



## SELF EVALUATION MANAGEMENT IN LEARNING IMPROVEMENT AT THE DARUSSALIM ISLAMIC BOARDING SCHOOL: A CASE STUDY OF THE PDF WUSTHO PROGRAM

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**Abstrak:** Evaluasi diri merupakan instrumen krusial dalam manajemen pendidikan Islam guna mewujudkan perbaikan mutu pembelajaran yang berkelanjutan serta mengaktualisasikan nilai muhasabah secara institusional. Penelitian ini bertujuan untuk menganalisis secara mendalam implementasi manajemen evaluasi diri dalam upaya perbaikan pembelajaran pada Program Pendidikan Diniyah Formal (PDF) Wustho di Pondok Pesantren Darussalim Metode penelitian yang digunakan adalah studi kasus kualitatif dengan teknik pengumpulan data melalui triangulasi yang mencakup wawancara mendalam, observasi partisipatif, dan studi dokumentasi terhadap pimpinan, pengelola, tenaga pendidik, serta staf administrasi. Temuan penelitian menunjukkan bahwa evaluasi diri telah dilaksanakan secara periodik melalui rapat koordinasi semesteran yang melibatkan seluruh lini organisasi, di mana diskusi berlangsung aktif untuk memetakan kekuatan serta kelemahan program. Namun, efektivitas pelaksanaannya masih terhambat oleh ketiadaan instrumen penilaian yang baku serta sistem pengelolaan data yang masih didominasi metode manual. Disimpulkan bahwa meskipun praktik evaluasi telah berjalan rutin, terdapat kesenjangan signifikan antara metode konvensional dengan tuntutan manajemen pendidikan modern. Oleh karena itu, diperlukan transformasi melalui digitalisasi sistem informasi dan standarisasi instrumen evaluasi guna mendukung pengambilan keputusan berbasis data demi optimalisasi mutu pembelajaran santri secara terukur.

**Kata Kunci:** Manajemen Evaluasi Diri; Perbaikan Pembelajaran; Pondok Pesantren; PDF Wusthon.

**Abstract:** Self evaluation is a crucial tool in Islamic education management for achieving continuous improvement in the quality of learning and institutionalizing the value of muhasabah. This study aims to conduct an in-depth analysis of the implementation of self evaluation management in efforts to improve learning in the Formal Diniyah Education Program (PDF) Wustho at the Darussalim Islamic Boarding School. The research method employed was a qualitative case study using data collection techniques through triangulation, which included in-depth interviews, participatory observation, and document analysis involving leaders, administrators, educators, and administrative staff. The research findings indicate that self evaluation has been conducted periodically through semesterly coordination meetings involving all levels of the organization, where active discussions take place to identify the program's strengths and weaknesses. However, the effectiveness of its implementation remains hindered by the absence of standardized assessment instruments and a data management system that is still dominated by manual methods. It is concluded that although evaluation practices have

*been carried out routinely, there is a significant gap between conventional methods and the demands of modern educational management. Therefore, a transformation is needed through the digitization of information systems and the standardization of evaluation instruments to support data-driven decision-making for the measurable optimization of student learning quality.*

**Keywords:** *Self Evaluation Management; Learning Improvement; Islamic Boarding School; PDF Wusthon.*

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## INTRODUCTION

Self evaluation is an important part of Islamic education management because it helps educational institutions understand their strengths and weaknesses as a basis for continuous improvement in learning. This concept aligns with the words of Allah SWT in Surah Al-Hashr verse 18, which commands Muslims to be pious and to engage in deep self-reflection before they are held accountable in the hereafter (Kementerian Agama Republik Indonesia, 2019), as well as the hadiths narrated by Bukhari and Muslim, which emphasize the importance of muhasabah nafs as a prerequisite for spiritual and intellectual progress. In the context of Islamic boarding schools (*pondok pesantren*) as traditional Islamic educational institutions tasked with the mission of shaping the character and competencies of students within the boarding school environment, self evaluation is not merely conducted for administrative purposes but is also an integral part of the culture of self-reflection (*muhasabah*) aimed at improving the educational process and the guidance of students (Nilan, 2009).

However, the results of a case study at the Darussalim Bati-Bati Islamic Boarding School indicate that self evaluation of the PDF Wustho Program is still conducted in a rudimentary manner through semester meetings and reports from each department. The evaluation process involves leaders, administrators, teachers, and administrative staff, but is not yet supported by standardized evaluation instruments (Khaerudin, Munadi, & Sudji, 2020).

Self evaluation is conducted through written reports from each department as well as meeting minutes that are still compiled manually. These conditions result in evaluation data management not yet being conducted systematically, so evaluation results are not fully utilized optimally in determining learning improvement needs. The implementation of self evaluation also faces several challenges, such as time constraints, variations in report formats among teachers, and uneven participation from all involved parties (Antariksa et al., 2022)..

From a program evaluation management perspective, the implementation of internal evaluation ideally follows a comprehensive framework, such as the Context, Input, Process, and Product (CIPP) model, which enables a thorough examination of the background, resources, processes, and learning outcomes (Stufflebeam & Zhang, 2017). Khuriyah et al. (2016) add that professional management of Islamic boarding schools requires the existence of standard evaluation instruments, an integrated data collection system, as well as a

continuous monitoring mechanism that involves all components of the institution in a synergistic manner.

Under ideal conditions, the results of self evaluation are not only discussed in end-of-semester meetings but also used as a basis for improving teaching and the management of educational programs. These evaluation results can be utilized to refine teaching methods, adapt to students' needs, and develop more targeted and sustainable follow-up learning plans (Muyasaroh & Sutrisno, 2014).

There is a gap between the implementation of self evaluation, which still relies on meetings and manual reports, and the ideal conditions that require more structured evaluation and follow-up instruments. This situation indicates that the implementation of self evaluation has not yet fully supported optimal learning improvement, particularly in adapting to students' needs and development.

Previous studies have primarily focused on pesantren education evaluation regarding institutional quality and general educational management (Khuriyah et al., 2016). Meanwhile, studies on self evaluation management that specifically focus on learning improvement in the Wustho PDF Program remain relatively limited. In fact, the implementation of self evaluation at the learning program level plays a crucial role in identifying learning obstacles, student development, and the necessary follow-up actions in the educational process. Therefore, this study focuses on the implementation of self evaluation management in supporting learning improvement at the Darussalim Islamic Boarding School, specifically in the PDF Wustho Program.

This study is important to understand how self evaluation management is implemented to improve learning at the Darussalim Islamic Boarding School, particularly in the PDF Wustho Program. This study also seeks to identify the process of self evaluation implementation through evaluation meetings, learning reports, and administrative documentation, as well as the challenges and follow-up actions taken to support improvements in student learning.

Through this case study, the research is expected to provide an overview of the implementation of self evaluation management in the PDF Wustho Program, including the involvement of leaders, administrators, teachers, and administrative staff in the learning evaluation process. Additionally, this research is expected to serve as input for the development of a more structured and sustainable self evaluation process to support the improvement of learning quality within the pesantren educational environment.

## **METHOD**

This study was designed as a qualitative case study with an instrumental approach aimed at understanding the implementation of self evaluation management in learning improvement at the Darussalim Islamic Boarding School, specifically in the PDF Wustho Program (Creswell & Poth, 2018; Stake, 1995). Prior to the main data collection, the researcher confirmed the research problem through a preliminary study and initial observations at the research site on April 21–27, 2026, which indicated that the boarding school's self evaluation practices remained conventional and were not supported by standardized instruments, thus requiring further examination of the implementation mechanisms, challenges, and follow-up actions (Yin, 2018).

Data collection was conducted using a triangulation technique that combined in-depth interviews with the boarding school director, administrators, two teachers, and administrative staff; participatory observation of the end-of-semester evaluation meeting at the PDF Wustho Office; and a documentary study of evaluation reports, meeting minutes, work programs, organizational structures, data on teaching staff and students, the curriculum, and the boarding school's activity schedule (Moleong, 2018; Sugiyono, 2022). To ensure the credibility of the findings, the researcher applied source triangulation and methodological triangulation to obtain convergent and accountable data, thereby minimizing subjective bias from a single source or method (Miles et al., 2019).

Subsequently, all data were analyzed interactively through the stages of data reduction, data presentation, and drawing conclusions and verification to obtain an overview of the implementation of self evaluation management in the field (Miles, M. B., Huberman, A. M., & Saldaña, J., 2019).

## **RESULTS AND DISCUSSION**

### **1. Mechanisms and Implementation of Self evaluation in the Wustho PDF Program**

Based on research findings from interviews and observations, the implementation of self evaluation management at the Darussalim Islamic Boarding School, specifically in the Wustho Formal Diniyah Education (PDF) Program, has been integrated as an integral part of the institution's internal management. This evaluation is conducted periodically at the end of each semester through coordination meetings involving all levels of the organization, ranging from the leadership, administrators, educators (*ustaz*), to administrative staff. This multi-stakeholder involvement demonstrates an effort to foster a culture of self-reflection at the institutional level, as emphasized in the pesantren's theological foundation to continually engage in self-assessment for intellectual and spiritual advancement.

During the evaluation meetings, teachers openly present reports on learning outcomes as well as the academic progress and attitudes of the students. Findings from the field indicate that discussions are active, with leadership and administrators analyzing the obstacles encountered during the learning process over the past year. This aligns with the concept of self evaluation, which aims to understand an institution's strengths and weaknesses as the foundation for continuous improvement (Mukhlis & Wahyudi, 2024, p. 152). However, although participation appears widespread, the depth of engagement among various stakeholders remains inconsistent; for instance, some teachers focus more on reporting administrative grades than on conducting in-depth evaluations of teaching methodology.

### **2. Evaluation Instruments and Data Management**

In terms of evaluation instruments, this study found a discrepancy between managerial needs and the availability of adequate evaluation tools. Currently, evaluation still relies heavily on written reports from each department and meeting minutes compiled manually. No standardized evaluation instruments have been identified to objectively measure learning performance. The absence of a uniform reporting format results in inconsistent data collected from teachers, causing the process of synchronizing information during meetings to require more time and extra effort from administrators.

Regarding data management, administrative staff noted that document storage systems are still dominated by manual methods and physical archives, despite ongoing efforts toward gradual digitization. This situation prevents evaluation data management from

operating in a systematic and integrated manner. From an innovation management perspective, the absence of a modern data processing system hinders the generation of accurate analyses of student development trends. In fact, the availability of valid and easily accessible data is crucial for supporting more objective and evidence-based decision-making (evidence-based policy) within the pesantren environment.

### **3. Analysis of Barriers to Evaluation Implementation**

This study identifies several fundamental obstacles that hinder the optimization of self evaluation management at PDF Wustho. The first is the limited time available for implementation. Teachers stated that evaluation meetings held at the end of the semester often do not allow sufficient time to thoroughly analyze pedagogical issues. As a result, evaluations tend to be superficial and focus on final outcomes (products) rather than the learning process itself.

Second, there is inconsistency in reporting and documentation. Since report formats are not standardized, the quality of information provided by each teacher varies, which in turn makes it difficult for administrators to comprehensively map out issues. Third, although school leaders have made efforts to involve all stakeholders, there remains a perception that evaluation is merely an administrative obligation, not a professional necessity for self-improvement. This is reflected in the fact that some teachers do not always attend meetings or merely submit attendance and grade reports without analyzing classroom challenges.

### **4. Follow Up on Evaluations to Improve Learning**

Despite facing various challenges, the results of the self evaluation at Darussalim Islamic Boarding School are still being utilized to drive concrete improvements in quality. The administration uses the findings from meetings as a basis for refining work programs and developing future strategies for student development. One tangible form of follow-up is the provision of enrichment or remedial programs for students identified as having learning difficulties during the evaluation process.

Teachers are also guided to adjust their teaching methods based on feedback received during meetings. For example, if a decline in learning motivation is found in a particular subject, teachers are encouraged to seek approaches that are more relevant to the students' actual circumstances. Work program documents indicate efforts to align activity plans with evaluation results, particularly regarding student character development and discipline. However, the monitoring system regarding the extent to which these improvement instructions are implemented in the classroom remains weak and lacks a clear oversight mechanism.

### **5. Self Evaluation from the Perspective of the CIPP Model**

When analyzed using the Context, Input, Process, and Product (CIPP) model framework, the current evaluation management at the Darussalim Islamic Boarding School still exhibits imbalances among its components (Antariksa et al., 2022; Mukhlisin et al., 2023). In the Context aspect, the institution has a strong awareness of the importance of evaluation as part of the boarding school's values. However, in the Input aspect, significant weaknesses were identified, including the absence of standardized instruments and an integrated management information system.

In the Process aspect, the conduct of regular meetings demonstrates managerial commitment; however, time constraints and the quality of discussions need improvement to prevent them from becoming mere formalities. Finally, in the Product aspect, evaluation has

been able to identify students' progress; however, its utilization for systematic learning improvement remains hindered by a lack of measurable follow-up.

Overall, there is a gap between conventional evaluation practices and the demands of modern educational management, which require professionalism in both assessment tools and data processing. Learning improvements at PDF Wustho will be far more effective if this self evaluation mechanism transforms from merely an end-of-year meeting into a continuous monitoring system supported by information technology and valid assessment instruments. This aligns with the need for Islamic boarding schools to preserve their traditional values while adopting management innovations to ensure the quality of Islamic education in the modern era.

## CONCLUSION

Based on the research findings and discussion regarding self evaluation management at Darussalim Islamic Boarding School, particularly in the Wustho Formal Diniyah Education Program (PDF), it can be concluded that the self evaluation mechanism has been implemented as an integral part of the institution's internal management, conducted periodically at the end of each semester. This practice involves synergy among the leadership, administrators, educators, and administrative staff, reflecting the actualization of the value of muhasabah in efforts to continuously improve the quality of education and student guidance.

However, this study found a gap between conventional practices and the demands of modern educational management. The main obstacle lies in the absence of standardized evaluation instruments, resulting in data collected through written reports and meeting minutes that remain inconsistent and have not been systematically integrated. Additionally, document management that is still dominated by manual methods and the limited duration of meetings pose barriers to conducting in-depth pedagogical analysis to support fully evidence-based decision-making.

As a strategic step forward, the institution needs to transform its evaluation management through the digitization of information systems and the development of standardized assessment instruments to ensure that evaluation results are more accurate. It is also necessary to strengthen post-evaluation monitoring mechanisms to ensure that recommendations for improvement, whether regarding teaching methodologies or work programs can be implemented in a measurable way in the classroom. This study contributes to the development of an internal evaluation model in Islamic boarding schools that integrates traditional values with professional quality management principles.

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