining the extent to which educational objectives are achieved (Afandi, 2025; Engkizar et al., 2026). Evaluation, however, is not limited to assigning scores to students. It also provides a basis for assessing the effectiveness of learning processes, the quality of curriculum implementation, and the extent to which educational institutions achieve their

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intended goals Ortega-Auquilla et al., (2019). Thus, evaluation has a strategic role in connecting educational objectives, learning processes, and learning outcomes.

In contemporary educational practice, academic achievement is often used as an important indicator of educational success. High student scores may be associated with perceptions of learning quality and institutional achievement. This orientation can create pressure on educational institutions to demonstrate favorable academic outcomes in relation to administrative requirements, accreditation standards, graduation targets, and institutional reputation. When such pressures become dominant, evaluation may shift from measuring substantive competency toward fulfilling administrative expectations.

One issue associated with this orientation is grade inflation, referring to the tendency to increase academic scores without a corresponding improvement in students' actual competencies (Jephcote et al., 2021). When grades are not adequately grounded in demonstrated achievement, they may no longer function as accurate representations of students' abilities. Consequently, evaluation may lose part of its diagnostic function, particularly its role in identifying learning needs and informing subsequent instructional improvement (Marzuki, 2024). This condition raises an important question concerning how educational institutions can maintain the authenticity of assessment while responding to institutional and administrative demands.

From the perspective of Islamic education, evaluation encompasses dimensions that extend beyond academic measurement. It is also connected with moral values, honesty, and responsibility. Honesty is a fundamental ethical principle that is relevant to educational assessment because assessment requires educators to represent students' achievements accurately. Allah states in Surah Al-Ahzab verse 70:

"O believers! Be mindful of Allah, and speak in a straightforward manner."

This verse emphasizes the importance of truthful speech and conduct, which can also provide an ethical foundation for educational assessment. A related principle is *amanah*, or trustworthiness, as emphasized in Surah An-Nisa verse 58:

"Indeed, Allah commands you to render trusts to whom they are due..."

In the context of educational evaluation, *amanah* can be understood as the educator's responsibility to assess students according to their demonstrated competencies and to avoid manipulating assessment results for purposes unrelated to learning achievement. From this perspective, objective assessment is not only a technical requirement of evaluation but also part of the ethical responsibility embedded in Islamic education.

This issue is particularly relevant in pesantren, where educational processes combine academic learning with religious and moral formation. Pondok Pesantren Ali bin Abi Thalib provides an important case in this regard. Preliminary observations indicated that the pesantren maintains an evaluation practice in which students' grades are determined according to their demonstrated competencies without administrative adjustment. Students who obtain low scores retain those scores as part of the assessment record and subsequently receive reinforcement programs, additional learning activities, and academic mentoring until they demonstrate the expected level of competency. This practice indicates that assessment results are used not only to record achievement but also to identify learning needs and determine subsequent educational interventions.

The evaluation practice also appears to be connected with the pesantren's system of academic progression. Students are expected to demonstrate sufficient mastery of the material before advancing to higher levels of *kitab* studies. Accordingly, evaluation becomes part of a continuous process linking assessment results with learning reinforcement and competency-based progression. This characteristic provides an empirical context for examining how academic honesty can

be operationalized within an Islamic educational institution.

Previous studies have examined educational evaluation and pesantren management. Khuriyah et al (2016) found that evaluation plays an important role in improving the quality of pesantren management. However, their research primarily emphasized institutional management aspects rather than the ethical dimension of assessment and the relationship between assessment results and students' competency mastery. Wardani et al (2022) discussed educational evaluation models, including Tyler's model, and emphasized the importance of goal-oriented evaluation. Nevertheless, their study remained conceptual and did not specifically examine how Tyler's evaluation framework is implemented within a pesantren educational system. Meanwhile, Li et al (2025) argued that unauthentic grading practices can weaken student motivation and reduce learning quality, highlighting the importance of authentic and objective assessment practices.

These studies indicate that educational evaluation has been discussed from institutional, conceptual, and assessment perspectives. However, limited attention has been given to how academic honesty is embedded in an Islamic boarding school's evaluation practices and how such practices correspond to Tyler's goal-oriented evaluation model. In particular, there remains a need for empirical examination of how educational objectives, learning experiences, learning organization, and assessment practices are connected through an evaluation system that prioritizes students' actual competency.

Therefore, this study examines the evaluation system at Pondok Pesantren West Sumatera through Tyler's goal-oriented evaluation perspective, with particular attention to academic honesty and objective assessment. The study aims to: (1) describe the implementation of academic honesty-based evaluation at Pondok Pesantren Ali bin Abi Thalib; (2) analyze the pesantren's evaluation system through Tyler's perspective; and (3) examine the implications of this evaluation system for students' competency development and moral formation.

METHODS

This study employed a qualitative approach using a case study design. A qualitative approach was selected because the study aimed to gain an in-depth understanding of academic honesty-based evaluation within the natural context of pesantren education (Engkizar et al., 2023; Okpatrioka, 2023; Takona, 2024). The case study design was used to examine the evaluation practices implemented at Pondok Pesantren West Sumatra, as a bounded educational context. The participants consisted of pesantren leaders, teachers, academic staff, and students who were directly involved in or experienced the evaluation process (Bezanilla et al., 2019; Engkizar et al., 2025; Machado-da-Silva, 2003).

Data were collected through in-depth interviews, observations, and documentation. In-depth interviews were conducted with participants to explore the principles, procedures, and practices underlying the pesantren's evaluation system. Observations focused on learning activities, the implementation of evaluation, and learning reinforcement programs for students who had not achieved the expected level of academic competency. Documentation was used to examine relevant evaluation records and other supporting documents, including students' assessment results and records related to learning reinforcement activities.

The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which involves data reduction, data display, and conclusion drawing (Babchuk, 2019; Engkizar et al., 2026). Data reduction was conducted by selecting and organizing information relevant to academic honesty, objective assessment, competency-based progression, and learning reinforcement. The relevant data were then displayed thematically to identify patterns in the implementation of

the pesantren's evaluation system. Conclusions were subsequently drawn by interpreting the identified patterns and verifying them against the available evidence.

The credibility of the findings was strengthened through source triangulation, technique triangulation, and member checking. Source triangulation involved comparing information obtained from pesantren leaders, teachers, academic staff, and students. Technique triangulation was conducted by comparing findings from interviews, observations, and documentation. Member checking was used to confirm the accuracy and interpretation of information obtained from participants.

Tyler's goal-oriented evaluation model was employed as the analytical framework for interpreting the findings. The analysis focused on the relationship among four components: educational objectives, learning experiences, the organization of learning experiences, and evaluation. This framework was used to examine how the pesantren's academic honesty-based evaluation practices correspond to its educational objectives, learning activities, competency-based progression, and assessment practices.

RESULT AND DISCUSSION

Academic Honesty as the Basis of the Evaluation System

The findings indicate that Pondok Pesantren Ali bin Abi Thalib implements an evaluation system grounded in academic honesty and objective assessment. Students' grades are determined according to their demonstrated academic achievement rather than being adjusted to fulfill administrative expectations. This practice positions assessment results as representations of students' demonstrated mastery of knowledge (Nashihin & Asih, 2019; Ramadani & Sofa, 2024).

Interview data support this finding. One teacher explained that students' final scores are determined based on their actual academic achievement without administrative manipulation. The informant emphasized that a student's score is maintained even when the result is relatively low because it reflects the student's actual achievement:

"If a student gets a final score of 50 from the accumulation of assignments, midterm examinations, and final examinations, the score remains 50. We do not increase the score simply to make it look better." (Participant 1, interview)

This statement indicates that assessment results are treated as representations of students' demonstrated achievement rather than numerical outcomes that can be adjusted to satisfy administrative expectations. Observation data further supported this finding by showing that low scores were followed by additional learning activities rather than immediate score adjustment. The findings also show that low scores are used to identify students who require further learning support. Another participant explained that students' academic progression depends on their mastery of the material rather than solely on administrative schedules:

"Students cannot move to the next level of kitab studies until they understand the material at their current level. If they have not mastered it, they remain at the same level and continue learning until they are ready." (Informant 2)

This practice indicates that academic progression is primarily connected with competency mastery. Students are therefore given additional opportunities to strengthen their understanding before progressing to subsequent learning materials. Another participant emphasized that the purpose of evaluation extends beyond producing administratively successful graduates. The informant explained:

"The purpose of evaluation is to make sure that students really master the knowledge they have learned. It is not simply about giving grades or ensuring that students move to the next level." (Informant 3)

The interview findings indicate that evaluation serves both academic and character-forming functions, particularly in relation to honesty, discipline,

responsibility, and intellectual integrity (Defriyanto et al., 2026; Masani & Fabanjo, 2026).

Resistance to Grade Inflation and Emphasis on Competency Mastery

The findings show that the pesantren maintains an evaluation practice that resists grade inflation. The participating teachers viewed the assignment of grades that are not supported by students' actual competencies as inconsistent with the substantive purpose of educational evaluation. Within the evaluation system, students' scores are used to identify their actual level of competency and determine subsequent learning needs. Consequently, low scores are not automatically increased to meet administrative expectations. Instead, they become a basis for reinforcement, mentoring, and additional learning activities.

This practice is particularly evident in students' progression through *kitab kuning* studies. Students who have not achieved the expected level of mastery remain at their current level and receive additional learning support. One participant explained:

"A low score is not something that we need to hide or change. It shows that the student still needs to learn. We use the result to determine what kind of reinforcement the student needs."
(Informant 4)

This finding indicates that assessment results function diagnostically within the learning process. Rather than treating low achievement as a final outcome, the pesantren uses the results to identify learning needs and determine appropriate interventions. Observation data further indicate that reinforcement activities are connected with students' assessment results. The reinforcement activities identified in the data include material repetition, additional evening classes, intensive mentoring, and reinforcement of *kitab* memorization. The documentation data provide additional evidence of this process. Pre-tests and post-tests were used for students participating in reinforcement programs. The documented average score increased from 50 before reinforcement to 80 after the reinforcement program.

Table 1. Implementation of Tyler's Evaluation Model in the Pesantren

Tyler's Evaluation Steps	Implementation in the Pesantren	Educational Orientation
Determining Objectives	Students are encouraged to recognize their actual competencies in understanding <i>kitab kuning</i> .	Intellectual awareness and authentic competency mastery
Determining Learning Experiences	Students with low scores receive reinforcement programs, mentoring, and additional learning sessions.	Continuous academic improvement
Organizing Learning Experiences	Learning reinforcement is conducted systematically and continuously until students achieve mastery.	Deep learning and mastery learning
Conducting Evaluation	Evaluation is carried out through written tests, oral examinations, memorization, and practical assessments.	Objective and authentic assessment

Table 2. Students' Average Scores Before and After Learning Reinforcement

Evaluation Stage	Average Score	Description
Pre-Test	50	Students had not fully mastered <i>kitab kuning</i> materials
Post-Test	80	Students demonstrated improvement after reinforcement learning

Implementation of Tyler's Goal-Oriented Evaluation Model

The findings demonstrate a correspondence between the evaluation practices and the four components of Tyler's goal-oriented evaluation model: determining educational objectives, determining learning experiences, organizing learning experiences, and conducting evaluation.

Determining Educational Objectives

The first component concerns the formulation of educational objectives. The findings indicate that the evaluation system is directed toward determining students' mastery of classical Islamic texts, particularly *kitab kuning*. Evaluation therefore functions not merely to produce numerical scores but to identify whether students have achieved the expected learning objectives.

The interview data indicate that students are expected to demonstrate sufficient understanding of the material before progressing to the next level. One participant explained:

"The important thing is that the students understand the kitab they are studying. The score is used to see whether they have achieved the expected level of understanding." (Informant 1)

The emphasis on demonstrated competency provides a basis for students to recognize their level of achievement and for teachers to determine subsequent learning needs.

Determining Learning Experiences

The second component involves the selection of learning experiences that correspond to identified learning needs. Students with low assessment results receive additional learning activities, including material repetition, additional evening classes, intensive mentoring, and reinforcement of *kitab* memorization. The findings indicate that these activities are provided in response to assessment results. Evaluation therefore functions as information for selecting subsequent learning experiences for students who have not yet achieved the expected level of competency.

Organizing Learning Experiences

The third component concerns the systematic organization of learning experiences. Students who have not achieved the required competency remain at their current level of *kitab* studies while receiving additional instruction and mentoring. This arrangement demonstrates that learning organization is connected with students' demonstrated mastery. Academic progression is therefore linked to competency achievement rather than being determined solely by an administrative schedule.

Conducting Evaluation

The fourth component involves the implementation of evaluation to determine the extent to which educational objectives have been achieved. The pesantren employs written examinations, oral examinations, memorization tests, and practical assessments. The findings also indicate that pre-tests and post-tests are used in learning reinforcement programs. Documentation showed that students' average scores increased from 50 before reinforcement to 80 after participating in reinforcement learning sessions. Because this study employed a qualitative case study design, these scores are interpreted as documentary evidence of the learning process rather than as statistical evidence of the effectiveness of the evaluation system.

Overall, the findings demonstrate an interconnected evaluation process in which educational objectives guide learning experiences, assessment results inform learning reinforcement, and competency achievement is considered in students' academic progression. This pattern corresponds with the relationship among educational objectives, learning experiences, the organization of learning experiences, and evaluation emphasized in Tyler's model (Rahman et al., 2025).

Summary of the Case Findings

Taken together, the interview, observation, and documentation data indicate that academic honesty is embedded in the evaluation system through three interconnected practices: maintaining assessment results according to students' demonstrated achievement, linking academic progression with competency mastery, and providing learning reinforcement for students who have not yet achieved the expected level of competency. The case also demonstrates that evaluation functions as part of a continuous learning process. Assessment results are used to identify learning needs, additional learning activities are provided in response to those needs, and students' subsequent achievement is monitored through further assessment. The documented increase in average scores from 50 to 80 provides supporting evidence of improvement following reinforcement activities. Viewed through Tyler's model, these practices demonstrate alignment among educational objectives, learning experiences, the organization of learning experiences, and assessment. The findings show how an academic honesty-based evaluation system operates as an integrated process of assessment, learning reinforcement, and competency-based progression within the pesantren context (Alsokari et al., 2026; Ikhlas et al., 2025; Sundirah et al., 2026).

CONCLUSION

This study concludes that academic honesty-based evaluation can be implemented through objective assessment, competency-based progression, and continuous learning reinforcement in pesantren education. Students' grades are determined based on their demonstrated competencies without administrative adjustment, while low scores are retained as authentic assessment results and used to identify learning needs and determine appropriate pedagogical interventions. The findings further indicate that evaluation is closely connected with students' academic progression. Students who have not achieved the expected level of mastery receive additional learning activities, mentoring, and reinforcement before progressing to higher levels of *kitab* studies. Evaluation therefore functions not only as a mechanism for recording achievement but also as a basis for continuous learning improvement.

Viewed through Tyler's goal-oriented evaluation model, the evaluation practices demonstrate alignment among educational objectives, learning experiences, the organization of learning experiences, and assessment. This alignment shows that evaluation can be integrated into a continuous educational process in which assessment results inform subsequent learning experiences and competency-based progression. The study further suggests that academic honesty-based evaluation has implications beyond the measurement of academic achievement. By maintaining the authenticity of assessment results and linking them with learning reinforcement, the evaluation process supports intellectual awareness, academic responsibility, and moral formation. These findings contribute to the understanding of how ethical principles can be integrated with goal-oriented evaluation in pesantren education while preserving the substantive meaning of educational assessment.

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