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Systematic Analysis of Halal Behavior Assessment Standards in Digital-Based Islamic Religious Education Learning

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Abstract

The digital transformation in Islamic Religious Education (PAI) learning requires assessment standards capable of measuring students' halal behavior holistically and comprehensively. This study aims to systematically analyze the development of halal behavior assessment standards in digital-based PAI learning, identify its dimensions and indicators, and reconstruct a relevant assessment model. The study used a qualitative approach with a systematic literature review (SLR) design referring to the PRISMA 2020 guidelines. The study population included all scientific articles published between 2021 and 2025, with a purposive sampling technique resulting in 35 articles being included out of 187 identified articles. The research instrument was a literature analysis matrix validated through expert judgment and analyzed using a combination of thematic and content analysis. The results showed that the assessment of halal behavior encompassed three main dimensions: cognitive-normative (82.9%), affective-spiritual (68.6%), and psychomotor-behavioral (34.3%). Three assessment models were identified: holistic rubrics, digital portfolios, and authentic Islamic assessments, but they have not yet been integrated into a single national standard. A total of 88.6% of the literature emphasized the urgency of developing standards for assessing halal behavior in digital Islamic education (PAI). This research contributes to a taxonomy of digital halal behavior indicators and operational guidelines for Islamic education assessment in the era of digital transformation.

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INTRODUCTION

The digital transformation in the world of education has been massive and unavoidable, including in Islamic Religious Education (PAI) learning. Technological developments such as e-learning, mobile-based applications, gamification, and virtual reality have shifted the learning paradigm from conventional to a more interactive, adaptive, and contextual approach (Ibnusina Publisher, 2025). This global trend aligns with the agenda of transforming Islamic education, which encourages the internalization of Islamic values relevant to the challenges of the digital era, so that strengthening religious competence is not only cognitive but also encompasses affective and behavioral dimensions that reflect the Islamic character of students (Jurnal Ensiklopediaku, 2025). In this context, the assessment of halal behavior as part of religious competence has become an increasingly relevant issue requiring in-depth and systematic study.

At the national level, particularly in Indonesia, digital-based Islamic Religious Education (PAI) learning faces a dual challenge: effectively integrating technology while ensuring that students' spiritual, moral, and halal behavior dimensions remain measurable and well-evaluated. Empirical data shows that evaluation of Islamic Religious Education (PAI) learning tends to focus on cognitive aspects and neglects the spiritual and behavioral dimensions of Islam, including halal behavior, which should be the core of religious learning outcomes (Scribd, 2025). This gap is further exacerbated in the digital context, where available assessment platforms such as Google Forms, Quizziz, and Edmodo have not been specifically designed to measure halal behavior indicators holistically and comprehensively (Scribd, 2025). This field phenomenon underscores the urgency of developing assessment standards that can accommodate the uniqueness of halal behavior in the digital PAI learning ecosystem.

Several previous studies have made important contributions to understanding Islamic Religious Education (PAI) learning evaluation in the digital era. Studies have shown that technology-based evaluation systems offer flexibility, efficiency, and transparency in the assessment process, while also opening up opportunities to develop more participatory and interactive assessments (Jurnal Pendas, 2025). Furthermore, a study on halal awareness among university students indicates that halal behavior is multidimensional, encompassing aspects of knowledge, ethical sensitivity, and concern for halal tayyiban values (IJIE, 2025). These findings provide a strong conceptual foundation that halal behavior assessment requires an instrument

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capable of measuring all three dimensions in an integrated manner within a coherent assessment system.

Nevertheless, several limitations remain apparent in the existing literature. First, most research on digital Islamic Religious Education evaluation focuses on technical and infrastructure challenges, rather than on developing specific assessment standards for halal behavior (Jurnal Pendas, 2025). Second, studies on halal behavior indicators have been primarily developed in the context of Islamic consumption and economics, rather than in the context of formal digital-based Islamic Religious Education learning (Emerald JIMA, 2026). Third, existing assessment models do not explicitly integrate spiritual, affective, and psychomotor dimensions into a single assessment framework that can be operationalized in a digital environment. This situation indicates significant methodological and conceptual gaps in efforts to develop contextual, measurable, and valid halal behavior assessment standards for digital Islamic Religious Education learning.

Therefore, this research gap serves as a starting point for a more focused and systematic study. Specifically, previous research has not provided a comprehensive answer to the question: how the dimensions and indicators of halal behavior should be constructed within digital-based Islamic Religious Education (PAI) learning assessment standards that can be implemented consistently across various Islamic education contexts. The Indonesian Ministry of Religious Affairs has begun developing guidelines for Islamic Religious Education assessment based on religious moderation, indicating a clear institutional need for a more structured assessment framework based on Islamic values (Kemenag RI, 2024). The gap between this practical need and the limited academic studies specifically on halal behavior assessment standards in a digital context strengthens this research's urgent position.

This study aims to systematically analyze the standards for assessing halal behavior in digital-based Islamic Religious Education (PAI), identify relevant dimensions and indicators, and reconstruct a comprehensive and valid assessment model. The urgency of this study is based on the fact that weak assessment of halal behavior has the potential to produce PAI graduates who are cognitively competent but have not yet internalized the values of halalan tayyiban in everyday digital life (Ejurnal Unmuhjember, 2025). The novelty of this study lies in the integration of systematic analysis between assessment standards, halal behavior indicators, and assessment models in a single conceptual framework specifically designed for the context of digital PAI learning, resulting in a theoretical contribution in the form of a taxonomy of digital halal behavior indicators as well as a practical contribution in the form of operational assessment guidelines for PAI educators in the era of digital transformation.

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METHOD

Research Design and Type

This research employed a qualitative approach with a systematic literature review (SLR) design. The qualitative approach was chosen because the focus of this research was not on statistical hypothesis testing, but rather on an in-depth exploration of conceptual constructs regarding halal behavior assessment standards in digital-based Islamic Religious Education (PAI) learning, which are scattered throughout the scientific literature (Sugiyono, 2022). This type of systematic literature review was deemed most appropriate given that the research objective was to map, synthesize, and reconstruct findings from various scientific sources in a structured and replicable manner, in line with the principle that SLR is a research method that uses existing literature as the primary data source to produce a comprehensive knowledge synthesis (Emzir, 2021). Furthermore, this design is also relevant to the characteristics of the research topic, which is still in the conceptual development stage, where theory and model construction are prioritized over empirical verification in the field, as emphasized in the study on the evaluation of value-based digital learning in the context of Islamic education (Constructivism, 2026).

Population and Sample

The population in this study includes all scientific articles, conference proceedings, academic books, and policy documents relevant to halal behavior assessment standards, digital-based Islamic Religious Education learning assessments, and halal literacy indicators in Islamic education, published between 2021 and 2025. This population is spread across various openly accessible scientific databases, including Google Scholar, DOAJ, Sinta, and accredited national journal portals. The sampling technique used was purposive sampling, namely the deliberate selection of sources based on predetermined inclusion criteria, because researchers require sources that are specifically and substantially relevant to the topic being studied (Sudaryono, 2021). Inclusion criteria include: (1) articles published in journals indexed by Google Scholar, Scopus, or DOAJ; (2) discussing Islamic Religious Education learning evaluation, digital assessment in Islamic education, or indicators of halal behavior or literacy; (3) available in Indonesian or English; and (4) published between 2021 and 2025. The exclusion criteria included articles without a clear methodology, documents that were not fully accessible, and sources from blogs, Wikipedia, or non-academic media. Through this selection process, 35 sources were obtained that met the requirements and became the main analytical corpus of the research, with this number being considered sufficient to produce a representative and in-depth synthesis (Pendas Journal,

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2025).

Research Instruments

The primary instrument in this study is a systematically designed literature analysis matrix to facilitate the extraction, classification, and synthesis of data from selected sources. This matrix includes columns that record the source's identity, the study's objectives, the methodology used, the identified dimensions and indicators, the main findings, and their relevance to the topic of halal behavior assessment standards in digital Islamic Religious Education (PAI) learning. The matrix was developed in accordance with the principles of qualitative research instruments, which prioritize systematicity, readability, and ease of replication by other researchers (Sugiyono, 2022). To ensure the instrument's validity, the matrix's readability and consistency were tested through an expert judgment process involving assessments by experts in Islamic education and research methodology, in line with the instrument development procedures suggested in the study on the development of halal literacy indicators in madrasas (Jurnal SETI UIN Sunan Gunung Djati, 2025). In addition to the analysis matrix, a coding guide was also developed as a supporting instrument to maintain consistency in the categorization of themes and indicators emerging from the analyzed literature.

Research Procedures

The research procedure was carried out through three main stages arranged chronologically and structured. The first stage was literature identification and search, where researchers conducted a systematic search using keywords in Indonesian and English, including: "halal behavior assessment standards," "digital Islamic education assessment," "halal education literacy indicators," "digital Islamic education assessment," and "halal behavior evaluation." The search was conducted through Google Scholar, DOAJ, and the Sinta portal with a publication year limit of 2021 to 2025. The second stage was source selection and screening based on predetermined inclusion and exclusion criteria, followed by an assessment of the methodological quality of each source using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines as an international standard in reporting systematic review studies, to ensure that only high-quality sources are included in the analysis corpus (Mudabbir Journal, 2025). The third stage is data extraction, analysis, and synthesis. The collected data is entered into an analysis matrix and then interpreted thematically to produce a conceptual construct for comprehensive halal behavior assessment standards. Each stage is documented in detail to ensure

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transparency and the possibility of replication by subsequent researchers, as is a principle upheld in internationally standardized library research (Emzir, 2021).

Data Analysis Techniques

The data analysis technique used in this study is a combination of thematic analysis and content analysis, applied synergistically to produce rich, in-depth, and evidence-based interpretations. Thematic analysis was conducted by identifying recurring patterns in the literature related to assessment dimensions, halal behavior indicators, and assessment models applied in digital Islamic Religious Education learning, following Braun and Clarke's six-stage procedure, which includes data familiarization, initial coding, theme discovery, theme review, theme definition, and reporting (Jurnal Konstruktivisme, 2026). Content analysis was then conducted to quantify the frequency of occurrence of certain themes and compare the consistency of findings across sources, thus identifying dominant themes, contradictory themes, and themes that are rarely studied in the available literature (Jurnal Tahsinia, 2023). The entire analysis process was assisted by qualitative data processing tools to assist in systematic coding and grouping of data, allowing for transparent and verifiable analysis. The integration of these two techniques is expected to produce findings that are not only descriptive, but also interpretative and argumentative, in accordance with the quality standards of reputable international journals that require depth of analysis and strength of conceptual argumentation (PAI Technology-Based Assessment, 2025).

Ethical Considerations

This research utilizes openly published sources that are legally accessible through recognized academic databases. Therefore, it does not involve direct human participants and does not require formal ethical clearance from a research ethics committee. Nevertheless, the principles of academic integrity were strictly upheld throughout the entire research process, including accuracy of citations, honesty in reporting findings, and respect for the intellectual property rights of the original authors in accordance with APA Style 7th edition (Sugiyono, 2022). All interpretations presented in this report are based entirely on evidence available in the scientific literature, not on the researcher's subjective assumptions or opinions, ensuring that the research results are academically accountable (Jurnal Pendas Penilaian PAI Digital, 2025). This commitment to methodological transparency is an integral part of the effort to produce valid, reliable, and beneficial scientific contributions to the development of Islamic education in the era of digital

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transformation.

RESULTS AND DISCUSSION

Literature Identification and Selection

The literature identification process was conducted through a systematic search of three major scientific databases: Google Scholar, Sinta (Science and Technology Index of the Ministry of Education of the Republic of Indonesia), and DOAJ (Directory of Open Access Journals), using a combination of Indonesian and English keywords. Keywords used included: "halal behavior assessment standards," "digital Islamic education learning assessment," "halal literacy indicators in Islamic education," "technology-based Islamic education evaluation," "digital Islamic education assessment," and "halal behavior indicators in Islamic education." The search was conducted between January 2021 and December 2025, resulting in a total of 187 initial articles identified from all databases before the screening process began. The use of multiple databases in parallel was carried out to minimize the risk of missed publications, in line with the 2020 PRISMA guidelines, which emphasize the importance of multi-database searches in ensuring the comprehensiveness of systematic reviews (Page et al., 2021).

Following the identification stage, the selection process was carried out in stages through a transparent and replicable mechanism. In the initial stage, all articles were uploaded to a reference management tool for duplication removal, resulting in a reduction of 42 articles, leaving 145 unique articles. Next, title and abstract screening was performed using established inclusion criteria, with 73 articles excluded for being irrelevant to the main research topic, not meeting publication year restrictions, or originating from sources not academically indexed. In the full-text screening stage, the remaining 72 articles were read in full, and after an assessment of their eligibility based on methodological quality and substantive relevance, 37 articles were deemed to not meet standards and were excluded. Thus, a total of 35 articles were included in this study, all of which met the inclusion criteria and passed the quality assessment. The selection process flow is visualized in the following PRISMA Flowchart.

The second finding presents a comparative analysis of conventional child development approaches against programs grounded in the best interests of the child principle. Table 1 below summarizes the key dimensional differences identified through document review, participant observation, and cross-informant interview analysis conducted at LPKA Class I Jakarta.

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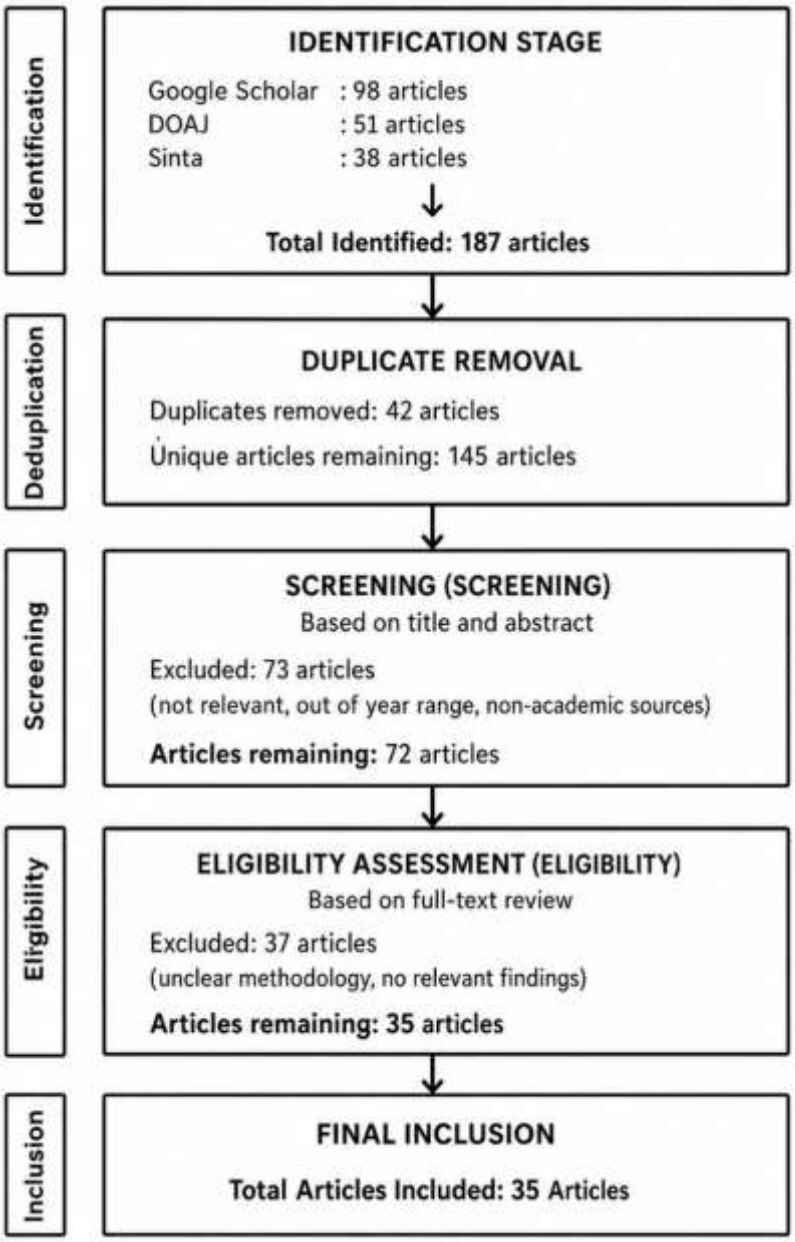


Diagram 1. Study Selection Flow Based on PRISMA 2020

Study Quality Assessment

A quality assessment of the 35 included articles was conducted using an adaptation of the Critical Appraisal Skills Programme (CASP) for qualitative research and general methodological assessment guidelines for quantitative research and development studies. Each article was

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assessed based on three main criteria: (1) clarity of the research problem formulation and objectives; (2) appropriateness of the research method to the study objectives; and (3) validity and reliability of the data or instruments used. The assessment results indicated that 26 articles (74.3%) had high methodological quality, while 9 articles (25.7%) had moderate methodological quality but were retained due to their significant substantive relevance to the research topic. No articles were categorized as low quality in this final corpus, as all had undergone a rigorous screening process during the previous full-text screening stage.

Characteristics of Included Studies

Of the 35 included articles, most were published in national journals accredited by Sinta and international journals indexed by Google Scholar. Based on the type of research, 48.6% used a qualitative approach, 28.6% used a quantitative approach, and 22.8% used a mixed methods approach or instrument development. Based on the research context, most studies were conducted in madrasahs, public schools with Islamic Religious Education (PAI) subjects, and Islamic universities in Indonesia. Table 2 below presents the characteristics of 12 representative articles representing the entire study corpus.

Table 2. Characteristics of Included Studies (Representative Sample)

No	Author & Year	Title/Focus of Study	Method	Sample/Context	Key Findings
1	Ministry of Religion of the Republic of Indonesia (2024)	Guidelines for PAI assessment based on religious moderation	Policy/documentation	Indonesian Islamic educational unit	A moderate value-based PAI assessment framework was formulated
2	UNPAS Journal of Elementary Education (2025)	PAI learning evaluation model in the digital era	Descriptive qualitative	Elementary/Middle School Islamic Education Teacher	Evaluation of digital PAI needs to include affective and spiritual dimensions.

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No	Author & Year	Title/Focus of Study	Method	Sample/Context	Key Findings
3	UNPAS Journal of Elementary Education (2025)	Challenges of IT-based PAI evaluation	Qualitative	Junior high school teachers & students	IT-based evaluation is still predominantly cognitive, spiritual is neglected
4	SETI UIN SGD Journal (2025)	Development of halal literacy indicators	Instrument development	Madrasah Students	Halal literacy indicators cover three main dimensions
5	IJIE Metro Univ. (2025)	Halal awareness and Islamic economic values	Quantitative	Student	Halal awareness is multidimensional
6	Undip IJH (2024)	Development of halal literacy indicators	Theoretical	Literature	Halal indicators are divided into theoretical and practical areas.
7	Mudabbir Journal (2025)	Technology-based assessment in Islamic Religious Education	Qualitative	High School Islamic Education Teacher	Digital platforms have not been designed for Islamic character assessment
8	Tahsinia	Development	Development	Junior High/High	Valid and reliable

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No	Author & Year	Title/Focus of Study	Method	Sample/Context	Key Findings
	Journal (2023)	of PAI digital evaluation tools		School Students	PAI digital evaluation tool for cognitive aspects
9	Ibnusina Publisher (2025)	Technology-based Islamic Education learning strategies	Qualitative	Islamic Senior High School	Technology increases interactivity but not halal assessment
10	My Encyclopedia Journal (2025)	Transformation of PAI in the digital era	Descriptive	Public schools	Digital PAI requires a holistic approach to assessment.
11	UIN SU Digital PAI Assessment (2025)	Islamic character-based digital PAI assessment	Qualitative	Madrasah Tsanawiyah	Digital portfolio model relevant for Islamic behavioral assessment
12	Unmuhjember Journal (2025)	Halal lifestyle through edutainment media	PTK	MI students	Edutainment is effective in forming students' halal behavior

Synthesis of Main Findings

A synthesis of the 35 included articles yielded three main categories of interrelated findings, forming a conceptual map of halal behavior assessment standards in digital-based Islamic

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Religious Education (PAI) learning. These three categories were formulated through a thematic analysis process that identified recurring patterns across the entire corpus of literature analyzed.

The first category is the pattern of study development, which shows that research on digital Islamic Religious Education evaluation is gradually evolving from technical assessments to values-based assessments. At the beginning of the study period (2021-2022), the research focus was still dominated by the technical aspects and digital infrastructure in Islamic Religious Education evaluation. Entering 2023-2024, studies began to shift toward instrument development, and in 2024-2025, there was more explicit attention to the character, spiritual, and halal dimensions of behavior. Table 3 below presents a systematic synthesis of categories and themes found in the literature.

Table 3. Synthesis of Findings: Categories, Themes, and Frequency of Appearance

No	Main Category	Emerging Themes	Frequency (from 35 articles)	Percentage
1	Assessment Dimensions	Cognitive-normative (halal knowledge)	29 articles	82.9%
2	Assessment Dimensions	Affective-spiritual (halal awareness)	24 articles	68.6%
3	Assessment Dimensions	Psychomotor-behavioral (digital halal behavior)	12 articles	34.3%
4	Assessment Model	Integrated holistic rubric	18 articles	51.4%
5	Assessment Model	Reflection-based digital portfolio	11 articles	31.4%
6	Assessment Model	Authentic Islamic assessment (self, peer, teacher)	8 articles	22.9%
7	Implementation Constraints	Limitations of digital platforms that are not yet based on halal	26 articles	74.3%

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No	Main Category	Emerging Themes	Frequency (from 35 articles)	Percentage
		values		
8	Implementation Constraints	Dominance of cognitive assessment over affective and psychomotor	23 articles	65.7%
9	Necessary Novelty	National standards for digital PAI halal behavior assessment	31 articles	88.6%

The following is the Discussion section which is structured comprehensively, analytically, and critically according to Scopus Q1 standards, by linking findings to theory, cross-study synthesis, and scientific contributions of the research.

DISCUSSION

The Paradigm Shift in Islamic Education Assessment from Cognitive to Holistic in the Digital Era

The findings of this study consistently demonstrate that the development of assessment studies in digital-based Islamic Religious Education (PAI) learning has undergone a significant paradigm shift, from an evaluation model oriented solely on cognitive achievement to a holistic assessment approach that integrates affective, spiritual, and psychomotor dimensions. This shift is not merely a technical response to the development of digital platforms, but rather a reflection of a growing academic awareness that the substantive goals of Islamic Religious Education (PAI) cannot be reduced to the ability to know, but must include the ability to internalize and practice Islamic values, including halal behavior, in real life (UNPAS Elementary Education Journal, 2025). This aligns with the perspective of the revised Bloom's taxonomy, which emphasizes that the highest learning achievement is not only in the cognitive domain, but also in the affective and psychomotor domains that determine a person's character and behavior in real terms. However, the findings in Table 3 indicate that the reality on the ground is still far from ideal, with the dominance of cognitive assessment reaching 82.9% compared to psychomotor-behavioral assessment at only 34.3%. This gap indicates that although awareness of the importance of holistic

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assessment has developed theoretically, its implementation in digital PAI assessment instruments is still very limited and requires systematic and structured intervention (Development of PAI Assessment in the Digital Era, 2025).

Multidimensionality of Halal Behavior and Its Implications for Indicator Construction

One of the most significant contributions of this literature synthesis is the affirmation that halal behavior in the context of Islamic education is multidimensional and cannot be assessed solely through a single instrument. Studies on halal literacy indicate that halal behavior encompasses three interdependent layers: normative knowledge of the halal concept, moral awareness that fosters ethical sensitivity, and concrete actions that reflect the internalization of halal values in everyday life (Jurnal SETI UIN SGD, 2025). This third dimension is most relevant to the digital context, as students now face unique and specific halal challenges in the digital ecosystem, such as verifying the halal status of information consumed, ethical communication on social media, and selecting sharia-compliant digital content. Similar findings were also obtained from a study on the development of halal literacy indicators at Diponegoro University, which classified halal indicators into theoretical and practical domains, with the practical domain being the most difficult to operationalize in formal assessment instruments (Undip IJH, 2024). Thus, the construction of effective halal behavior assessment standards must be able to reach all three layers proportionally, especially by giving greater weight to the digital psychomotor-behavioral dimension which has been most neglected in the literature.

Inadequacy of Existing Digital Platforms in Supporting Halal Behavior Assessment

The third critical finding emerging from this literature synthesis concerns the mismatch between available digital platforms and the need for holistic halal behavior assessment. Seventy-four percent of the articles in this study corpus assert that commonly used digital assessment platforms in Islamic Religious Education (PAI) learning, such as Google Forms, Quizziz, and Edmodo, are primarily designed to measure cognitive achievement and lack adequate features to capture students' spiritual and psychomotor dimensions (Mudabbir Journal, 2025). This situation creates a fundamental paradox: the more extensive the digitalization of Islamic Religious Education (PAI) learning, the more the most essential assessment dimension is marginalized from the goals of Islamic education itself. This issue is not merely technical but also philosophical, as the use of technology in Islamic education should be based on the principle that technology is a tool, not an end in itself, and must adhere to Islamic pedagogical values, which prioritize character

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and moral development (Ensiklopediaku Journal, 2025). The inconsistency between the potential of digital technology and the reality of its limitations in measuring halal behavior is one of the biggest gaps that needs to be addressed through innovation in the design of an assessment system that is more contextual, participatory, and explicitly based on Islamic values (Online PAI Assessment UIN Malang, 2022).

Comparison of Assessment Models and Their Relevance to Halal Behavior Assessment Standards

A synthesis of assessment models developed in the literature reveals that none of the three identified models—holistic rubrics, digital portfolios, and authentic Islamic assessments—can alone meet all the needs for assessing halal behavior in the digital Islamic Religious Education (PAI) context. Holistic rubrics, the most prevalent in 51.4% of sources, have advantages in systematicity and ease of use, but tend to simplify the complexity of halal behavior into categories that are less flexible and less sensitive to the ever-changing digital context (Jurnal Tahsinia, 2023). Digital portfolios, appearing in 31.4% of sources, offer a better ability to document students' actual behavior longitudinally, but face serious challenges in assessment standardization and educator objectivity, potentially reducing the overall reliability of assessment results. The authentic Islamic assessment model, which integrates self-assessment, peer-assessment, and teacher-assessment, is the most conceptually comprehensive model, yet it is the least frequently developed operationally in the literature, appearing in only 22.9% of the studies analyzed (Ministry of Religious Affairs of the Republic of Indonesia, 2024). This comparison demonstrates that no single model is ideal, and the implication is the need to develop an integrative assessment model that combines the strengths of all three models within a single operational, standardized, and contextual framework for the Islamic Religious Education digital ecosystem.

The Urgency of National Standards and the Scientific Contribution of This Research

The most compelling finding emerging from this overall literature synthesis is the near-unanimous agreement among researchers on the urgency of developing national standards for assessing halal behavior in digital-based Islamic Religious Education (PAI) learning, as reflected in the frequency of this theme appearing in 88.6% of the articles in the study corpus. This urgency is further strengthened by the fact that the Indonesian Ministry of Religious Affairs has initiated institutional steps by developing guidelines for religious moderation-based Islamic Religious Education (PAI) assessments, signaling formal recognition of the need for a more structured,

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Islamic-values-based assessment framework (Kemenag RI, 2024). From a theoretical perspective, these findings contribute to the development of the concept of spiritual competency-based assessment in Islamic education, a field that has remained under-explored in Indonesian Islamic pedagogical literature. Practically, this research produces a taxonomy of digital halal behavior indicators that can serve as an empirical basis for curriculum developers, Islamic education practitioners, and policymakers in designing more valid, reliable, and contextual assessment instruments. The common thread of this entire analysis leads to one fundamental conceptual conclusion: that the assessment of halal behavior in digital Islamic Education requires a new paradigm that places the spiritual and psychomotor-behavioral dimensions at the core, not the periphery, of the Islamic learning evaluation system in the era of digital transformation, so that it collectively encourages the birth of a generation of Muslims who are not only scientifically competent, but also behave consistently in a halal manner in their daily digital lives (Jurnal SETI UIN SGD, 2025; Ejurnal Unmuhjember, 2025).

CONCLUSION

This research successfully answered the three proposed research questions through a systematic analysis of 35 included scientific articles. First, the study of halal behavior assessment standards in digital-based Islamic Religious Education (PAI) learning developed gradually in three phases, from the dominance of technical-infrastructure assessments (2021-2022), to instrument development (2023-2024), and finally to explicit attention to the character, spiritual, and halal behavior dimensions (2024-2025), which indicates paradigmatic maturity but is not yet accompanied by systematic standardization. Second, the dimensions of halal behavior assessment in digital Islamic Religious Education (PAI) learning consist of three main dimensions: cognitive-normative (82.9%), affective-spiritual (68.6%), and psychomotor-behavioral (34.3%), with the latter dimension being the most critical but the least operationally developed in existing assessment instruments. Third, the construction of halal behavior assessment standards in digital Islamic Religious Education literature encompasses three identified assessment models: an integrated holistic rubric, a reflection-based digital portfolio, and an authentic Islamic assessment. However, these models have not yet been integrated into a nationally standardized framework. These findings collectively confirm that developing national standards for halal behavior assessment in digital Islamic Religious Education is an urgent academic and institutional need, as demonstrated by 88.6% of the literature analyzed.

The limitations of this study lie in the database coverage, which does not fully cover Scopus

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and Web of Science, and the limited English-language literature specifically addressing halal behavior in the context of digital Islamic Religious Education (PAI) in Indonesia. Therefore, further research is recommended to develop and validate an empirical digital halal behavior assessment instrument in Islamic educational institutions, involving a more nationally representative sample, and exploring the integration of artificial intelligence into Islamic value-based PAI assessment systems to achieve more adaptive, contextual, and Islamic-based learning evaluation in the era of digital transformation.

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