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Transformation of Pesantren Learning Evaluation in the Perspective of Educational Psychology in the Society 5.0 Era

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Abstract

This study investigates the transformation of learning evaluation in pesantren from the perspective of educational psychology in the Society 5.0 era, emphasizing the persistence of traditionally oriented evaluation practices alongside the growing demand for technological adaptation and attention to students' psychological needs. A qualitative approach with a case study design was employed at Pondok Pesantren Darul Falah Pagutan Mataram. Data were collected through in-depth interviews, participatory observation, and documentation, involving pesantren administrators, ustaz/ustazah, and santri selected purposively as participants. The findings reveal four principal themes: the predominance of memorization-based evaluation, the psychological dynamics experienced by santri during evaluation processes, the limited extent of digital transformation, and the necessity for more humanistic and adaptive evaluation systems. Learning evaluation was found to influence not only cognitive achievement but also santri motivation, anxiety levels, and self-confidence. Meanwhile, efforts to integrate technology remain constrained by infrastructural limitations and the readiness of human resources. This research

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contributes to the advancement of Islamic educational psychology by highlighting the importance of integrating cognitive and affective dimensions within evaluation systems. Practically, it underscores the need to develop evaluation models grounded in intrinsic motivation, contextual relevance, and the psychological well-being of santri. Future research is recommended to design and test educational psychology-based evaluation models across diverse pesantren contexts.

Keywords: Pesantren Learning Evaluation, Educational Psychology, Society 5.0

INTRODUCTION

The advancement of the Society 5.0 era has brought about fundamental changes in the global educational paradigm, emphasizing the integration of technology with humanistic values. Education is no longer solely oriented toward academic achievement but also toward the development of students' psychological aspects, such as motivation, engagement, and learning well-being. In this context, educational institutions are required to design learning systems that are adaptive, personalized, and responsive to the contextual needs of learners (Azzukhruf, 2025; Hanifah et al., 2026). This transformation necessitates innovative approaches that balance technological advancement with human-centered educational principles. Furthermore, the impact of this shift extends to Islamic educational institutions, including pesantren, which have traditionally been characterized by learning systems rooted in religious values.

In Indonesia, pesantren play a strategic role in shaping students' character, moral values, and social identity. However, the dynamics of social change and rapid technological advancement in the Society 5.0 era require pesantren to undertake adaptive transformations, particularly in the domain of learning evaluation. Existing studies indicate that pesantren have begun to reform their educational practices by integrating traditional values with modern innovations, although such efforts remain uneven and continue to encounter multiple challenges (Anggraeni et al., 2024; Hakim et al., 2025). These conditions highlight an urgent need to reexamine and redesign learning evaluation practices to ensure their relevance to contemporary educational demands.

Field-based evidence indicates that learning evaluation practices in pesantren remain predominantly focused on cognitive aspects, particularly through memorization tests and written examinations. Empirical findings from previous studies suggest that such evaluation approaches have not been fully effective in capturing students' holistic potential, especially in psychological dimensions such as intrinsic motivation and learning engagement (Fahrudin & Malik, 2025). Furthermore, observations across several pesantren reveal that students often experience

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learning fatigue and demonstrate limited active participation during evaluation processes, which ultimately contributes to lower overall learning quality.

From an educational psychology perspective, learning evaluation should extend beyond merely measuring learning outcomes to encompass an understanding of the learning process and students' subjective experiences. Self-Determination Theory (SDT) highlights the significance of fulfilling basic psychological needs—namely autonomy, competence, and relatedness—in fostering intrinsic motivation (Ilvi et al., 2026; Ryan & Deci, 2020). Within the pesantren context, this perspective is particularly relevant, as the community-based educational system plays a substantial role in shaping students' psychological dynamics. Consequently, learning evaluation practices need to be designed in a more humanistic and context-sensitive manner to align with these considerations.

Furthermore, a growing body of research indicates that pesantren encounter complex challenges in preserving their traditional identity while simultaneously responding to the demands of modernity. Mubarak's study reveals that pesantren tend to uphold traditional values in the face of social change, yet still struggle to incorporate innovative evaluation approaches into their educational practices (Mubarak et al., 2026). In addition, Arifin and Saputra emphasize the necessity of maintaining a balance between spiritual and psychological dimensions within pesantren education in the Society 5.0 era (Arifin & Saputra, 2025). These findings suggest that the transformation of learning evaluation cannot be separated from the broader social and cultural context in which pesantren operate.

Nevertheless, studies examining learning evaluation in pesantren from an educational psychology perspective remain relatively limited. Most previous research has primarily concentrated on curriculum development, educational management, and technological integration, while investigations exploring students' subjective experiences within the evaluation process are still scarce (Shodikin & Intania, 2025). Moreover, the predominant use of quantitative approaches has constrained the ability to capture the depth, meaning, and complexity of processes occurring in the pesantren learning context. This situation indicates the presence of a research gap that necessitates further exploration through qualitative approaches.

Based on the foregoing discussion, this study aims to examine the transformation of learning evaluation in pesantren from the perspective of educational psychology in the Society 5.0 era. The analysis focuses on existing evaluation practices, the involvement of students' psychological aspects, and the forms of evaluation transformation that are contextualized within pesantren culture. This research is expected to contribute theoretically to the advancement of

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Islamic educational psychology studies, as well as practically to assist pesantren administrators in designing learning evaluation systems that are more adaptive, humanistic, and aligned with the demands of the Society 5.0 era.

RESEACH METHOD

This study adopts a qualitative approach employing a case study design. This approach was selected because the research seeks to gain an in-depth understanding of the transformation of learning evaluation within the specific context of pesantren, including the experiences, perceptions, and psychological dynamics encountered by both students and educators. A case study design enables a contextual exploration of phenomena within their natural setting, making it particularly suitable for examining value- and culture-based educational practices such as those found in pesantren (Creswell, 2018; Shodikin & Intania, 2025). Furthermore, this approach aligns with the constructivist paradigm, which emphasizes meaning as a product of social interaction.

The study was conducted at Pondok Pesantren Darul Falah over a period of approximately four months, from January to April 2026. The site was selected purposively based on its representative characteristics in addressing the challenges of educational transformation in the Society 5.0 era. In addition, the pesantren has begun to adopt several learning innovations, making it a relevant context for examining changes in learning evaluation practices (Anggraeni et al., 2024).

The research participants consisted of santri, ustadz/ustadzah, and pesantren administrators who were directly involved in the learning and evaluation processes. Informants were selected using a purposive sampling technique, based on criteria including: (1) having experience in learning evaluation processes, (2) actively participating in academic activities within the pesantren, and (3) being willing to provide in-depth information. During the process, snowball sampling was also applied to identify additional relevant informants based on recommendations from initial participants (Moleong, 2021). The number of informants was determined using the principle of data saturation, meaning that data collection was concluded when the information obtained became repetitive and no new insights emerged.

Data were collected using multiple techniques to ensure comprehensive and in-depth information. First, semi-structured interviews were conducted to explore participants' experiences, perceptions, and perspectives regarding learning evaluation. Second, participatory observation was employed to directly examine evaluation practices within the pesantren learning activities. Third, documentation analysis was utilized to gather relevant data, including

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institutional archives, evaluation records, and educational policies of the pesantren. The integration of these methods enabled the researcher to obtain rich and nuanced data (Fahrudin & Malik, 2025).

To ensure data validity, this study employed triangulation techniques, including both source and method triangulation. Source triangulation was conducted by comparing information obtained from different informants, while method triangulation involved cross-checking findings derived from interviews, observations, and documentation. In addition, member checking was carried out by confirming interview results with participants to verify the accuracy of the data. The researcher also implemented an audit trail by systematically documenting the entire research process to ensure transparency and traceability (Nowell et al., 2021; Shodikin & Intania, 2025).

Data analysis in this study followed the interactive model proposed by Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. The analytical process was conducted simultaneously with data collection. Field data were systematically coded, categorized, and interpreted to identify key themes related to the transformation of learning evaluation from an educational psychology perspective(Miles et al., 2020). This approach enabled the researcher to uncover patterns, relationships, and meanings emerging from the data.

Overall, the research methodology was designed to provide a comprehensive and in-depth understanding of the phenomenon under investigation. By employing a case study approach, utilizing diverse data collection techniques, and applying a systematic analytical process, this study is expected to generate valid and contextually grounded findings. Furthermore, the methodological design allows for limited replication in similar contexts, particularly in studies of pesantren-based Islamic education within the Society 5.0 era

RESULT

Based on comprehensive analysis of interview, observation, and documentation data collected at Pondok Pesantren Darul Falah Pagutan Mataram, this study reveals that the transformation of learning evaluation is currently positioned within a transitional phase between traditional memorization-based paradigms and emerging modern approaches grounded in educational psychology and humanistic principles. This transitional condition reflects broader socio-educational changes occurring in Islamic boarding school systems, where traditional epistemologies continue to coexist with technological and pedagogical innovations. The findings are consistent with recent studies emphasizing that pesantren transformation is gradual,

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multidimensional, and strongly influenced by cultural resilience and institutional structure (Hasanah et al., 2023; Rahman & Abdullah, 2022). Through systematic coding and thematic categorization, four major themes emerged: (1) dominance of memorization-based evaluation, (2) psychological dynamics of santri, (3) limited digital transformation, and (4) increasing demand for humanistic and adaptive evaluation systems (Ananda et al., 2021; K. Putri et al., 2024).

1. Dominance of Traditional Memorization-Based Evaluation

The findings indicate that learning evaluation practices in pesantren remain predominantly centered on memorization (hafalan) and oral recitation (setoran) as the primary indicators of academic success. This evaluation model is deeply embedded in the epistemological tradition of Islamic boarding schools, where mastery of classical Islamic texts is considered the highest form of intellectual achievement. As stated by one informant, “Evaluation here is still predominantly based on memorization, especially for classical texts and the Qur’an” (Ustaz Andre Joshua). This reflects the persistence of traditional pedagogical structures that prioritize textual reproduction over analytical engagement.

From a broader perspective, recent research suggests that memorization-based systems remain dominant in many Islamic educational institutions across Southeast Asia due to their perceived effectiveness in preserving religious authenticity and scholarly continuity (Nuryana et al., 2023; Zulkifli et al., 2022). However, educational psychology literature argues that such approaches may limit the development of higher-order thinking skills, including critical thinking, problem-solving, and reflective learning (Setiawan & Lestari, 2021). Furthermore, overreliance on cognitive recall tends to marginalize affective and psychomotor dimensions of learning, which are essential in holistic education frameworks (Yusuf & Kurniawan, 2024). Despite these limitations, the persistence of this model reflects strong cultural and religious legitimacy within pesantren systems, making pedagogical transformation complex and gradual (Hidayat et al., 2025).

2. Psychological Dynamics of Santri in Evaluation

Psychological factors represent a significant dimension in understanding evaluation practices within pesantren environments. The findings reveal that santri experience diverse emotional responses during evaluation processes, ranging from motivation and enthusiasm to anxiety, fear, and psychological pressure. As expressed by participants, “If I’m prepared, evaluation motivates me. But if not, it becomes stressful” (Santri Najua), and “Sometimes I’m afraid of making mistakes during recitation, so I feel nervous” (Santri Eva Agustina). These

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responses indicate that evaluation is not merely an academic process but also a deeply emotional and psychological experience.

Recent studies support these findings by demonstrating that structured religious learning environments can significantly influence students' emotional regulation, motivation, and self-efficacy(Fadhilah et al., 2022; Maulana & Ibrahim, 2023). Moreover, anxiety in evaluation contexts is often associated with fear of negative judgment and social comparison within peer-based learning communities (A. Putri et al., 2021). In pesantren settings, where communal learning is dominant, such psychological pressures may be intensified by collective expectations and strict academic routines (Amiruddin et al., 2024). Consequently, evaluation systems must consider emotional well-being as an integral component of learning assessment, not merely academic performance indicators (Sutrisno & Anwar, 2025).

3. Limited Transformation in the Society 5.0 Era

The study also reveals that although pesantren have initiated efforts toward digital transformation, particularly in integrating technology into learning processes, its implementation remains partial and inconsistent. As noted by one informant, "We have started to try using digital media, but it is still limited" (Ustaz Hanifi). This indicates that technological adoption is still in an early developmental stage rather than a fully integrated system.

Empirical studies in the context of Society 5.0 highlight that educational institutions are expected to integrate cyber-physical systems and human-centered technologies to enhance learning effectiveness (Fukuyama, 2021; Hasanah et al., 2023). However, pesantren often face structural barriers such as limited infrastructure, digital literacy gaps among educators, and financial constraints(Rahmawati & Firmansyah, 2022). Additionally, cultural adaptation plays a crucial role, as technological innovation must align with Islamic values and institutional traditions (K. Putri et al., 2024). This creates a persistent gap between ideal technological transformation and actual implementation in pesantren environments (Wijaya & Nugroho, 2025).

4. The Need for Humanistic and Adaptive Evaluation

Another significant finding highlights the emergence of collective awareness among educators and santri regarding the need for more humanistic and adaptive evaluation systems. Participants emphasized that evaluation should not only focus on academic outcomes but also consider students' psychological conditions and learning experiences. As expressed by informants, "In the future, evaluation should pay more attention to students' conditions, not only the results"

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(Ustaz Hanifi), and "It would be better to have evaluations that are more relaxed but still serious" (Santri Majma Al Badrain).

Recent educational psychology research strongly supports this shift toward humanistic evaluation, emphasizing the importance of learner-centered assessment that integrates emotional, cognitive, and social dimensions (Fadhilah et al., 2022). In Islamic education contexts, such approaches have been shown to improve motivation, engagement, and learning satisfaction (Halimah et al., 2024) . Therefore, adaptive evaluation systems are essential to accommodate diverse learner needs while maintaining academic rigor and spiritual values (Yuliana & Rahman, 2025).

DISCUSSION

1. Traditional Evaluation and Educational Psychology Theory

The persistence of memorization-based evaluation reflects the strong traditional identity of pesantren education, which emphasizes textual mastery and discipline as core pedagogical values (Ali, 2020). However, when analyzed through Self-Determination Theory (SDT), such evaluation systems appear insufficient in fulfilling students' basic psychological needs, namely autonomy, competence, and relatedness (Ryan & Deci, 2020). Recent empirical studies confirm that the absence of these psychological supports can reduce intrinsic motivation and engagement in learning activities (Deci et al., 2021; Sulastri & Handayani, 2023).

2. Psychological Pressure and Learning Motivation

Findings related to anxiety, stress, and fear during evaluation are consistent with recent studies indicating that strict educational environments significantly influence students' emotional stability and academic motivation (Fadhilah et al., 2022). However, this study extends previous findings by showing that psychological pressure in pesantren is not only caused by academic workload but also by evaluation systems that lack emotional sensitivity and flexibility (Amiruddin et al., 2024).

3. Educational Transformation in the Society 5.0 Era

The limited transformation observed indicates that pesantren are still in an adaptive stage of development, where traditional values coexist with modern technological systems (Fukuyama, 2021). Recent literature emphasizes that successful transformation in the Society 5.0 era requires not only digital integration but also paradigm shifts in pedagogy and assessment systems

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(Prasetyo et al., 2023; Wijaya & Nugroho, 2025).

4. Theoretical and Practical Implications

Theoretically, this study strengthens the integration of educational psychology in Islamic education evaluation systems, particularly in balancing cognitive and affective domains (Sutrisno & Anwar, 2025). Practically, pesantren are encouraged to develop evaluation models that enhance intrinsic motivation, support psychological well-being, and adopt contextual and flexible assessment strategies (Yusuf & Kurniawan, 2024).

5. Research Contribution and Novelty

This study contributes to the literature by providing a psychological and experiential perspective on evaluation transformation in pesantren. Unlike previous studies that focus primarily on curriculum or management, this research highlights students' subjective experiences and emotional dynamics in evaluation contexts (Maulana & Ibrahim, 2023). It demonstrates that evaluation transformation is not only technological but also psychological and cultural in nature.

6. Recommendations for Future Research

Future research is recommended to develop and empirically test psychological-based evaluation models in pesantren contexts using mixed-method approaches for broader validation (Rahmawati & Firmansyah, 2022). Comparative studies across different pesantren institutions are also needed to explore variations in evaluation systems and their psychological impacts on learners (Hidayat et al., 2025).

CONCLUSION

This study indicates that the transformation of learning evaluation at Pondok Pesantren Darul Falah Pagutan Mataram is still in a transitional phase between a traditional memorization-based system and a more adaptive and humanistic modern approach. The main findings reveal that evaluation practices remain predominantly dominated by memorization methods oriented toward cognitive achievement, while psychological dimensions such as motivation, self-confidence, and students' emotional well-being have not been fully accommodated within the evaluation system. In addition, efforts to integrate technology as part of the demands of the Society 5.0 era have begun to emerge; however, their implementation is still limited due to infrastructural constraints and the readiness of human resources. These conditions reflect a

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broader structural and pedagogical transition within Islamic boarding school education that has not yet reached full systemic transformation.

From a theoretical perspective, this study strengthens the importance of integrating educational psychology, particularly the Self-Determination Theory framework, in designing learning evaluation systems that not only assess outcomes but also consider learning processes and students' lived experiences. The findings emphasize that psychological needs—such as autonomy, competence, and relatedness—play a

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