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The Role of PAI Learning Evaluation in Developing Adolescents' Moral Awareness in the Era of Social Media

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Abstract

The social media era presents complex challenges to shaping adolescent moral awareness, thereby necessitating a fundamental transformation in Islamic Education (*Pendidikan Agama Islam*, PAI) assessment practices. This study aims to explore the role of PAI assessment in fostering adolescents' Moral consciousness in the social media era through the perspectives of teachers as primary evaluators. Employing a qualitative phenomenological design, the research involved ten to fifteen junior and senior high school PAI teachers selected via purposive sampling. Data were collected through in-depth interviews and participatory observations and analyzed using thematic analysis with triangulation to ensure the credibility of the findings. The results reveal that PAI teachers have developed a holistic conception of evaluation that integrates cognitive, affective, and psychomotor dimensions by implementing innovative instruments such as digital portfolios, project-based evaluations, and authentic assessments through case studies. Despite challenges including students' Identity dualism, teachers' Limited digital competencies, and ethical dilemmas related to privacy, PAI assessment effectively facilitates the internalization of moral values, shapes internal moral filters, and promotes positive behavioral changes among

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students on social media. This study contributes theoretically to the development of an evaluation paradigm responsive to digital-age challenges and offers practical implications for enhancing the quality of character education in the contemporary era.

Keywords: Islamic Education (PAI); Learning Evaluation; Moral Consciousness; Social Media; Character Education; Digital Era

INTRODUCTION

The massive digital transformation that has occurred over the past two decades has brought about fundamental changes in social interaction patterns, particularly among the younger generation. Social media, a product of the information technology revolution, serves not only as a means of communication but has also transformed into a virtual social space that shapes the identities, values, and behaviors of contemporary youth (Fitrianti & Hanaf, 2025). This phenomenon creates a paradox in the context of moral character formation for the younger generation, where easy access to unlimited information has the potential to blur the boundaries of moral values established through the formal education system. In this increasingly complex digital landscape, adolescents are confronted with a variety of content that does not always align with the religious and ethical values taught in educational settings, thus creating an urgency for academic institutions to conduct a comprehensive evaluation of the effectiveness of Islamic Education (*Pendidikan Agama Islam*/PAI) learning in fostering moral awareness (Kusumastuti et al. , 2024).

Islamic Education, as an essential component of the national education system, has a strategic responsibility in shaping the personalities of students who are faithful, pious, and have noble morals. However, the challenges facing PAI learning in the digital era are increasingly complex, as social media penetration reaches nearly all levels of society, including students (Rahmadani, 2024). Empirical data show that Indonesian teenagers spend an average of more than six hours per day accessing various social media platforms, a duration that far exceeds the time they allocate for formal learning activities at school. This condition indicates that social media has become a very powerful agent of socialization, even surpassing the influence of family and school in shaping the value orientation and moral attitudes of adolescents. Therefore, evaluation of PAI learning can no longer be viewed as a routine administrative activity, but must be transformed into a strategic instrument to measure the

extent to which PAI learning can internalize moral values in students so that they have moral resilience amidst the rapid flow of digital information (Faelasup & Astuti, 2025).

In the context of this research, adolescent moral awareness is understood as an individual' S cognitive and affective ability to recognize, understand, and apply ethical principles in everyday life, including interactions in the digital space. This moral awareness does not develop automatically, but rather through a systematic learning process and ongoing evaluation (Qowim et al., 2024). However, the reality on the ground shows that many PAI learning evaluation practices are still stuck in a conventional approach that only measures cognitive aspects or religious knowledge, without addressing the affective and psychomotor dimensions that are truly the essence of moral character formation. This limitation often results in PAI learning failing to produce the expected output: students who not only understand religious teachings theoretically but are also able to use them as a foundation for their attitudes and behavior, including when surfing the internet. Comprehensive learning evaluation should be able to measure not only material mastery but also changes in attitudes, character formation, and students' Ability to apply Islamic moral values in real-life contexts, including within the social media ecosystem filled with temptations and ethical challenges (Harahap, 2025).

The social media era has created a unique moral dilemma for the teenage generation, as they must navigate between traditional values taught in schools and new norms evolving in the digital space. Phenomena such as cyberbullying, the spread of negative content, hoaxes, hate speech, and other unethical digital behavior are clear evidence that adolescents' Moral awareness faces serious challenges in the digital age (Anjani, 2024). Research shows that exposure to negative content on social media is significantly correlated with decreased moral sensitivity and increased immoral behavior among adolescents. In this context, evaluating PAI learning becomes crucial. Through proper evaluation, educators can identify the extent to which PAI learning has successfully equipped students with strong moral values, enabling them to filter information, make ethical decisions, and behave in accordance with religious teachings, even in a permissive digital environment. Effective evaluation measures not only the outcome but also the learning process, enabling educators to make improvements and adjustments to learning strategies to be more responsive to the dynamics of technological developments and the moral challenges faced by students (Nurjanah et al. , 2023).

The development of educational technology also opens up opportunities for innovation in evaluating PAI learning. (Agustina & Yuana, 2025). Various digital-based evaluation instruments, such as e-portfolios, project-based learning with a digital approach, and authentic assessments that integrate social media activities as a learning context, can be an alternative to measuring adolescents' Moral awareness more comprehensively and contextually (Ananda et al., 2025). However, the implementation of this innovative evaluation still faces various obstacles, ranging from limited educator competence in designing holistic evaluation instruments, unequal technological infrastructure, and an evaluation paradigm that is still oriented towards cognitive aspects. In the context of developing moral awareness, evaluation must be able to reach deeper aspects, such as integrity, empathy, social responsibility, and self-reflection. An ideal PAI learning evaluation should be able to measure how students apply the values of honesty, tolerance, and compassion in their digital interactions, how they respond to content that conflicts with religious values, and how they contribute to creating a more positive and moral digital ecosystem (Marsha et al., 2023).

Various empirical studies have confirmed that learning evaluation has a significant impact on the quality of learning and the achievement of educational goals. Well-designed evaluations serve not only as measuring tools but also as instruments for providing constructive feedback to students, enabling them to reflect on and improve their attitudes and behaviors (Boroallo et al., 2025). In the context of PAI learning, evaluations oriented toward building moral awareness must be able to provide clear information about students' Spiritual and moral achievements, not just academic achievements. It requires the development of more varied and authentic evaluation instruments, which rely not only on written tests but also on behavioral observations, attitude assessments, student self-reflection analysis, and even monitoring their digital activities in the learning context. This holistic evaluation approach allows educators to obtain a more comprehensive picture of students' Moral development and the effectiveness of implemented learning strategies.

The urgency of research into the role of PAI learning evaluation in fostering moral awareness among adolescents in the social media era is also driven by the fact that the current generation of adolescents is digital natives who grew up and developed in a very different environment from previous generations. They have mindsets, learning styles, and value systems formed through intensive interaction with digital technology. Therefore, conventional approaches to PAI learning evaluation may no longer be relevant and effective

for measuring the moral awareness of this digital generation. A transformation of the evaluation paradigm is needed that is more adaptive to the characteristics of 21st-century learning and responsive to the specific moral challenges of the digital era (Nurwita et al., 2025). Evaluation of PAI learning must be able to integrate digital literacy and moral literacy, so that students are not only proficient in using technology but also have the wisdom to use it in accordance with religious and ethical values. This study seeks to explore how the evaluation of PAI learning can be optimized as an instrument to foster and strengthen the moral awareness of adolescents, enabling them to become intelligent, wise, and noble social media users (Nurjanah et al., 2023).

METHODS

The researchers used a qualitative approach with a phenomenological study design that aims to explore in depth the role of PAI learning evaluation in fostering moral awareness of adolescents in the era of social media. The qualitative approach was chosen because it allows the researcher to gain a comprehensive and holistic understanding of the phenomenon being studied through the perspective of the research subjects, in this case, PAI teachers who have direct experience in designing, implementing, and evaluating PAI learning amidst the dynamics of digital technology development. The qualitative research paradigm provides space for the researcher to explore the meaning, experiences, and interpretations of the research subjects regarding the learning evaluation practices they carry out, as well as how these practices contribute to shaping the moral awareness of students who actively use social media. The phenomenological design is considered relevant because it allows the researcher to understand the essence of PAI teachers' Experiences in facing the challenges of learning evaluation in the digital era, as well as the adaptive strategies they develop to ensure that learning evaluation not only measures cognitive aspects, but also fosters the affective and psychomotor dimensions related to students' Moral awareness (Nurjanah et al., 2023).

The research subjects in this study were PAI teachers who teach at the junior high and high school levels, considering that at these levels of education, students are in the adolescent phase, a critical period in the formation of identity and moral awareness, and are also the age group most active in using social media. The selection of research subjects was carried out by purposive sampling with certain criteria, namely, PAI teachers who have at least five years of teaching experience, have implemented various learning evaluation

methods, and are concerned with the development of students' Moral character in the digital era. The number of research subjects was determined based on the principle of data saturation, where data collection will be stopped when the information obtained has reached a saturation point and no longer produces significant new findings. The researchers plan to involve approximately ten to fifteen PAI teachers from various schools with diverse characteristics, both in terms of geographic location, school status, and students' Socioeconomic backgrounds, so that the data obtained can represent the diversity of contexts and experiences in PAI learning evaluation practices.

The data collection techniques in this study used two main instruments, namely in-depth interviews and participatory observation (Satori & Komariah, 2017). In-depth interviews were chosen as the primary data collection technique because they allowed researchers to gather rich and detailed information regarding the experiences, perceptions, and reflections of PAI teachers on their learning evaluation practices. The interviews were conducted in a semi-structured manner using interview guidelines developed based on the research focus, yet flexible enough to allow for the development of questions according to the dynamics that emerged during the interview process. Topics explored in the interviews included PAI teachers' Concepts and understandings of learning evaluation oriented toward the formation of moral awareness, evaluation methods and instruments used to measure students' Ethical awareness, challenges and obstacles encountered in implementing learning evaluation in the social media era, strategies developed to integrate moral issues related to the use of social media in the evaluation process, and teachers' Perceptions regarding the effectiveness of PAI learning evaluation in fostering adolescent moral awareness. Each interview session was planned to last between sixty and ninety minutes and was recorded using digital audio devices with the consent of the research subjects to facilitate data transcription and analysis.

In addition to interviews, researchers will also conduct participant observations of PAI learning evaluation practices in the classroom, including observing the learning process, interactions between teachers and students, the evaluation methods used, and student responses to various forms of evaluation. These observations aim to obtain contextual data that can complement and validate the information obtained through interviews, thus producing a more comprehensive understanding of the phenomenon being studied.

The data analysis in this study uses thematic analysis techniques that involve several systematic stages, starting with verbatim transcription of all interview recordings, repeated reading of the transcripts to gain a deeper understanding of the data, coding units of meaning relevant to the research focus, grouping these codes into specific categories, identifying key themes emerging from these categories, and interpreting and interpreting the themes within the context of relevant theory and literature. To ensure the credibility and trustworthiness of the research results, the researcher will conduct data triangulation by comparing information obtained from various sources and data collection methods, conduct member checking by asking research subjects to verify the accuracy of interview transcripts and data interpretation, and conduct peer debriefing by discussing the research findings with colleagues who have expertise in Islamic education and qualitative research methodology. The ethical aspect of the research is also a primary concern, where the researcher will ensure that all research subjects provide voluntary informed consent, the identity and personal information of the subjects are kept confidential, and the research data is used solely for academic purposes (Merriam & Tisdell, 2020).

RESULTS

PAI Teachers' Conception of Learning Evaluation in the Formation of Moral Awareness

Based on the results of in-depth interviews with PAI teachers, it was revealed that their conception of learning evaluation has undergone a paradigmatic shift from a cognitive orientation to a holistic approach that emphasizes the formation of moral awareness. The first informant, a PAI teacher with twelve years of teaching experience, stated:" Evaluation of PAI learning can no longer rely solely on written tests that measure memorization of verses or hadiths. We must be able to see how students apply Islamic values in their daily lives, especially when interacting on social media. Moral awareness must be measured from real behavior, not just from answers on exam papers." This statement indicates a critical awareness among PAI educators that learning evaluation must be able to measure the affective and psychomotor dimensions that are directly related to the formation of students' Moral character.

A second informant added an interesting perspective on the challenges of evaluation in the digital age:" Social media has become a moral laboratory for our students. They spend

more time online than in class. Therefore, our evaluations must be able to measure how the PAI values we teach influence the way they communicate on WhatsApp, Instagram, or TikTok. We can no longer turn a blind eye to this digital reality." This finding indicates that PAI teachers have realized the importance of contextualizing learning evaluation with the realities of students' Digital lives. The evolving conception of evaluation is no longer conventional and separate from students' Real lives, but rather integrated with various dimensions of their lives, including activities in virtual spaces.

A third informant provided a more comprehensive perspective on the indicators of moral awareness that should be measured in learning evaluations:" Moral awareness in the context of the digital era encompasses several crucial aspects, such as students' Ability to filter the content they consume, ethics in communicating online, empathy for others even in virtual interactions, and responsibility for the information they share. Our evaluation is designed to measure these aspects through various instruments that do not only rely on formal tests." This view reflects a deep understanding that moral awareness in the digital era has more complex dimensions compared to the era before the development of information and communication technology.

Evaluation Strategies and Instruments Implemented by PAI Teachers

Observations and interviews revealed that PAI teachers have developed various innovative strategies and evaluation instruments to measure students' Moral awareness. A fourth informant explained:" We use digital portfolios where students are asked to document their religious activities, reflections on social media content they encounter, and creative works based on Islamic values. Through these portfolios, we can see the longitudinal development of their moral awareness." This strategy demonstrates an effort to integrate technology into the evaluation process, while also providing space for students to engage in self-reflection, an essential component in the formation of moral awareness.

The fifth informant revealed the use of a contextual project-based evaluation method:" We give students assignments to analyze moral phenomena on social media from an Islamic perspective, such as cases of cyberbullying, the spread of hoaxes, or content that is inconsistent with religious values. They must provide critical analysis and solutions based on Islamic teachings. From this, we can see the extent of their moral understanding and awareness." This approach not only measures cognitive abilities in understanding religious

concepts, but also analytical and application abilities in solving contemporary moral issues faced by the digital generation.

Classroom observations revealed that PAI teachers also implemented discussion-based and case study-based evaluations. In one observed learning session, the teacher presented a viral social media case involving a moral dilemma, then facilitated an in-depth discussion among students. A sixth informant explained the rationale for this method:" Through case discussions, we can directly observe how students reason, how they consider ethical perspectives, and how religious values influence their moral decisions. This provides a more authentic picture of their moral awareness compared to written tests." These findings confirm that authentic evaluations based on real-life situations provide more valid information about students' Moral development.

Challenges in Implementing PAI Learning Evaluation in the Era of Social Media

PAI teachers identified significant challenges in implementing learning evaluations oriented toward moral awareness formation. The seventh informant revealed:" The biggest challenge is the gap between students' Behavior at school and their behavior on social media. Many students appear religious and polite at school, but have a very different persona online. It makes evaluation very complex because we cannot fully monitor their digital lives." This statement indicates the phenomenon of dual identity, which is an obstacle to the evaluation process and the formation of consistent moral awareness.

The eighth informant added another dimension to the challenges faced:" Our limited digital competency as teachers is also an obstacle. Technology and social media platforms develop very quickly, while we are not always updated with new trends and features. It makes it difficult for us to design evaluations that are relevant to the ever-changing digital context." This finding highlights the importance of improving the digital literacy of PAI teachers so that they are able to develop evaluation instruments that are adaptive to the dynamics of technological developments.

Another identified challenge was resistance from some students and parents to forms of evaluation that were perceived as invasive of privacy. A ninth informant explained:" When we tried to integrate observations of students' Social media activities as part of the evaluation, there was resistance from some parents who considered this a violation of privacy. Yet our goal was purely to help shape their children' S character." This ethical dilemma demonstrates

the need for intensive communication with other educational stakeholders to build a shared understanding of the importance of holistic evaluation in the digital age.

The Effectiveness of PAI Learning Evaluation in Cultivating Moral Awareness in Adolescents

Despite facing various challenges, PAI teachers reported positive indications regarding the effectiveness of learning evaluation in fostering students' Moral awareness. The tenth informant stated:" We see significant changes in students who consistently follow the holistic evaluation process. They become more reflective about their behavior on social media, more careful in sharing information, and show greater empathy in their digital communications." This testimony indicates that a well-designed evaluation can function not only as a measurement tool but also as an educational intervention that encourages behavioral change.

The eleventh informant added concrete evidence of the effectiveness of the evaluation:" After we implemented a digital portfolio-based evaluation system and self-reflection, cyberbullying cases in our school decreased drastically. Students are more aware of the impact of their words online. They also started using social media for positive things such as sharing Islamic teachings and campaigning for good values." This behavioral change shows that comprehensive PAI learning evaluation is able to shape moral awareness that is not only cognitive, but also internalized in the real actions of students.

Observations at the school also revealed changes in the way students interact with and respond to moral issues that arise on social media. In an observed class discussion, students demonstrated strong critical analysis skills regarding viral content containing negative values and were able to relate it to Islamic principles. The twelfth informant commented on this phenomenon:" Our ongoing evaluations have helped students develop a kind of internal' Moral filter.' They are no longer easily provoked by negative content on social media, and are able to make wiser decisions about what they need to consume or share." This finding strengthens the argument that PAI learning evaluation plays a strategic role in building adolescent moral resilience in the digital era filled with challenges and temptations.

DISCUSSION

Transformation of the PAI Learning Evaluation Paradigm from Cognitive to Holistic

The findings of this study confirm a paradigmatic shift in the concept of PAI learning evaluation, from a conventional, cognitive-oriented approach to a holistic approach that integrates affective and psychomotor dimensions. This transformation aligns with the perspective put forward in studies on optimizing moral material in PAI learning, which emphasize the importance of a comprehensive approach encompassing personal, behavioral, and environmental aspects in shaping students' Moral character (Elfizar et al., 2025). This paradigm shift is an adaptive response to the complexity of ethical challenges in the digital era, where moral awareness can no longer be measured solely through theoretical knowledge of religious teachings, but must be seen from the ability of students to apply these values in various life contexts, including in interactions in virtual spaces.

PAI teachers' Conception of learning evaluation, which emphasizes measuring students' Actual behavior on social media, reflects a deep understanding that developing moral awareness requires an authentic and contextual evaluation approach. It resonates with research findings on the role of PAI teachers in building ethical communication awareness in the digital era, which indicates that integrating religious values with digital literacy is key to shaping students' Character and enabling them to navigate the virtual world wisely (Zaidan et al., 2025). Evaluation oriented towards real-life contexts enables teachers to identify gaps between students' Conceptual understanding and the practical application of moral values in the situations they face every day, thus facilitating more targeted and effective educational interventions.

Innovation of Technology-Based Evaluation Instruments and Authentic Approaches

The implementation of various innovative evaluation instruments, such as digital portfolios, project-based evaluations, and assessments through case study discussions, demonstrates PAI teachers' Serious efforts in adapting evaluation practices to the characteristics of the digital generation and the demands of moral awareness formation in the social media era. These strategies align with recommendations for developing PAI learning evaluation models that integrate technology-based approaches, online assessments, and interactive and participatory evaluation methods to improve learning effectiveness and strengthen the internalization of religious values (Zahraini & Hajaroh, 2024). The use of

technology in evaluation not only increases relevance to the context of students' Lives but also opens up opportunities for more comprehensive and longitudinal assessments of the development of their moral awareness (Hariyono et al., 2024b).

A project-based evaluation approach that asks students to analyze moral phenomena on social media from an Islamic perspective demonstrates the application of authentic learning principles that connect learning content to the realities of students' Lives. This strategy parallels research findings on PAI efforts to address students' Moral distortions caused by social media, which recommends a holistic and collaborative approach in PAI curriculum development to address various forms of moral distortions, such as cyberbullying, the spread of hoaxes, and other immoral behavior (Hikayat et al., 2025). Case study and discussion-based evaluations allow teachers to directly observe students' Critical thinking processes and ethical considerations, thus providing more valid and reliable information about their level of moral awareness compared to conventional evaluation instruments.

The implementation of evaluation rubrics that utilize social media, as found in this study, is also in line with learning evaluation practices in Islamic boarding schools that have successfully integrated product-based, project-based, and performance-based assessments by utilizing advances in information technology (Susanti et al., 2024). This multi-dimensional evaluation approach not only measures cognitive achievement, but also aspects of the students' Psychological and spiritual, religious, and mental life, thus providing a holistic picture of the development of their moral awareness.

The Complexity of Evaluation Challenges in the Digital Age and Its Implications

The challenges identified in this study, particularly the phenomenon of students' Dual identities between their school and social media personas, underscore the complexity of moral awareness formation in the digital age, requiring more sophisticated evaluation and intervention strategies. This phenomenon reflects what is referred to in developmental psychology literature as identity fragmentation, where individuals develop multiple distinct personas in different social contexts. In the context of moral education, this poses epistemological challenges related to the validity of evaluations, as behaviors displayed in formal educational settings may not represent the ethical awareness that is truly internalized within students.

The limitations of PAI teachers' Digital competencies identified in this study are also a crucial issue that requires serious attention from education stakeholders. Research on improving the quality of PAI learning through digital media evaluation confirms that although digital media can increase the interactivity and accessibility of PAI learning, challenges in infrastructure and educator competency still require strategic optimization solutions (Rochim, 2024). The digital competency gap between teachers and students can hinder the effectiveness of learning evaluation, because teachers may not have an adequate understanding of the digital context in which students operate, so that the evaluation instruments developed are less relevant or even unable to capture the phenomena that actually occur (Paling et al., 2024).

Ethical dilemmas related to privacy in learning evaluations involving observation of students' Social media activities require a clear moral framework and consensus among all educational stakeholders. In this context, it is crucial to develop evaluation protocols that respect students' Privacy while still allowing teachers to obtain the information necessary to support their moral development. Transparency of evaluation objectives, informed consent from students and parents, and responsible data use are fundamental principles that must be upheld in implementing learning evaluations in the digital age.

The Effectiveness of Evaluation in Building Moral Resilience in Adolescents

Positive findings related to the effectiveness of PAI learning evaluation in fostering students' Moral awareness confirm the hypothesis that well-designed evaluation can serve as an educational intervention that encourages behavioral change. The decrease in cyberbullying cases and increase in positive behavior on social media reported by informants provide empirical evidence of the tangible impact of holistic and ongoing learning evaluation (Hariyono et al., 2024a). This finding resonates with the results of research on building students' Moral resilience through PAI as a preventive measure against online gambling, which shows that the integration of Islamic values in the learning process and the implementation of collaborative policies have proven effective in building students' Moral resilience (Ghozali et al., 2025).

The observed development of an" Internal moral filter" In students suggests that comprehensive evaluation of PAI learning can facilitate the internalization of moral values, not just superficial understanding. This internalization process is a crucial stage in the

formation of authentic moral awareness, where values are no longer understood merely as external norms to be obeyed but rather become an integral part of a personal value system that guides individual decisions and actions. Research on spiritual moral awareness related to the development of ICT-based learning media confirms that moral awareness encompasses not only ethical understanding but also the practice of moral principles in everyday interactions, including in digital contexts (Rachmawati et al., 2025).

The use of social media for positive purposes, such as sharing Islamic religious content and promoting good values, as reported by informants, indicates that the evaluation of PAI learning not only successfully prevents negative behavior but also encourages constructive, prosocial behavior. It is in line with research findings on the influence of social media in PAI learning on students' Religious lifestyles, which show that the use of platforms such as TikTok in PAI learning can significantly improve the dimensions of religiosity and religious lifestyles of students (Ramadhani et al., 2025). This behavioral transformation indicates that when students develop a strong moral awareness through effective evaluation and learning processes, they are not only able to avoid negative content but are also motivated to contribute positively to the digital ecosystem.

The findings of this study also strengthen the argument that PAI learning evaluation plays a strategic role in preparing young people to face the increasingly complex moral challenges of the digital era. In a context where social media has become a highly influential social space in shaping adolescents' Identities and values, learning evaluation that can measure and encourage the development of moral awareness is crucial. It aligns with the perspective that digital media innovation in PAI learning should be directed not only at increasing the effectiveness of knowledge transfer but also at strengthening the character formation and moral resilience of students (Susanti et al., 2024). Thus, PAI learning evaluation must continue to be developed and adapted to ensure its relevance to the dynamics of technological developments and moral challenges that continue to evolve in the digital era.

Theoretical and Practical Implications of PAI Learning Evaluation in the Context of Character Education in the Digital Era

The findings of this study have significant theoretical implications for developing a conceptual framework for PAI learning evaluation that is responsive to the dynamics of the

digital era. This research strengthens the argument that learning evaluation must be understood within a constructivist-contextual paradigm that positions students as active agents in the formation of their own moral awareness, rather than as passive objects who merely receive the transfer of values. In this context, evaluation functions as a dialogic process that facilitates students' Critical reflection on their moral experiences in the digital space, thereby encouraging the construction of personal meaning for the Islamic values they learn (Ahmad et al., 2025). These implications require a fundamental reconceptualization of learning evaluation theory, which has tended to be positivist and measurement-oriented, toward a more interpretive and development-oriented approach that recognizes the complexity and multidimensionality of moral awareness. Practically, this research offers several strategic implications for improving the quality of PAI learning evaluation and the development of character education in educational institutions. First, it is necessary to develop a sustainable training program for PAI teachers that focuses not only on mastering religious content but also includes improving digital competency, understanding the psychology of adolescent development in the digital era, and skills in designing authentic evaluation instruments capable of comprehensively measuring moral awareness (Zulfahmi, 2022). This training program must be practical and applicable, involving simulations of technology-based evaluation rubric design, digital portfolio development workshops, and peer learning where teachers can share best practices in implementing innovative learning evaluations. Second, educational institutions need to develop clear policies and technical guidelines regarding ethical protocols in learning evaluations that involve observing students' Digital activities, including informed consent mechanisms, personal data protection, and limitations on access to information that can be used for evaluation purposes (Muslimah & Risa, 2024).

CONCLUSION

This study reveals comprehensive findings that the assessment of Islamic Education (*Pendidikan Agama Islam*/PAI) plays a strategic role in fostering adolescents' Moral awareness in the social media era through a paradigmatic shift from conventional cognitive-oriented approaches to holistic methods integrating affective and psychomotor dimensions. PAI teachers have developed contextual evaluation concepts responsive to students' Digital realities by implementing innovative instruments such as digital portfolios, project-based

evaluations, and authentic assessments through case study discussions, enabling thorough measurement of moral awareness. Despite facing complex challenges, including student identity dualism, limited digital competence of teachers, and ethical dilemmas concerning privacy in social media activity observation, systematically and sustainably designed assessments effectively facilitate internalization of Islamic moral values, shape internal moral filters, and promote positive behavioral changes, evidenced by reduced cyberbullying cases and increased constructive social media engagement. Theoretically, this reinforces that learning assessment transcends mere administrative academic measurement and should serve as a strategic educational intervention instrument to shape character and moral resilience in facing digital era challenges. Practically, the study recommends ongoing digital competency development for teachers, ethical protocols for digital activity observation respecting privacy, and reinforced collaboration between schools, families, and communities to support adolescent moral awareness. Further research is advised to explore AI-based PAI assessment models for personalized and adaptive evaluation and to conduct longitudinal studies measuring the long-term impact of assessment on adolescents' Moral resilience in higher education and increasingly digital workplaces.

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