International Journal of Education, Culture, and Society

e-ISSN : 3024-8973
p-ISSN : 3024-8981

Index: Harvard, Boston, Sydney University, Dimensions, Lens, Scilit, Semantic, Google, etc

https://doi.org/10.58578/IJECS.v3i1.5027

Evaluation of Holistic and Balanced Education at Thursina International Islamic Boarding School Malang

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Article Info:

Submitted:	Revised:	Accepted:	Published:
Jan 21, 2025	Feb 7, 2025	Feb 19, 2025	Feb 24, 2025

Abstract

The holistic and balanced education implemented by Thursina IIBS Malang develops all basic human potential maximally and in balance, including spiritual, emotional, social, emotional, aesthetic, intellectual and physical potential. The aim of the research is to describe the evaluation of holistic and balanced education at Thursina IIBS Malang. Qualitative research method with case study type. Data collection techniques using interviews, observation and documentation. data processing techniques with data reduction, data presentation and drawing conclusions. Data validity technique using source triangulation. The educational evaluation process in Thursina is not only focused on the academic aspect but the student's life experience as a whole. The research results show that the evaluation of holistic and balanced education at Thursina IIBS Malang does not only assess aspects cognitive but also includes affective and psychomotor aspects. The evaluation carried out by Thursina IIBS focused on transformation of consciousness, assessment of spiritual values and development of all human potential maximally and in balance, including spiritual potential (spiritual, emotional, social, aesthetic), aqliyah (intellectual and creativity) and jasadiyah (physical). The implications of

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this research are as study material in developing educational evaluations in realizing graduate profiles with Islamic personalities, broad insight and leadership qualities.

Keywords: Evaluation of Holistic and Balanced Education, Thursina International Islamic Boarding School Malang

INTRODUCTION

Educational evaluation has an important role in assessing the effectiveness of learning and overall student development. However, many educational institutions currently still focus on written exam results and numbers as the main indicator of student success, ignoring aspects of critical thinking skills, creativity and soft skills. The evaluation carried out only measured cognitive and academic aspects, while affective and psychomotor aspects received less attention. Several studies state that the development of instruments for assessing affective and psychomotor aspects of learning emphasizes the importance of holistic education which does not only focus on cognitive aspects but also includes students' attitudes and practical skills. Implementation of assessment instruments in the Numbered Heads Together (NHT) learning model can increase understanding of student competency as a whole. The above research highlights the importance of assessment instruments that do not only focus on cognitive aspects, but also include affective and psychomotor aspects (Sahida & Abdurahman, 2023; Tristaningrat et al., 2024; Wanah et al., 2021).

Good educational evaluation should be holistic, fair, relevant and oriented towards student development. Evaluation should help students understand strengths and weaknesses and provide direction for improvement. Using various assessment methods such as formative, summative, portfolio and project assessments. Assess cognitive (ability to think, analyze and understand concepts), affective (attitudes, character and values) and pricomotor (practical skills, creativity and field work) aspects in a balanced manner. Using technology for evaluation that is more effective, flexible and contextual, and involves various stakeholders (teachers, students and parents) in the evaluation process. Based on the information above, ideal educational evaluation does not only focus on numbers, but also on students' holistic development. The system used must be adaptive, comprehensive

and feedback-based in order to truly help students develop according to their potential (Di Ruocco & D'Auria, 2025; Olckers & Harumavamwe, 2025; Stavans & Ehrlich, 2025).

In reality, educational evaluation in schools currently still faces various challenges and is not completely ideal. This happens because many schools still use multiple choice exams and written tests as the main measure of student success. The main focus is more on numbers and rankings, not on understanding concepts and critical thinking skills. As a result, students tend to only memorize lesson material to be able to pass exams without really understanding the essence of the lesson (Salirawati, 2021).

Evaluation in schools is also not completely holistic, meaning that the assessment assesses more cognitive aspects while less attention is paid to affective and psychomotor aspects. Evaluations often only provide a final grade without feedback that helps students improve, and students and parents often only receive a number in a report card without a detailed explanation of strengths and areas for improvement. Teachers have many administrative duties so evaluations are often carried out practically but lack depth. Apart from that, not all schools use technology in evaluation, some schools prefer to use conventional methods without technology integration. In general, current educational evaluation is still largely oriented towards academic values, so an evaluation model is needed that can maximize all students' potential and balance both intellectual, emotional, social, aesthetic, spiritual and physical potential (Ashokkumar et al., 2025; Jannah & Setiawan, 2022).

Thursina International Islamic Boarding School (IIBS) Malang is an Islamic educational institution founded in 2014 and has experienced very rapid development until now. Thursina IIBS is a center for superior Islamic educational institutions with international standards, and a reference for other Islamic educational institutions in conducting comparative studies. Thursina IIBS's education concept is holistic (comprehensive/maximum) and balanced, making the concept of Islamic teachings (al-Qur'an and al-Hadith) the main foundation in the educational process and providing strategic efforts in building a generation of Muslims who are strong in facing the changes and challenges of the times. Chief of Education Thusina IIBS Malang revealed that strengthening the holistic and balanced education system can improve the quality of Islamic education (Thursina IIBS, 2024; Thursina Magazine VIII, 2024).

In conducting the evaluation, Thursina IIBS uses a holistic and balanced concept, where all student potential, including intellectual, emotional, social, aesthetic, spiritual and physical aspects, is assessed to create a graduate profile who has an Islamic personality, global perspective and a leadership spirit. The evaluation is carried out not only to assess cognitive aspects, but also includes affective and psychomotor aspects. The evaluation process caried out by Thursina IIBS is based on researchers' observations and school data, namely assessing not only measuring academic results but paying attention to student development as a whole. The evaluation in Thursina is focused on the transformation of consciousness, the assessment of spiritual values and the development of various dimensions of intelligence. Based on the explanation above, this research aims to describe the evaluation of holistic and balanced education at Thursina International Islamic Boarding School Malang.

METHODS

This research approach uses a qualitative case study type where the researcher goes directly into the field for one year or to be precise from January to December 2024. The researcher did this to find out in depth about educational evaluation. *holistic and balanced* at Thursina IIBS Malang. Data about educational evaluation *holistic and balanced* collected comprehensively, analysis researchers then draw conclusions (Creswell, 2014).

Data collection techniques are carried out in three ways, namely: *First,* The interview technique is by asking several questions related to educational evaluation *holistic and balanced* in Thursina IIBS Malang; *second,* observation techniques, namely by paying attention to the educational evaluation process *holistic and balanced* at Thursina IIBS in the development of students' spiritual, emotional, social, aesthetic, intellectual and physical potential; And *third,* documentation technique, namely by collecting documents related to the educational evaluation process *holistic and balanced* towards the development of all students' potential (Creswell, 2014).

The data management process in this research was carried out in three stages, namely: data reduction, data presentation, and drawing conclusions (johnny Saldana, 2011). And the data validity technique used in this research is to test the credibility of the data or the correctness of the data which is carried out by means of source triangulation and technical triangulation. Source triangulation is a test of the truth of data which is carried out

by finding out the truth of data from sources or research informants such as school principals, head of curriculum, teachers and students (Creswell, 2014). Meanwhile, technical triangulation is carried out to obtain the very in-depth truth of the data obtained from various data collection techniques that have been carried out, namely by comparing interview data with documentation data and with observational data that the researcher has obtained. So in this way researchers get very in-depth research data about educational evaluation *holistic and balanced* towards the development of all potential, both spiritual, emotional, social, aesthetic, intellectual and physical aspects of Thursina IIBS Malang students.

RESULTS

Thursina IIBS Malang carries out evaluations in accordance with the concept of holistic and balanced education such as; *First,* evaluate students' spiritual aspects from students' activeness in carrying out daily worship routines such as *tahajjud* prayers, *Tahfid and Tadarus* Al-Qur'an, morning and evening dhikr, congregational prayer, sunnah prayer, sunnah and obligatory fasting, behavior and so on. Students who violate (not praying, fighting, smoking, etc.) will receive a reduction in points in accordance with the provisions set by the lodge. As expressed by Murabbi at Thursina IIBS, stated in an interview*: "…We will report every violation committed by a student in the TSES application. We can follow up on minor violations on the spot, such as asking students to memorize a short surah, or do Istigfar 100 times, or you can also do push-ups and run. Serious violations are handled by the school."*

In line with this, Thursina IIBS Student said in an interview: *"…we were given 400 points for one semester, every violation we committed got points deducted. So when we don't pray, or are late coming to the mosque, there will be trouble. Likewise, if you commit a bad act, such as stealing, fighting or truancy, you will be punished in the form of a point deduction."*

Based on Murabbi's presentation, a Thursina IIBS student and the results of the researcher's observations for one year (2024), it can be found that in evaluating this spiritual aspect, Murabbi saw students' activeness in carrying out religious services such as obligatory and sunnah prayers, always happy to do dhikr in the morning and evening and after prayer, happy *Tahfid and Tadarus* Al-Qur'an and so on. When students do not carry it out, Murabbi will provide a note in the Tses application, giving punishment for memorizing short surahs, *istigfar*, etc. Apart from that, for students carrying out all

programs, Murabbi will also provide a report on student progress at TSES, so that student guardians and homeroom teachers, teachers, school principals and policy makers can monitor student progress in stages.

Second, evaluating students' emotional aspects, namely Murabbi observing students' daily habits such as: etiquette in talking to teachers, peers and older people, hanging out with friends both in class and in the dormitory, and daily behavior that can be observed. As Murabbi put it in an interview: *"…My job in the dormitory is to guide the students, so I socialize with them like friends so that when they have problems I can immediately confide in them. "In carrying out daily assessments of students, I observe their manners towards teachers, peers and older people, after that I provide notes on the students' progress."*

The Thursina IIBS student added in an interview: *"... every Wednesday we have halaqah ta'dib activities, we teach the etiquette of a student to parents, teachers, peers and older people."*

The explanation above confirms that in evaluating the emotional aspect, Murabbi assesses students' ability to manage their emotions, such as manners towards teachers, peers and older people. Apart from that, there are aspects of empathy towards other people, and good attitudes and behavior towards teachers and students when they are in the dormitory, mosque and class. This form of assessment is recorded in the TSES application and taken into consideration in attitude assessment.

Third, In evaluating the social aspects of Thursina IIBS students, you can observe the students' ability to work together in completing school assignments (group assignments), daily assignments in the dormitory (mutual cooperation in cleaning rooms, dormitories and yards), boarding school activities such as social service, free medical treatment for the community, distributing sacrificial animal meat (Eid al-Adha), raising funds for victims of natural disasters, school organization activities, and sports clubs and so on. As the Principal stated in an interview: *"…Thursina IIBS provides various activities in processing social aspects including learning activities in the classroom, in the dormitory, boarding school environment, and even in the community. "The forms of activities include group work in producing products (project-based learning), campus service activities, namely cleaning the boarding school environment, and community social activities such as free medical treatment, distributing basic necessities to underprivileged communities and orphanages, distributing meat from sacrificial animals on Eid al-Adha and so on."*

Thursina IIBS student added: *"…We always take part in various social programs held by the boarding school, including social service activities. "In this activity we were taught to always work together to complete it and thank God it went smoothly, thanks to the encouragement from the teachers."*

The presentation by the Principal and Students of Thursina IIBS made it clear that evaluating social aspects can be done through students' abilities to work together, communicate and interact in groups. The assessment carried out by the teacher is in accordance with the students' activeness in completing the tasks given, such as being able to work together in a team, being able to communicate and interacting in groups. Apart from that, the assessment also considers the development of values such as tolerance, responsibility and leadership.

Fourth, in evaluating the aesthetic and creative aspects, namely assessing students' creativity in various competitions such as the Thusina event *language festival* 2023. All students learn to collaborate, be creative and innovate in taking part in various competitions such as chant competitions *attribute, vlog*, race *nasyid*, *speech*, *khitobah, storytelling*, drama, *sing a song*, *spelling bee*, *calligraphy*, *treasure hunt,* smart, careful, as well *qiraatul akhbar* Curriculum Waka Thursina IIBS revealed in an interview*: "...In assessing the aesthetic and creative aspects, we do not only assess the results but also the process that the students go through. "The competition event that we program is the first step to hone all the potential of students at Thursina IIBS."*

Teacher Thursina IIBS added: *"…In the learning process students can be creative in producing something new such as changing sound energy into electrical energy. "And thank God, Thursina IIBS students managed to win a gold medal at the 7th International Avicenna Youth Science Festival in 2022. This is the fruit of the learning in class."*

Based on the results of interviews (Waka Curriculum and Teachers), observations from 2023-2024 and school documents (Magazines, Photos and Medals) it can be stated that, evaluating this aesthetic aspect can be through assessing the creative expressions of various competition activities held at the boarding school. Apart from that, assessing various creations made by students, so that they produce something that is useful and has good value. The results of the evaluation of aesthetic and creative aspects can be published both in magazines and on social media, and this is a proud achievement for students, teachers, parents and educational institutions.

Fifth, In evaluating intellectual aspects, Thursian IIBS holds mid-semester exams, final semester exams, matriculation exams, specialization project final exams, and Al-

Qur'an memorization exams. In implementing UTS and matriculation there are three types of exams, namely written exams, oral exams and practical exams. Apart from that, to strengthen the soft skills of Thursina IIBS High School students, they take the final specialization project exam. The Deputy Head of Curriculum said in an interview: *"…The mid-term exams (UTS) and matriculation are carried out in accordance with the academic calendar, there are three types of exams, namely written, oral and practical exams. This is to find out and make effective evaluation of student learning outcomes. At the end of the semester there is also a final specialization exam for grade eleven (11) students. "This activity is a tool for evaluating students' achievements in applying the subjects they have learned during one semester."*

From the presentation by the Head of Curriculum and the school documents that the researchers observed, it can be seen that measuring understanding, critical thinking abilities and problem solving skills Thusina IIBS holds various forms of assessment such as mid-semester exams, final semester exams, matriculation exams, specialization project final exams, Al-Qur'an memorization exams. The forms of exams include written exams, projects, portfolios, presentations, oral exams and practical exams.

The specialization project final exam is the most interesting exam that Thursina IIBS High School has, where there are five specialization programs, namely professional program, Chief Executive Officer (CEO), Muslim Scholar, Science Preneur and Entrepreneur. Each major has its own form of project and assessment, such as the professional project major that is given is research on social behavior, the CEO major requires students to intern at a company or institution for two weeks, the Muslim scholar major's job is to review literature related to da'wah methods, the science preneur major's project is experimental research, and the entrepreneur project major is making a business plan.

Based on the results of observations in the field and school data that researchers observed, for the assessment criteria for each department, students were asked to present their projects in front of examiners from each department. Assessment is carried out starting from the communication process both verbally and in writing, aspects that are assessed include: *critical thinking*, application of scientific methods, time management and depth of understanding of the material. Apart from making presentations in front of supervising teachers as well as in front of external examiners (school partners), the projects

that students have designed will not only be in the final assessment but the projects will be included in various national and international competitions.

Sixth, in evaluating the physical aspects, Thursina IIBS carries out student health checks on a scale, from body growth, height, weight and student motor skills. To support students' physical development, Thursina IIBS also evaluates the food consumed by students to see whether it meets the four healthy five perfect standards. Apart from that, Thursina IIBS also conducts fitness tests for students through various student sports activities both in the morning and in the afternoon. As stated by the Principal in an interview*: "...Our students are given sports time according to their interests, we provide adequate facilities to support students' physical development, apart from that we also provide nutritious food and drinks to support students' development. To control the health of students, we also provide a medical center that students can visit when they have complaints or are sick. "All the services we provide are to provide comfort to students while studying at Thusina IIBS cottage,"*

Thursina IIBS student added: *"...To maintain health at this cottage, we exercise both in the morning and evening. The food we are given, thank God, is very healthy and nutritious, and when we are sick, Thursina IIBS has provided a good clinic."*

Based on the presentation by the Principal and Students of Thursina IIBS, it can be stated that, Thursina IIBS evaluates physical aspects by carrying out health (fitness) tests in stages every semester. To provide student health information, you can find out through the TSES application, parents can monitor student progress through the application.

DISCUSSION

Thursina IIBS applies holistic judgment in conducting assessments. Holistic Judgment is an approach to evaluation that assesses students as a whole by considering various aspects of student development such as spiritual, emotional, social, aesthetic, intellectual and physical potential. The concept applied by Thursina IIBS emphasizes that evaluation is not only a quantitative measurement (in the form of numbers and scores) but also understands the student's development process as a whole (Kimbell, 2022; Leech & Vitello, 2023).

The characteristics of holistic judgment applied by Thursina IIBS are; The first is oriented towards the whole (*wholeness oriented*) means that the evaluation not only assesses

academic aspects but also character, self-awareness, creativity, ethics and spiritual values. Apart from that, the assessment process emphasizes the balance between cognitive knowledge and emotional development. For example, every behavior carried out by students while at the boarding school will be assessed by the teacher and Murabbi, such as in the activities of evening prayers, tadarus and murajaah al-Qur'an, congregational prayers at the mosque, study and so on. When students do not take part in the activity, it will be included in the TSES application as a form of assessment.

Second based on context and process, the meaning is that in the assessment not only look at the end result but also see how the student achieves an understanding and skill. Thursina IIBS involves an evaluation that is relevant to the real experience and social environment of students. For example, a teacher evaluates the student's independence from what the student does, starting from waking up, tidying the bed (blankets, pillows, clothes), cleaning oneself (brushing teeth, bathing), until the student wears neat, fragrant and polite clothes.

Third Using a variety of assessment methods, Thursina IIBS combines assessment from portfolio, self-reflection, observation, discussion and experience-based projects. The forms of exams at Thursina IIBS include written, oral and practical exams, apart from that, Thursina IIBS implements mid-semester exams, matriculation, Al-Quran tahfid exams, Specialization Project exams and so on.

Fourth participatory and democratic, meaning that Thursina IIBS invites students to be involved in self-assessment and provide input to peers. In addition, respecting students' perspectives and experiences in the evaluation process.

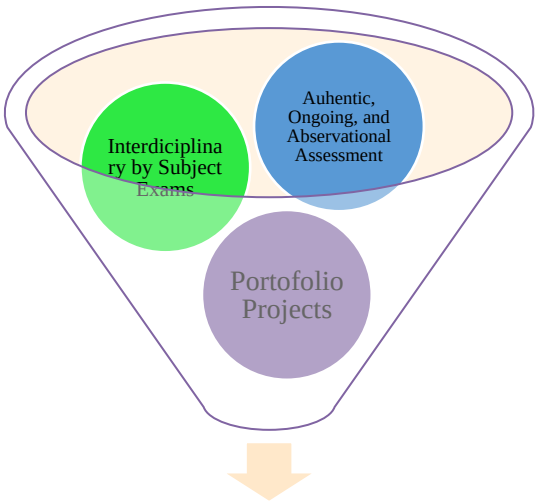
Fifth Transformational, namely the evaluation used by Thursina IIBS to help students in forming good personalities, morally *excellent, internationally minded, and inspiring leaders*. The aim of this evaluation is to build self-awareness, responsibility and wisdom in life.

The Holistic Judgment implemented by Thursina IIBS is in line with Nava (2001) who states that evaluation in holistic education must be based on love, wisdom, self-awareness, not just on numbers and rigid assessment standards. Implementation of holistic judgment, namely; 1) project-based assessments that allow students to explore real life issues; 2) reflective journals, where students write about their experiences and how students have developed emotionally and spiritually; 3) open discussions that assess students'

understanding of ethical and social values; and 4) qualitative observations of students' social interactions and leadership in the school community.

From the explanation above, the author concludes that the holistic judgment applied by Thursina IIBS is an evaluation approach that assesses students thoroughly and in depth, not only based on academic grades but also on the development of all students' basic potential, including spiritual, emotional, social, aesthetic, intellectual and physical aspects. In HBE education, evaluation aims to help students grow in developing all human potential, so that they can create Muslim scholars with Islamic personalities (*morally excellent*), broadminded (*internationally minded*) and a leader (*inspiring leaders*).

There are three aspects of assessment developed by Thursina IIBS in HBE education, namely; 1) Interdisciplinary by Subject Exams; 2) Authentic, Ongoing, and Observational Assessment; and 3) Portfolio Projects.



Picture. 1 Evaluation of HBE at Thursina IIBS Malang

First, Interdisciplinary by Subject Exams, namely an evaluation approach that integrates various scientific disciplines in one exam or assignment. In HBE education, this method aims to connect various studies so that students can understand concepts more contextually, deeply and meaningfully.

The characteristics of the Interdisciplinary by Subject Exams at Thursina IIBS are; 1) connecting various fields of science, where students are tested not only in one subject but through the integration of concepts from various scientific disciplines. Like the

Physics subject at Thursina IIBS (STREAM approach) integrates six disciplines namely science, technology, religion, engineering, art and mathematics in completing a project; 2) emphasizes real problem solving, meaning the exam questions are not just theory, but real life scenarios. For example, Thursina IIBS students are given an assignment on climate change which is integrated with Physics (analysis of carbon effects), Geography (weather patterns), and Economics (impact on society); 3) develop critical and creative thinking, namely Thursina IIBS tests how students connect concepts from various fields of science to understand the problem as a whole (emphasizing analysis, synthesis and evaluation skills); and 4) project and collaboration based, namely Thursina IIBS determines that exams are carried out either in the form of research, case studies or team projects involving several subjects. For example, Thursina IIBS students created an environmental sustainability project that included Biology (ecology), Mathematics (impact statistics), and Citizenship (legal regulations).

So interdisciplinary by subject exams in HBE education are connecting various scientific disciplines to provide students with a more relevant and in-depth learning experience. This approach prepares students to always think critically and innovatively, so that students can face the challenges of globalization and technology with broader insight.

Second, Authentic, Ongoing, and Observational Assessment. In HBE education, evaluation is not only focused on the final results but also on aspects of the learning process and how students can develop as a whole. Therefore, the Authentic, Ongoing, and Observational Assessment approach is applied to better understand student development in depth and contextually.

Authentic assessment is an evaluation method that assesses students in the context of real situations that are relevant to their world. Thursina IIBS uses assignments that reflect real life, for example research-based projects that discuss environmental issues that integrate science, social science and ethics. Thursina IIBS assesses how students apply knowledge and skills in meaningful contexts, for example activities held by Thursina IIBS, debates, interactive dialogues, project presentations and others to test students' critical understanding of a topic.

Ongoing assessment is an evaluation that is carried out continuously throughout the learning process, not just at the end of learning. The characteristics built by Thursina IIBS are focusing on student progress and development, using constructive feedback and

helping students to develop, and adjusting learning methods based on student needs. Examples of applications carried out by Thursina IIBS are; 1) create a reflective journal in which students write periodically about student experiences and learning; 2) development portfolio, namely students collect all assignments, specialization projects in one semester; and 3) conduct weekly discussions to evaluate student understanding and progress.

Observational assessment is an evaluation method applied by Thursina IIBS through direct observation of student behavior, interactions, discipline and skills. The characteristics of this assessment are Thursina IIBS; 1) observing how students participate, interact and develop in the learning environment, for example observing group discussions to assess students' critical thinking and collaboration skills; 2) involving teachers and murabbi as facilitators who pay attention to all aspects of student development such as students' spiritual, emotional, social, aesthetic, intellectual and physical potential; 3) using the TSES application to facilitate students' daily assessment, to determine maximum and balanced student development from spiritual, emotional, social, aesthetic, intellectual and physical aspects.

From the explanation above, it can be concluded that authentic, ongoing and observational assessment approaches in HBE education can help students in a comprehensive and balanced manner, not just based on numbers or standard tests. This approach ensures that assessment (evaluation) does not only focus on what students know, but how students learn, think and develop in real life.

Third, Portfolio Projects is an assessment method in HBE education that focuses on collecting student work on an ongoing basis to assess student development, creativity and understanding. This method reflects an authentic, sustainable and observation-based approach in accordance with the principles of assessment in holistic education.

The portfolio projects developed by Thursina IIBS are; 1) developmental portfolio, which displays the development of students' skills and understanding over time, for example a collection of essays, science experiments or art projects that are undergoing revision; 2) reflective portfolio, which emphasizes students' self-reflection on learning, for example learning journals, reflection notes after completing projects; 3) The assessment portfolio is used by Thursina IIBS to evaluate student competencies and achievements against established curriculum standards. Examples include scientific project documentation that reflects an understanding of STEM concepts.

The benefit of portfolio projects in HBE education is that it assesses students as a whole, not only academically but also creativity, reflection and teamwork. Improving students' critical thinking skills and providing space for students to show their skills (encouraging self-expression). Apart from that, motivating meaningful learning and supporting collaboration between students, teachers and parents, all parties can understand student development on an ongoing basis.

The steps taken by Thursina IIBS in implementing portfolio projects are; determining goals, determining the portfolio format, guiding students in collecting work, involving self-reflection (encouraging students to analyze and evaluate student progress in the learning process), providing constructive feedback (observation and discussion), and exhibiting portfolios, namely students presenting their projects in front of teachers, judges, parents, and if the results are good then they will be included in various competitions at both national and international levels.

Based on the explanation above, the researcher concludes that portfolio projects are an assessment (evaluation) tool that is very suitable with the HBE educational approach (which is implemented by Thursina IIBS) because it can assess student development in a comprehensive and balanced manner. By integrating academic skills, reflection, creativity and real problem solving, this method can help students become more independent, creative, innovative and critical thinking learners. So that it can create Muslim scholars who have an Islamic personality (*morally excellent*), global outlook (*internationally minded*) and a leader (*inspiring leader*) in accordance with the mission of Thursina IIBS Malang.

CONCLUSION

The evaluation carried out by Thursina IIBS is based on observations and school data, namely assessing not only measuring academic results but also paying attention to student development as a whole. The evaluation in Thursina is focused on the transformation of consciousness, the assessment of spiritual values and the development of various dimensions of intelligence. The evaluation process at Thursina IIBS is in line with Ramon Gallegos Nava's theory which states that the main components of holistic educational evaluation must include; 1) integral evaluation, namely assessing the development of students' potential as a whole; 2) qualitative and reflective evaluation, namely focusing on the process, not just the final result; 3) value-based evaluation (centered on spiritual and

moral awareness); 4) contextual evaluation; 5) formative evaluation (providing continuous feedback) and summative (measuring final results by considering various dimensions of development); 6) participatory evaluation, namely actively involving students in the assessment process; and 7) evaluation that facilitates self-transformation (changes in thought patterns, behavior and perspective or insight).

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