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Evaluating the Feasibility of Islamic Religious Education Innovations through Academic Argumentation and Peer Feedback: An Al-Islam and Kemuhammadiyahan (AIK) Perspective

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ABSTRACT

Evaluating the feasibility of Islamic Religious Education (IRE) innovation designs requires an approach that considers not only pedagogical aspects but also the accuracy of Islamic content, academic argumentation, and ethical responsibility. This study aims to develop a conceptual framework for evaluating the feasibility of IRE innovations by integrating academic argumentation, peer feedback, and the values of Al-Islam and Kemuhammadiyahan (AIK). It employs a conceptual literature review approach by examining literature on IRE instructional design, curriculum and assessment alignment, academic argumentation competence, peer feedback, and AIK quality standards. The literature was analyzed through thematic mapping, conceptual comparison, and cross-concept synthesis. The findings identify five dimensions of feasibility: pedagogical, Islamic content, technical and contextual, assessment, and ethical dimensions. These dimensions are integrated with academic argumentation as an evidence-based reasoning mechanism and peer feedback as a dialogic mechanism for evaluating and revising instructional designs. The values of tawhid, akhlaq, amanah, tajdid, musyawarah, and the integration of knowledge and practice provide the ethical foundation for the entire process. This study proposes the AIK-Grounded Argumentative Peer Evaluation Model as a conceptual framework to support the evaluation and refinement of IRE innovation designs. The model requires further validation and empirical testing before it can be implemented on a wider scale.

Keyword
Islamic Religious Educ ation; instructional innovation; academic argumentation; peer feedback; Al-Islam and Kemuhammadiyahan (AIK).

Abstrak

Evaluasi kelayakan rancangan inovasi pembelajaran Pendidikan Agama Islam (PAI) memerlukan pendekatan yang tidak hanya mempertimbangkan aspek pedagogis, tetapi juga ketepatan substansi keislaman, argumentasi akademik, dan tanggung jawab etis. Kajian ini bertujuan mengembangkan kerangka konseptual evaluasi kelayakan inovasi pembelajaran PAI melalui integrasi argumentasi akademik, umpan balik sejawat, dan nilai Al-Islam dan Kemuhammadiyahan (AIK). Penelitian menggunakan pendekatan conceptual literature

review dengan menelaah literatur mengenai desain pembelajaran PAI, keselarasan kurikulum dan asesmen, kompetensi argumentasi akademik, umpan balik sejawat, serta standar mutu AIK. Literatur dianalisis melalui pemetaan tematik, perbandingan konseptual, dan sintesis antarkonsep. Hasil kajian menghasilkan lima dimensi kelayakan, meliputi aspek pedagogis, substansi keislaman, teknis dan kontekstual, asesmen, serta etis. Kelima dimensi tersebut diintegrasikan dengan argumentasi akademik sebagai mekanisme penalaran berbasis bukti dan umpan balik sejawat sebagai mekanisme dialogis untuk evaluasi dan revisi rancangan. Nilai tauhid, akhlak, amanah, tajdid, musyawarah, serta integrasi ilmu dan amal menjadi landasan etik dalam keseluruhan proses. Kajian ini menghasilkan AIK-Grounded Argumentative Peer Evaluation Model sebagai kerangka konseptual untuk mendukung evaluasi dan penyempurnaan rancangan inovasi pembelajaran PAI. Model ini masih memerlukan validasi dan pengujian empiris sebelum diterapkan secara luas.

Kata Kunci Pendidikan Agama Islam; inovasi pembelajaran; argumentasi akademik; umpan balik sejawat; Al-Islam dan Kemuhammadiyahan (AIK).

INTRODUCTION

Islamic Religious Education (IRE) plays a strategic role in shaping students who not only possess religious knowledge but also develop faith, piety, noble character, and the ability to implement Islamic values in their personal and social lives. Amid social change, scientific advancement, and digital transformation, IRE is required to continuously adapt by developing instructional innovations that are relevant to students' needs. However, instructional innovation should not be understood merely as the adoption of new technologies, variations in teaching methods, or the development of engaging digital media. Rather, innovation must be grounded in sound pedagogical principles, relevant subject matter, alignment with students' characteristics, and the capacity to support the achievement of educational objectives. The OECD (2025) emphasizes the importance of teaching quality supported by teachers' professional competencies and meaningful instructional practices. From the perspective of Islamic education, these demands must be situated within a framework of knowledge development that remains connected to character formation and the practice of religious values.

A fundamental challenge in developing IRE instructional innovations concerns how to determine the feasibility of an instructional design before its implementation in the learning process. A design that is technologically innovative does not necessarily demonstrate alignment among learning objectives, content, strategies, media, student activities, and assessment. The principle of *constructive alignment*, developed by Biggs and Tang (2011), emphasizes that instructional quality depends on the coherence among intended learning outcomes, learning activities, and assessment systems. Similarly, Martone and Sireci (2009) highlight the importance of alignment among curriculum, instruction, and assessment in ensuring the quality of educational evaluation. In the context of IRE, this alignment involves additional complexities because instructional designs must also consider the accuracy of Islamic sources, the appropriateness of religious interpretations, and the relevance of Islamic values to students' learning experiences. Suhayiba and Ansyari (2023) identify educational objectives, the alignment of curriculum components, and instructional contexts as essential elements of Islamic Religious Education design. Accordingly, the feasibility of IRE instructional innovations should be understood as an integrated consideration of pedagogical, substantive, technical, assessment-related, and ethical dimensions.

The pedagogical dimension provides the foundation for ensuring that instructional innovations genuinely support the achievement of intended competencies. The use of active,

contextual, project-based, or digitally supported learning approaches must be aligned with instructional objectives and the characteristics of the subject matter. Hidayat and Syahidin (2019), in their discussion of IRE innovation through *Contextual Teaching and Learning*, demonstrate the relevance of connecting instructional content with students' everyday contexts to develop their thinking abilities. Meanwhile, the Islamic content dimension requires accuracy in the use of Qur'anic verses, hadith, scholarly opinions, and other religious sources to prevent misunderstandings. The technical and contextual dimension concerns teachers' readiness, the availability of facilities, time, costs, and the characteristics of the learning environment. The assessment dimension requires alignment between targeted competencies and measurement instruments, whereas the ethical dimension encompasses academic integrity, fairness, student protection, and responsible technology use. These five dimensions indicate that evaluating the feasibility of IRE instructional innovations requires a more comprehensive mechanism than merely checking the completeness of instructional documents.

Within this evaluation process, academic argumentation plays an important role because judgments about instructional designs must be grounded in rational reasoning, relevant evidence, and defensible theoretical foundations. Andrews (2015) explains the relationship between argumentation and critical thinking in higher education, particularly in constructing and examining ideas rationally. Toulmin's (2003) argumentation framework also provides a basis for understanding the structure of reasoning, which consists of a claim, supporting data or evidence, and a warrant that connects the evidence to the claim. Furthermore, Rapanta et al. (2013) emphasize that argumentative competence in education involves the ability to use evidence, construct justifications, and evaluate the quality of reasoning. From this perspective, evaluating IRE instructional innovations should not stop at statements that a particular method is engaging, creative, or aligned with contemporary developments. Reviewers need to explain which aspects of the design are being evaluated, identify the evidence underlying their judgments, relate their assessments to relevant instructional theories or Islamic sources, and formulate logical recommendations for improvement. Thus, academic argumentation serves as a mechanism for enhancing the objectivity, depth, and accountability of the evaluation process.

In addition to academic argumentation, peer feedback is an important mechanism for developing a dialogic and reflective evaluation process. It enables instructional designers to obtain different perspectives on the strengths, weaknesses, and potential improvements of their work. Hattie and Timperley (2007) explain that effective feedback provides information about current performance, intended goals, and the steps required for improvement. In higher education, Morris et al. (2021) examine the role of formative assessment and feedback in supporting learning, while Fleckney et al. (2025) highlight the importance of designing effective peer assessment processes. Gao et al. (2024) also examine the key components of online peer feedback practices in higher education. This literature indicates that the benefits of feedback depend not merely on the presence of comments from peers but also on the clarity of assessment criteria, the quality of the information provided, recipients' ability to interpret the feedback, and subsequent revisions. In evaluating IRE instructional innovations, peer feedback should therefore be directed toward specific, evidence-based, respectful criticism accompanied by actionable recommendations. Integrating peer feedback with academic argumentation enables the evaluation process to move beyond the exchange of opinions toward scholarly dialogue aimed at refining instructional designs.

The need for comprehensive evaluation is particularly important in Muhammadiyah higher education institutions, where instructional development cannot be separated from the values of Al-Islam and Kemuhammadiyahan (AIK). AIK is not merely an institutional identity but also a value-based foundation that provides ethical and philosophical direction for knowledge development, academic processes, and educational practices. The Quality Standards of Al-Islam and Kemuhammadiyahan for Muhammadiyah-'Aisyiyah Higher Education Institutions, issued by the Council for Higher Education, Research, and Development of the Central Leadership of Muhammadiyah (2019), provide an institutional foundation for strengthening AIK education within Muhammadiyah-'Aisyiyah higher education institutions. In evaluating instructional innovations, the value of *tawhid* provides a theistic and public-benefit-oriented foundation for knowledge development; *akhlaq* establishes the basis for courtesy and respect in academic interactions; *amanah* requires honesty and objectivity in assessment; *tajdid* encourages responsible renewal; *musyawarah* provides the basis for dialogue and collective deliberation; and the integration of knowledge and practice directs learning toward the application of knowledge in real-life situations. Incorporating these values into the evaluation process positions AIK not merely as content included in instructional designs but as a foundation that guides how designs are assessed, criticism is communicated, and decisions about improvement are made.

Previous studies have provided important foundations for this inquiry, although they have addressed different areas of concern. Research on IRE instructional design by Suhayiba and Ansyari (2023) emphasizes the relationship among educational objectives, curriculum components, and learning contexts. Hidayat and Syahidin (2019) discuss IRE instructional innovation through a contextual approach, while Anica et al. (2019) examine the evaluation of the Al-Islam and Kemuhammadiyahan curriculum in a Muhammadiyah higher education institution. In the field of academic argumentation, Andrews (2015) and Rapanta et al. (2013) provide theoretical foundations concerning reasoning, the use of evidence, and argumentative competence. Meanwhile, the studies by Hattie and Timperley (2007), Morris et al. (2021), Fleckney et al. (2025), and Gao et al. (2024) offer insights into the functions and design of feedback in learning processes. This body of literature provides valuable contributions to understanding IRE instructional design, academic argumentation, formative assessment, and peer assessment. However, within the scope of the literature examined in this study, the relationship among IRE instructional innovation feasibility criteria, evidence-based academic argumentation, peer feedback mechanisms, and the operationalization of AIK values has not yet been formulated as an integrated conceptual evaluation framework. Therefore, the research gap addressed by this article does not lie in the absence of studies on these individual concepts, but rather in the need for a synthesis that explains their functional relationships in evaluating IRE instructional innovation designs.

In response to this gap, this article proposes the *AIK-Grounded Argumentative Peer Evaluation Model* as a conceptual framework for evaluating and refining IRE instructional innovation designs. Its conceptual contribution lies in integrating five feasibility dimensions pedagogical, Islamic content, technical and contextual, assessment, and ethical with academic argumentation as an evaluative reasoning mechanism and peer feedback as a dialogic mechanism for examining and improving instructional designs. The entire process is grounded in AIK values, comprising *tawhid*, *akhlaq*, *amanah*, *tajdid*, *musyawarah*, and the integration of knowledge and practice. This integration is expected to broaden the perspective on IRE instructional evaluation, moving beyond the examination of instructional component alignment toward an evidence-based, reflective, collaborative, and Islamically responsible

evaluation process. Accordingly, the novelty of this article lies in constructing the relationships among these components within a unified evaluation framework, rather than claiming that each individual element represents an entirely new concept.

In line with this argument, this study aims to analyze and synthesize the feasibility criteria for IRE instructional innovation designs, explain the roles of academic argumentation and peer feedback in the evaluation process, and formulate the integration of AIK values into a unified conceptual framework. Specifically, it addresses how the feasibility dimensions of IRE instructional innovations can be formulated, how academic argumentation and peer feedback contribute to the evaluation and refinement of instructional designs, and how AIK values can be operationalized as an ethical foundation throughout this process. The findings are expected to contribute theoretically to the development of research on IRE instructional innovation evaluation and provide a conceptual reference for lecturers, postgraduate students, and curriculum developers in Muhammadiyah-'Aisyiyah higher education institutions. The resulting model is a literature-based conceptual construct; therefore, its validity, applicability, and effectiveness require further investigation through subsequent research.

METHOD

This study employs a *conceptual literature review* approach to develop a conceptual framework for evaluating the feasibility of Islamic Religious Education (IRE) instructional innovation designs through the integration of academic argumentation, peer feedback, and the values of Al-Islam and Kemuhammadiyahan (AIK). This approach was selected because the study does not aim to measure the effectiveness of a learning intervention. Instead, it seeks to identify, compare, and synthesize existing concepts and findings from previous studies to develop an integrated theoretical framework. The use of a literature review as a research methodology draws on Snyder's (2019) framework, which positions literature reviews as an approach to developing conceptual understanding through the synthesis of existing knowledge.

The literature search focused on four areas of inquiry: (1) the design and evaluation of IRE instructional innovations, including the alignment of learning objectives, content, strategies, and assessment; (2) academic argumentation and evidence-based reasoning in higher education; (3) peer feedback and formative assessment as mechanisms for instructional evaluation and improvement; and (4) the values of Al-Islam and Kemuhammadiyahan as an ethical and philosophical foundation for educational development. The search was conducted using Google Scholar, Scopus, ScienceDirect, and accredited Indonesian journal portals indexed by SINTA. Combinations of Indonesian and English keywords were used, including *Islamic Religious Education*, *learning design evaluation*, *academic argumentation*, *peer feedback*, *peer assessment*, *higher education*, *evaluasi pembelajaran PAI*, *inovasi pembelajaran*, and *Al-Islam dan Kemuhammadiyahan*.

Literature was purposively selected based on its substantive relevance, the credibility of its publisher or source, the clarity of its publication details, and its contribution to the focus of this study. The literature considered included scholarly journal articles, academic books, systematic reviews, and official Muhammadiyah documents. Publications from 2015 to 2026 were prioritized to capture recent developments in the field, while seminal works were retained when they provided essential theoretical foundations. The inclusion criteria comprised publications that directly addressed one or more areas of inquiry, provided traceable theoretical or empirical foundations, and were available in full text in Indonesian or

English. Conversely, non-academic popular writings, sources with unclear publication identities, and literature lacking substantive relevance to the research focus were excluded from the synthesis.

The literature analysis was conducted in four stages. First, sources were identified and categorized according to their relevance to the four areas of inquiry. Second, key concepts and findings were extracted to map the dimensions of instructional innovation feasibility, the structure of academic argumentation, the characteristics of peer feedback, and the principles of AIK. Third, a comparative analysis was conducted to identify similarities, differences, interrelationships, and conceptual limitations in the reviewed literature. Fourth, an integrative synthesis was undertaken by connecting the five feasibility dimensions of IRE instructional innovation with the mechanisms of academic argumentation and peer feedback, underpinned by AIK values. The resulting synthesis was used to formulate the *AIK-Grounded Argumentative Peer Evaluation Model* as a conceptual framework for evaluating IRE instructional innovations.

To ensure interpretive accuracy, each synthesized concept was traced back to its underlying source, and empirical findings, theoretical propositions, and the author's conceptual interpretations were distinguished. This study did not involve field data collection, statistical testing, or empirical instrument validation. Therefore, the resulting model represents a literature-based conceptual construct that requires further expert validation and implementation testing in future research.

RESULTS&DISCUSSION

A. Feasibility Dimensions of Islamic Religious Education Instructional Innovation Designs

The feasibility of Islamic Religious Education (IRE) instructional innovation designs cannot be determined solely by the novelty of teaching methods or the use of technology. Rather, it should be evaluated based on the alignment of objectives, content, processes, assessment, and implementation responsibilities. Based on the literature synthesis, the feasibility of IRE instructional designs in this study encompasses five interrelated dimensions: pedagogical, Islamic content, technical and contextual, assessment, and ethical dimensions. These dimensions are developed by considering the principles of instructional alignment, design evaluation, and the characteristics of Islamic education (Biggs & Tang, 2011; Martone & Sireci, 2009; Suhayiba & Ansyari, 2023).

The pedagogical dimension emphasizes alignment among learning outcomes, content, strategies, media, activities, and assessment. Instructional innovations should make a meaningful contribution to the achievement of intended competencies rather than merely introduce engaging activities. In IRE, such alignment should also consider the development of religious understanding, critical thinking skills, and the internalization of values. The Islamic content dimension concerns the accuracy of religious sources, the use of Qur'anic verses and hadith, the appropriateness of translations and interpretations, and the relevance of instructional content to the learning context. Content accuracy is essential because even pedagogically engaging innovations may lead to misunderstandings if the Islamic sources used are not adequately verified.

The technical and contextual dimension examines the feasibility of implementing an instructional design in terms of available time, facilities, funding, educators' competencies, digital literacy, and student characteristics. Meanwhile, the assessment dimension emphasizes

the alignment of assessment indicators with learning objectives and activities. Learning activities intended to develop attitudes and the practical application of values cannot be adequately evaluated through cognitive tests alone; they also require relevant assessment techniques, such as observation, project assessment, and self-reflection (Anica et al., 2019; Martone & Sireci, 2009). The ethical dimension encompasses academic integrity, privacy protection, equitable access, and the appropriate use of instructional media and technology (OECD, 2025).

These five dimensions are summarized in Table 1 as a diagnostic framework for evaluating the quality of IRE instructional innovation designs.

Table 1. Feasibility Dimensions and Indicators of Islamic Religious Education Instructional Innovation Designs

Dimension	Assessment Focus	Key Indicators
Pedagogical	Alignment of instructional components	Alignment among learning objectives, content, strategies, media, activities, and assessment.
Islamic content	Accuracy and relevance of religious content	Accuracy of Qur'anic verses, hadith, translations, interpretations, and contextualization of content.
Technical and contextual	Implementation feasibility	Suitability in terms of time, facilities, costs, educators' competencies, and student characteristics.
Assessment	Alignment of learning outcome measurement	Clarity of indicators, use of appropriate assessment techniques, and transparency of assessment criteria.
Ethical	Responsible use of instructional innovations	Academic integrity, privacy, equitable access, and appropriateness of instructional media.

These five dimensions are not intended to constitute a standardized measurement instrument. Rather, they serve as a conceptual framework to help reviewers identify the strengths and weaknesses of instructional designs. The framework also demonstrates that the feasibility of IRE innovations is multidimensional: success in the technical dimension, for example, does not necessarily guarantee the accuracy of Islamic content or pedagogical alignment.

B. Integrating Academic Argumentation and Peer Feedback in Instructional Design Evaluation

The application of feasibility criteria requires an assessment mechanism capable of explaining why an instructional design is considered appropriate or in need of improvement. In this context, academic argumentation serves as the rational basis for evaluation, while *peer feedback* functions as a dialogic mechanism for developing and refining instructional designs. These two elements complement each other because the evaluation process not only identifies weaknesses but also provides defensible reasons and recommendations for improvement.

According to Toulmin's (2003) argumentation framework, academic evaluation should include a claim, supporting data or evidence, and a warrant that connects the evidence to the claim. Thus, stating that an instructional design is inadequate is insufficient if the judgment is presented merely as a subjective opinion. Reviewers need to identify the specific elements of the design that support their criticism and relate their assessments to relevant instructional

theories, Islamic sources, or research findings. This approach is consistent with Rapanta et al. (2013), who identify the use of evidence and reasoning as essential components of argumentative competence in education.

Academic argumentation is subsequently developed through *peer feedback* involving four interconnected activities: identifying problems based on established criteria, providing constructive recommendations, engaging in dialogue and clarification of feedback, and documenting instructional design revisions. Reviewers are responsible for providing specific and well-reasoned suggestions, while the designers are given opportunities to consider, accept, or challenge the feedback based on relevant arguments. This process transforms feedback into a two-way evaluative activity rather than merely the exchange of comments on peers' work.

Studies on formative feedback and peer assessment highlight the importance of feedback quality, recipient engagement, and follow-up actions in the learning process (Hattie & Timperley, 2007; Morris et al., 2021; Gao et al., 2024; Fleckney et al., 2025). In evaluating IRE instructional designs, these mechanisms should also be accompanied by communication ethics that respect the opinions and work of others. Therefore, integrating academic argumentation and *peer feedback* provides a foundation for an evaluation process that is both critical and collaborative.

C. Integrating AIK Values into the Evaluation of IRE Instructional Innovation Designs

In Muhammadiyah-'Aisyiyah higher education institutions, the values of Al-Islam and Kemuhammadiyahan (AIK) serve as an important foundation for knowledge development and academic practice. The AIK Quality Standards established by the Council for Higher Education, Research, and Development of the Central Leadership of Muhammadiyah (2019) provide an institutional basis for integrating Islamic and Muhammadiyah values into higher education. In this study, AIK values are operationalized as guiding principles that shape both the substance of instructional designs and the ethical conduct of peer evaluation.

Six core values are incorporated: *tawhid* (monotheism), *akhlaq* (moral character), *amanah* (trustworthiness), *tajdid* (renewal), *musyawarah* (deliberation), and the integration of knowledge and practice. *Tawhid* directs instructional innovation toward strengthening awareness of God and promoting the common good; *akhlaq* guides the courteous communication of criticism; *amanah* emphasizes the integrity of sources and objectivity in assessment; *tajdid* encourages innovation while maintaining Islamic principles; *musyawarah* provides the basis for dialogue and collective deliberation; and the integration of knowledge and practice emphasizes the connection between knowledge and its application in everyday life.

Table 2. Operationalization of AIK Values in the Evaluation of IRE Instructional Innovation Designs

AIK Values	Indicators in Instructional Designs and the Evaluation Process
Tawhid	Learning objectives promote awareness of God and the pursuit of the common good.
Akhlaq	Criticism is communicated respectfully, acknowledges peers' work, and avoids demeaning others.
Amanah	References and Islamic sources are accurately cited, and assessments are conducted objectively.

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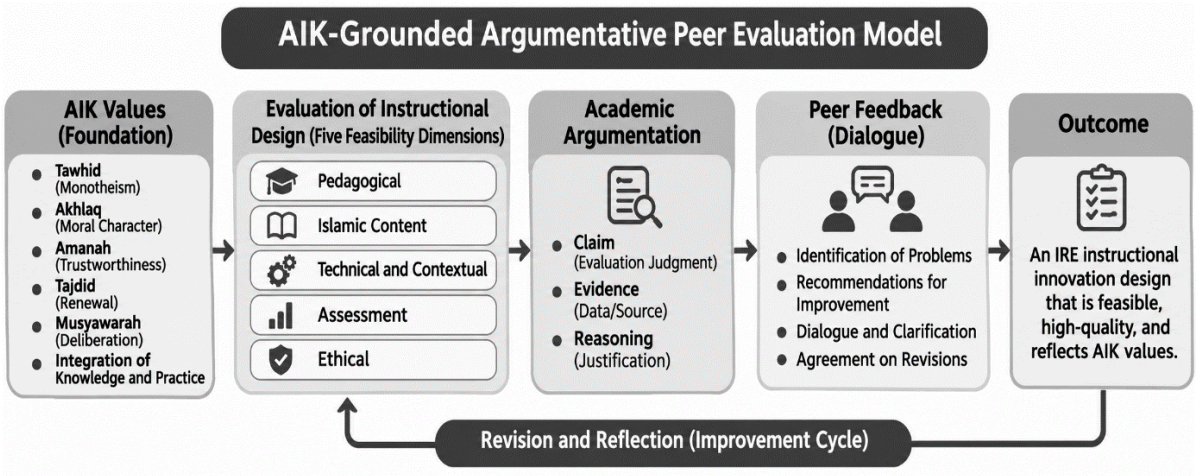
Tajdid	Instructional methods and media are developed creatively while remaining consistent with Islamic principles of faith and Sharia.
Musyawarah	Reviewers and instructional designers engage in dialogue and consider recommendations based on justifiable arguments.
Integration of Knowledge and Practice	Learning activities connect conceptual understanding with practical action or social problem-solving.

The integration of AIK values demonstrates that evaluating IRE instructional innovation designs should not focus solely on the quality of instructional products but also consider the values underlying their development. AIK serves as an ethical and philosophical foundation that complements the five feasibility dimensions, academic argumentation, and *peer feedback* mechanisms. Consequently, content accuracy, assessment quality, methodological innovation, and collaborative ethics can be considered within a coherent and interconnected evaluation framework.

D. Conceptual Model and Implementation Implications

The synthesis of the five feasibility dimensions, academic argumentation, *peer feedback*, and AIK values has resulted in a conceptual model entitled the AIK-Grounded Argumentative Peer Evaluation Model**.** This model integrates four main components: AIK values as the ethical and philosophical foundation, the five feasibility dimensions as diagnostic criteria, academic argumentation as the basis for evaluative reasoning, and *peer feedback* as a dialogic mechanism for refining instructional designs.

The model begins with an examination of instructional designs based on the five feasibility dimensions. The findings are then formulated into arguments supported by evidence from instructional design documents and relevant academic sources. Subsequently, reviewers communicate their feedback to the instructional designers through a *peer feedback* process. The feedback is clarified and collectively considered before the designers revise their instructional designs. All stages are guided by AIK values, particularly *amanah* in the use of sources, *akhlaq* in academic communication, and *musyawarah* in decision-making. The conceptual framework of the model is presented in Figure 1.



Source: Developed based on the literature synthesis.
Figure 1. AIK-Grounded Argumentative Peer Evaluation Model

The proposed model is related to several previous studies but offers a distinct conceptual integration. Suhayiba and Ansyari (2023) provide a foundation for understanding the alignment of objectives, curriculum components, and contextual factors in Islamic Religious Education (IRE) design. Rapanta et al. (2013) and Toulmin (2003) explain the importance of argument structures and the use of evidence in academic reasoning. Meanwhile, the studies by Fleckney et al. (2025), Gao et al. (2024), and Morris et al. (2021) provide a theoretical basis for understanding feedback processes and peer assessment in higher education. In addition, AIK quality standards offer a value-based orientation relevant to educational practices within Muhammadiyah-affiliated universities (PTMA) (Majelis Pendidikan Tinggi, Penelitian dan Pengembangan Pimpinan Pusat Muhammadiyah, 2019). The conceptual contribution of this article lies in integrating these perspectives into a unified framework for evaluating IRE instructional innovation designs.

As an illustration, the model can be applied to examine an IRE instructional design based on *Project-Based Learning* with a social awareness theme, such as a digital philanthropy campaign project. Reviewers can examine the alignment between learning objectives and activities, the accuracy of the Qur'anic verses or hadith used, the feasibility of project implementation, and the appropriateness of the assessment instruments. If reviewers identify a hadith whose source is unclear or an assessment that measures only the final product without reflecting on underlying values, they can provide evidence-based criticism and recommendations for improvement. The designers can then respond to the feedback through dialogue, verify and improve the Islamic references, and add indicators for reflection and social action. This example illustrates how feasibility criteria, academic argumentation, *peer feedback*, and AIK values can be integrated into the evaluation process.

In postgraduate IRE education, this model has the potential to serve as a framework for peer-review activities in courses on instructional innovation development. Students are not only expected to produce instructional materials but are also encouraged to develop the ability to provide evidence-based criticism, verify Islamic sources, and revise their designs in response to academic feedback. Nevertheless, this model remains a conceptual construct developed through a synthesis of the literature. Therefore, its indicators and implementation procedures require further development and testing through subsequent research, either through development research or implementation studies in higher education institutions.

CONCLUSIONS

This study concludes that the feasibility of Islamic Religious Education (IRE) instructional innovation designs needs to be evaluated comprehensively across five dimensions: pedagogical, Islamic content, technical and contextual, assessment, and ethical. These five dimensions cannot be assessed independently because they are interrelated in determining the quality and feasibility of instructional innovations. The evaluation process also requires evidence-based academic argumentation and dialogic *peer feedback* to ensure that the identification of weaknesses is followed by rational and accountable recommendations for improvement.

Based on the literature synthesis, this study proposes the AIK-Grounded Argumentative Peer Evaluation Model as a conceptual framework that integrates AIK values, design feasibility criteria, academic argumentation, and peer feedback. The values of *tawhid* (monotheism), *akhlaq* (moral character), *amanah* (trustworthiness), *tajdid* (renewal),

musyawarah (deliberation), and the integration of knowledge and practice provide the ethical and philosophical foundation guiding the entire evaluation process. The model's primary contribution lies in integrating pedagogical aspects, Islamic content, and academic ethics into a systematic, argumentative, and collaborative evaluation mechanism.

In practical terms, this model has the potential to serve as a framework for developing assessment rubrics and peer-review activities in postgraduate IRE courses, particularly for improving instructional innovation designs. However, because the model was developed through a conceptual study and literature synthesis, its indicators and implementation procedures have not yet been empirically tested. Therefore, future research should develop evaluation instruments based on this model, examine the validity and reliability of its indicators, and conduct implementation trials to determine its applicability and contribution to improving the quality of IRE instructional innovation designs.

DECLARATIONS

Author Contributions

All authors contributed to the development and preparation of this manuscript. Yusriana contributed to conceptualization, methodology, investigation, and writing – original draft. Yusharlelni contributed to conceptualization, methodology, data curation, formal analysis, investigation, and writing – original draft. Patriana Saweti, Ichsan Irawan, Agustina, Rita Mardiana, and Icip Harianto contributed to conceptualization, methodology, investigation, resources, and writing – review and editing. Ahmad Lahmi contributed to supervision, validation, conceptualization, and writing – review and editing, while Firdaus contributed to supervision, validation, methodology, and writing – review and editing. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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Conflict of Interest

The authors declare no conflict of interest. They have no known financial or non-financial competing interests that could have influenced the research, its interpretation, or the preparation and publication of this manuscript.

Ethical Approval

Ethical approval was not required for this study because it employed a conceptual literature review approach and involved no human participants, animal subjects, interviews, surveys, or experimental interventions. The study was based exclusively on the analysis and synthesis of previously published academic literature and relevant institutional documents.

Data Availability

No primary datasets were generated or collected in this study. The conceptual analysis and synthesis were based on previously published academic literature and relevant institutional documents, which are cited in the manuscript's reference list.

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AI-Assisted Tools Disclosure

The authors used ChatGPT (OpenAI) to assist with language refinement, particularly in improving English grammar, sentence structure, and linguistic clarity throughout the manuscript. All AI-assisted suggestions were carefully reviewed, evaluated, and revised by the authors to ensure accuracy and consistency with the intended academic content. The authors take full responsibility for the originality, accuracy, integrity, and final content of the manuscript.

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