

Research Trends in School Excellent Model (SEM): The Future Insights for Islamic Education Assessment

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Abstract

A School Excellent Model (SEM) is a concept of excellent school management in which there are interesting programs that can lead to the goal of quality education. Education needs in the digital era are increasingly complex, requiring practitioners to adapt and have diverse skills and competencies. It is intended to achieve the goal of quality education by one of the goals of the *Sustainable Development Goals* (SDGs). This research uses a type of literature review in the form of a Systematic Literature Review (SLR) of articles indexed by Scopus about the School Excellent Model from 2015 to 2022 that have gone through a process of screening, eligibility, extraction, and inclusion criteria. The results of the research literature review on SEM from 2015 to 2022 are 1) mapping related studies; a. competence of an educator in managing learning, conducting assessments or assessments, and integrating technology in learning. b. competence of a leader (principal) in managing institutions, resources, and teacher coaching. c. The need for relationships and cooperation with school partners such as the government, parents, and the community is urgent. d. Innovation and continuous improvement of education. 2) From mapping the results of research studies on SEM, several things were found that can be used as insights into Islamic religious education in Indonesia, including the development of the quality of Islamic religious educators who are technologically sensitive, competent, and adaptive and can formulate assessment techniques for quality learning (*self-assessment, formative and assessment*). Development of leadership skills and communication skills for education managers and implementers.

Keywords

School Excellent Model; Teaching & Learning; Implementation

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1. INTRODUCTION

Quality education is one of the design objectives of Sustainable Development Goals (SDGs) (Zhou & Abedin, Nur F, 2022). The achievement of quality education will have a broad and profound impact on social, economic, and environmental development (Beasy & Boyd, 2022). Quality education is also the basis for positive social transformation and an important pillar in achieving sustainable development goals (Ivkovic & McRae, 2021). But in fact, there are gaps in the quality of education that occur in various countries (Aheisibwe, 2021); (Ziegler et al., 2021); (Al-Jarf, 2021), including Indonesia (Susilo et al., 2022). It comes with diverse backgrounds, such as Geographical Disparity like Differences in the quality of education that exist in various regions, institutions, and community groups (Boettcher, 2021), differences in available resources (Ummah et al., 2022), differences in curriculum and teaching methods (Turker, 2021), as well as differences in adequate educator capacity (Varghese & Mohamedunni A.M, 2021).

In overcoming the gap in education quality, there needs to be synergy and cooperation from the parties, government, education implementers, and the community in understanding the urgency of implementing good and quality education (Stracke, 2019). One alternative to improve the quality and quality of education in a country is to carry out an education model applied to developed countries, such as Singapore (Zorzos & Avgerinos, 2022). Singapore is known as one of the countries with a good education system (Kim et al., 2021) (Huang et al., 2019). One of the success factors is a rigorous and integrated assessment program to measure students' abilities in various aspects (Cheong, 2018). This is evidenced by the results of the assessment of student abilities achieved by Singapore, which always ranked at the top in the Programme for International Student Assessment (PISA) 2018 (Schleicher, 2018). This is also corroborated by research that explains the excellence and quality of the education system in Singapore (Gopinathan & Lee, 2018). Similarly, in the assessment Trends in International Mathematics and Science Study (TIMSS) 2019, Singaporean students have always excelled in maths and science, with average scores for both subjects much higher than the international average (Fishbein et al., 2021).

Singapore employs an educational approach known as the "School Excellent Model" (Ng & Chan, 2008). SEM is a self-evaluation system designed for educational institutions, and it has been derived from various quality models frequently employed by businesses, such as the European Foundation for Quality Management (EFQM). EFQM serves as a quality management and organizational excellence framework. This model emphasizes six primary aspects: leadership, policy and strategy, personnel, collaborators and resources, procedures, and the outcomes attained (Díez et al., 2018). Type Singapore Quality Award (SQA) is an organizational award model based on seven key criteria: leadership, policies and strategies, processes, customers, people, partners, and results (Ti et al., 2021). In addition, there exists an educational adaptation of the American Malcolm Baldrige National Quality Award (MBNQA), which follows a comparable approach to the EFQM and SEM models. MBNQA assesses organizations based on seven key criteria, including leadership, strategic planning, customer focus, performance measurement, resource management, operational processes, as well as results achieved (Mohamed et al., 2021)

Overall, SEM, EFQM, SQA, and MBNQA have similarities in their management approach to improve organizational quality and excellence. Each model emphasizes the importance of strong leadership, strategic planning, customer focus, performance measurement, resource management, effective processes, and achieving good results. Although there are some differences in the criteria for judging and setting awards, the ultimate goal of all these models is to achieve excellence in organizational quality and performance. (Gopinathan & Lee, 2018). SEM also encourages schools to conduct self-assessments and identify strengths and areas for improvement. Then, schools can develop improvement plans and implement strategies to improve their performance in different areas. SEM has successfully helped schools in Singapore continuously improve and achieve excellence in education. This model has also been adopted by other countries, such as Hong Kong, as a model for school improvement (Huang et al., 2019).

The SEM framework in Singapore focuses on four key areas: first, the principal's leadership and management in realizing the school's vision and mission are key factors in achieving excellence. Second, Teaching and learning, SEM emphasizes the importance of designing a relevant, quality curriculum that holistically develops students, including appropriate educational technology and differentiation strategies to meet students' individual needs. In addition, SEM encourages valid and accurate formative and summative assessments to inform learning and monitor student progress. Third, the relationship with stakeholders, namely SEM, recognizes the importance of the relationship between schools, government, parents, and communities in realizing superior education. Fourth, innovation and continuous improvement through cycles of reflection, self-assessment, and continuous improvement become key principles in SEM (Ng & Chan, 2008), (Huang et al., 2019).

One of Singapore's cornerstones in teaching and learning is Thinking Schools Learning Nation (TSLN), launched around 1997, an education initiative in Singapore to establish schools that produce students ready for future challenges (Loh, 2015). TSLN also encourages a student-centered teaching approach, inviting students to think independently, develop problem-solving, take initiative, and work collaboratively. In addition, TSLN also emphasizes the importance of using appropriate educational technology to facilitate relevant and engaging learning (Suratmi & Sopandi, 2022). Following this, the "Teach Less, Learn More" (TLLM) concept is another educational approach implemented in Singapore. Its primary objective is to transition the educational paradigm from teacher-centric instruction to student-centered learning. TLLM invites teachers to reduce the time spent on in-person teaching while students are encouraged to be active in the learning process (Wong et al., 2020). This advanced idea of TLLM focuses on the reflection process that teachers must do in the learning process rather than the teaching itself (Syakrani, 2022).

Several research studies on SEM, including SEM, contribute to improving school quality, student performance, teacher ability, and school management (Tan, 2017). Furthermore, SEM provides a clear direction for principals and teachers in improving school quality, focusing on four main components: effective school leadership and management, effective teaching and learning, a conducive learning environment, and effective staff management (Wong, 2017). Research related the importance of strong school leadership, collaboration between teachers, and using existing resources in developing curricula responsive to student needs (Wang et al., 2019). The study's findings revealed various obstacles school principals encounter when implementing SEM (Nguyen et al., 2020). Another research review also identified some of these challenges school principals face in implementing SEM (Huang et al., 2019). In addition to Singapore, there are superior school model practices from various countries with varied assessment patterns, such as Thailand, which has the National Institute of Educational Testing Services (NIETS). This institution is authorized to compile questions and administer national examinations in Thailand (Boonphadung & Seubsang, 2021). In the Malaysian context, the experience of "learning organizations" is considered one of the most important steps toward excellence in education, as this approach can make the education platform more competitive and adaptive to any changes (Kane et al., 2016), (Aldaihani 2014). In Hong Kong, an assessment and ranking process has been carried out every year since 1992 with three criteria, namely the assessment of the final results of the national examination, additional scores, and physical fitness tests (Gopinathan & Lee, 2018). In Singapore, one important component of SEM is determining the assessment system in learning. Assessment in Singapore consists of several types, such as National Examinations (National Examinations) (Or, 2022), skill tests (Skills-based Assessments) (Jaidev, 2021), and formative exams (Formative Assessments) (Chan, 2021). Each type of assessment has different goals and focuses, but it boils down to contributing to higher-quality education.

Based on several assessment programs carried out by various countries above. Indonesia can take a role to pursue the achievements and achievements achieved by developed countries in the aspect of education. However, Indonesia's current position is at the stage of Recovery and rising from the slump of the Covid-19 outbreak that has hit for three years (Patiro & Budiyanti, 2022). Various efforts to

improve policies and implement the education system were launched by the Ministry of Education and Culture such as offering three types of education curricula when COVID-19 hit, namely the 2013 curriculum, the simplified 2013 curriculum (emergency curriculum), and the independent curriculum (Rahiem, 2021). One of the points targeted by the latest curriculum (curriculum merdeka) is the development of learning assessment in Indonesia. This is an alternative effort so that the achievements and competencies of Indonesian students are not too far behind other developed countries.

Regarding the Programme of International Student Assessment (PISA) competency position of Indonesian science, mathematics, and literacy students in Southeast Asia ranks second to last after the Philippines. In contrast, Singapore consistently ranks top (Schleicher, 2018). Thus, the study in this study will explore further related Leading programs in Singapore, including learning assessment programs on the SEM concept in Singapore that can be adopted and become an example for Indonesia in improving the quality of education. Adopting these best practices is expected to open horizons for education system policymakers in Indonesia and provide insight into policy targets for implementing learning assessments that can improve the quality and competence of Indonesian students. As well as for the realization of a better quality education future.

2. METHOD

This research is a qualitative descriptive research that uses a Systematic Literature Review (SLR). The literature employed in this context consists of journals and articles that pertain to the School Excellent Model. The literature review process involves selecting, identifying, and assessing research materials to address the research questions formulated. This study investigates how the School Excellent Model can be applied to enhance the quality of education within an independent curriculum. In this comprehensive examination of literature, the research initiative was initiated by locating articles associated with the School Excellent Model in Scopus and Google Scholar databases using the "publish or perish" tool. The literature mapping process encompasses four distinct stages: the identification phase, the screening phase, the feasibility phase, and the inclusion phase.

Phase 1: Identification

The selection process for articles that align with the predefined criteria involves the following steps. Initially, two primary database sources, Scopus and Google Scholar, were employed for this systematic literature review. The inclusion criteria specified articles published between 2015 and 2022. Scopus is a comprehensive database that amalgamates scientific literature from diverse fields, offering a broad spectrum of research resources. Google Scholar, on the other hand, is a freely accessible search engine that encompasses a wide array of peer-reviewed literature across various disciplines. Articles are located using appropriate keywords obtained from search engines, as delineated in Table 1.

Table 1. Keywords Used to Search for Relevant Articles

Database	Keywords
Scopus	<i>School Excellent Model Assessment</i>
Google Scholar	<i>School Excellent Model Assessment</i>

Table 1 shows that the keyword used in finding relevant articles is the School Excellent Model Assessment. The focus determined in this literature leads to the evaluation of tracing research trends related to SEM. There are 1137 pieces of literature from two relevant data sources related to SEM. The next stage is to determine the criteria for articles that include and exclude from the focused theme according to the framework required for review, as shown in Table 2

Table 2. Includes and Excludes Criteria

Include Criteria	Exclude Criteria
Journal/ Article	Book chapters, book, proceedings, review
Articles published between 2015 and 2022	Articles not published between 2015 to 2022
Articles about School Excellent Model Assessment	Articles not related to the School Excellent Model Assessment
Articles in English language	Articles do not use the English language.

Table 2 illustrates the articles selected for follow-up based on predetermined inclusion and exclusion criteria.

Phase 2: Screening

Literature results from the Scopus and Google Scholar databases are filtered through Zotero software to separate duplicated articles. Next is the *title and abstract screening* process, mapping articles based on titles and abstracts. The titles are filtered for relevance and match the keywords used. Then, the abstracts of each article are filtered and scanned according to predefined inclusion and exclusion criteria.

Phase 3: Eligibility

The article is analyzed and checked for feasibility through Zotero software. After the article is identified as feasible, it can then download the full text and separate the articles included in the exclude criteria. In this phase, the article that is determined to be feasible should be able to map the answers to the questions in the study.

Phase 4: Extraction

After checking the article's notability based on the criteria include and exclude. Articles eligible in the included criteria will be extracted and analyzed according to the statement used as a guideline: Participant, Intervention, Comparison conditions, Outcomes, and Studies (PICOS). The determination of stats in the extraction process depends on the expected trend in the research question. A manual model based on PICOS stats was used in the data extraction process and continued on quality *studies* from the extracted literature. The following is the process of searching for articles using PRISMA flow charts:

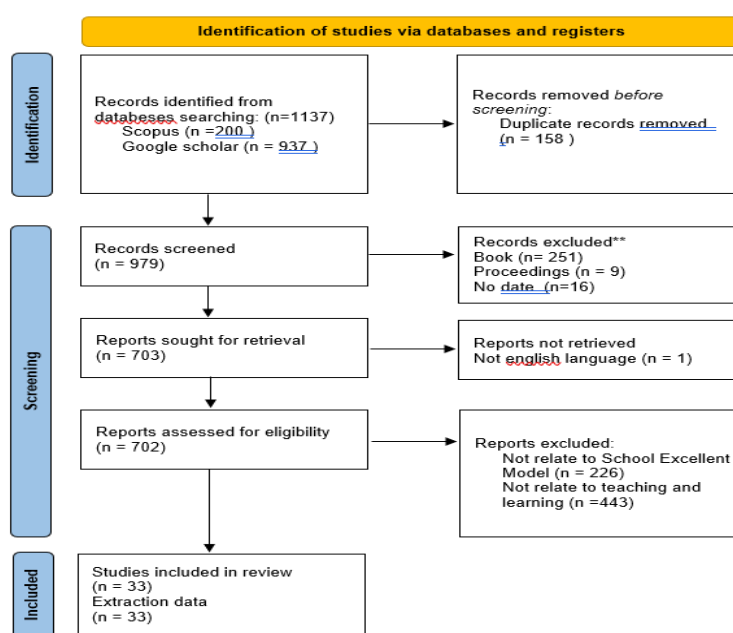


Figure 1. Prisma Search Flow for School Excellent Model (SEM) Literature

As per the prism chart flow above, 1137 databases from Scopus and Google Scholar were accessed through publish and perish software. A total of 158 databases were identified as duplicates. Then, the rest of the data is mapped according to include and exclude criteria. The exclusion criteria included two hundred twenty-seven databases because the data was in book proceedings and not English. Six hundred sixty-nine databases were also included in the exclude criteria because they did not match the keyword criteria specified in the study. There are 33 databases in the form of articles included in the include criteria. The article will be analyzed and deepened using the established PICOS stats in the next stage.

The analysis of articles is conducted in two stages. First, a network of research themes is mapped. Then, the full text of articles meeting the inclusion criteria is reviewed using the Participant, Intervention, Comparison condition, Outcome, Study (PICOS) framework. Network mapping of research themes related to the School Excellent Model (SEM) was done using VOSviewer software. Initial mapping was done to find thematic articles on SEM from 2015 to 2022. The results of article mapping through VOSviewer software can be seen in the following image:

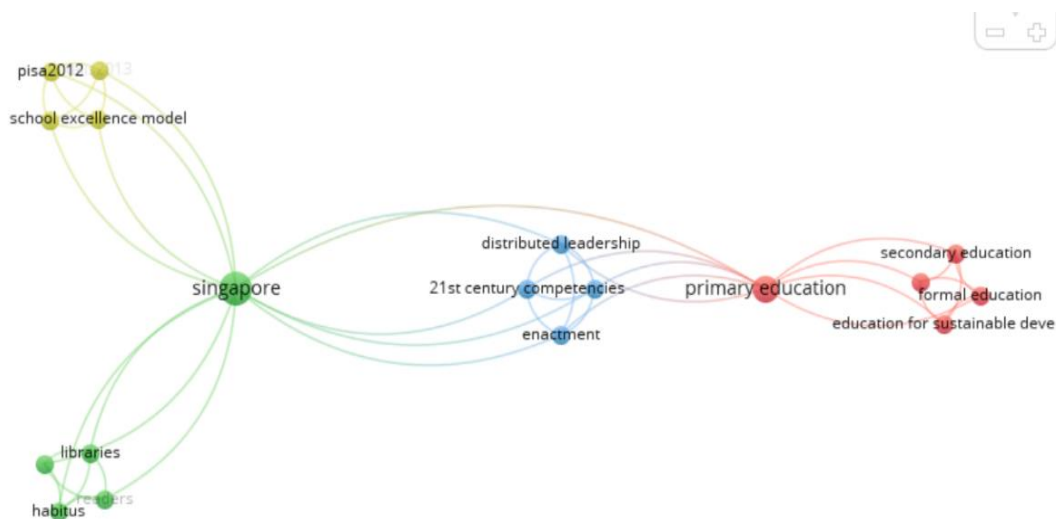


Figure 2. Initial Network Visualization

An initial examination of the thematic connections in Figure 2 indicates that the School Excellent Model exhibits a highly intricate network of associations. Conversations and research concerning the School Excellent Model closely interconnect with other thematic areas, including primary education, secondary education, formal education, and education for sustainable development. (Cluster 1 – Red); Habitus, Libraries, Readers, Reading Culture, Singapore (Cluster 2 – Green); 21st-century competency, distributed leadership, enactment, school-based curriculum (Cluster 2-Blue); Pisa 2012, School Excellent model (Cluster 4-Yellow).

The second stage is a full-text review of each article included in the inclusion criteria using the PICOS statement. PICOS stats map the types of participation, interventions, comparisons, outcomes, or findings, and the approaches used in reviewed articles.

3. FINDINGS AND DISCUSSIONS

Article Mapping on the School Excellent Model

Based on the search results from the Scopus database and Google Scholar using the keyword "School Excellent Model Assessment," 1137 articles were initially identified. Following the identification process utilizing Zotero software, 33 articles met the predetermined criteria for inclusion. The mapping

of these 33 articles will be detailed concerning various attributes, including author names, publication year, journal information (journal name, volume, edition, year), publication type, Scopus accreditation, and relevance to the research questions (RQ), which focus on the application and impact of the School Excellent Model in assessment. The following table enumerates the articles that meet the inclusion criteria:

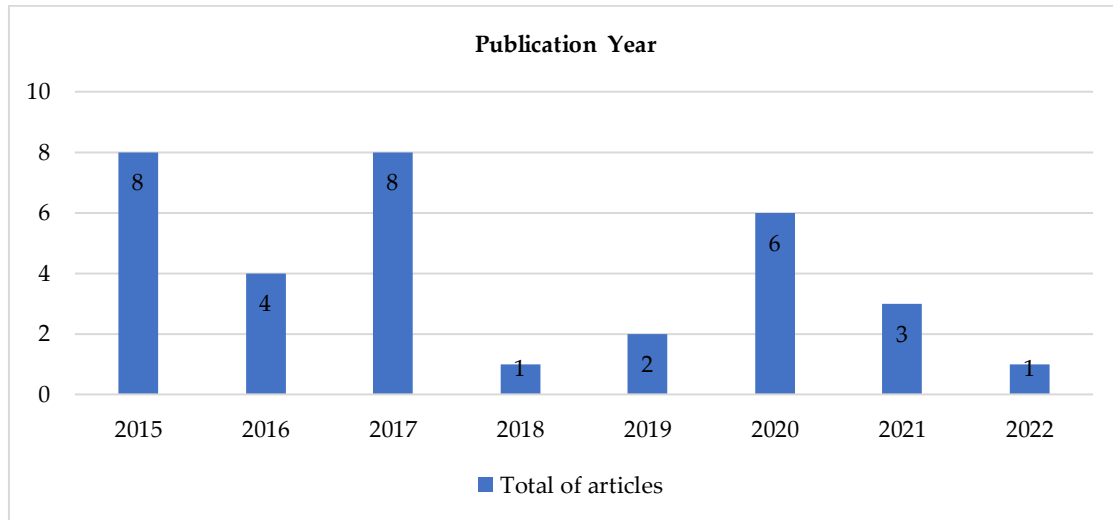


Figure 3. Articles Mapping in The Include Criteria

The table above illustrates the distribution of articles that satisfy the inclusion criteria, totaling 33. In 2015 there were eight articles; in 2016, 4 articles; in 2017, 8 articles. In 2018, 1 article. In 2019, 2 articles; in 2020, 6 articles; in 2021, 3 articles; and in 2022, 1 article. The ranking of articles is detailed in the following table.

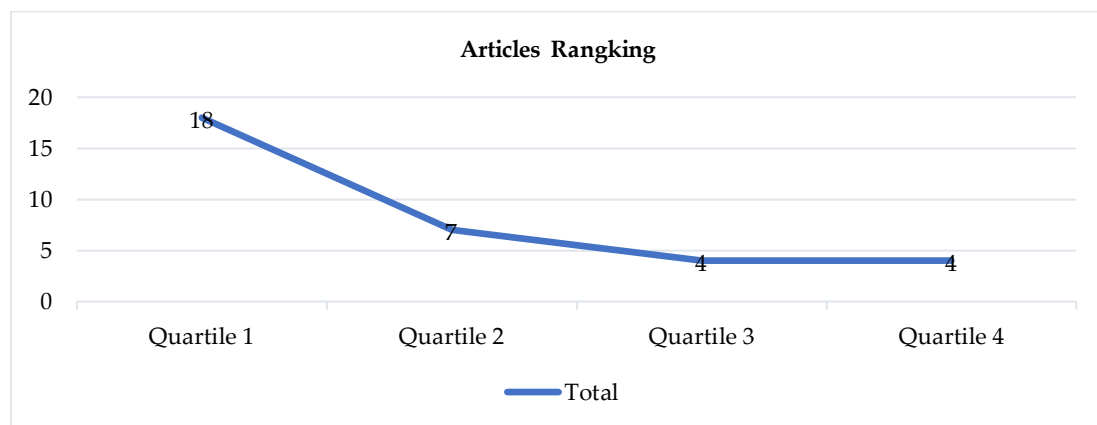


Figure 4. Article Ranking Mapping

Table 4 shows that the articles included in the inclusion criteria have the highest rank in Scopus, namely Quartile 1 (Q1), totaling 18 articles. At the Quartile 2 (Q2) level, there are seven articles. Then four articles are included in the 3rd and 4th levels (Q4) and (Q5).

The Concept of Implementing the School Excellent Model in Assessment

The excellent education model in schools is an approach that aims to provide the best education to students, focusing on developing their potential Holistic (Huang et al., 2019). This model includes several key elements that can improve the quality of learning and create an inspiring environment. In 2015, numerous research studies delved into the Superior School Model. Among these studies, one examined the pressing need for developing communication skills and social sensitivity, drawing inspiration from business methods and strategies. Additionally, the study explored how

communication skills could be honed by grasping fundamental vocabulary, potentially influencing individual reading skills. Reading competence will impact the cognition of an Individual (Lu et al., 2015). *Second*, providing thinking opportunities to individuals in the educational process can increase individual thinking capacity. Having a good thinking capacity will encourage the willingness of individual opinions in the process of education (Duff et al., 2015). Third, on the educator aspect, *Financial Intensive* and *Career Satisfaction* can influence educators' teaching patterns. It has been studied that adequate career satisfaction and intensiveness can bring motivation to the way educators teach. Fourth, developing superior resources became a central topic of discussion in 2015 because quality education can be achieved through superior human resources, having sufficient scientific capacity, being skilled in teaching, and realizing education's importance (Gagnon & Mattingly, 2015).

Something is interesting in a 2016 research study on the School Excellent Model that can be built through the paradigm of the need for education for all circles. This is termed Education For All (EFA) (Vossoughi et al., 2016). EFA is a global concept that aims to provide access to quality education to every individual, regardless of age, gender, or socio-economic background (Madani, 2019). EFA recognizes that education is a fundamental human right and is key to overcoming poverty and inequality and developing the potential of individuals and communities in poverty. Sum (Osarenren-Osaghae, 2018). In addition to EFA, contextualization of education with the needs of the times is also an alternative to reaching superior schools. Today's need in education is awareness of the importance of technology-related knowledge so that it is not easily carried away in an all-round era of digital (Swanson & Wagner, 2016).

The research study 2017 is closely related to the context of education in the 21st century. (Lee et al., 2017). The state of education in the 21st century faces new challenges and opportunities that arise along with technological advances, social changes, and the needs of an increasingly complex world of work. In this context, education must adapt and transform to prepare students to face the demands of a changing era. In addition, leaders' capacity in education must be adequate to organize all aspects needed in developing a superior school model. One of the skills that leaders must possess is leadership skills. This skill will impact good school management, competent teachers, and students who Excel (Wong, 2017).

Research studies in 2018 to 2019 have interrelated discussions, including the skills that must be possessed by individuals in building and improving school models superior (Goodman et al., 2018), (1) Resilience, which is the ability to persevere and rise from unexpected challenges, failures, or changes. These characteristics involve managing stress, overcoming obstacles, and remaining optimistic in rapid and complex change. (2) Leadership: The ability to inspire, motivate, and influence others to achieve common goals. Leadership in the 21st century includes the skills to lead inclusively, build strong relationships, and manage change. (3) Digital literacy (*Digital Literacy*): Ability to use information and communication technologies effectively, understand and evaluate digital information, and have awareness of digital security and privacy issues. Education practitioners must possess the above abilities, including educators, students, policymakers, and the community (Díez et al., 2018), (Goodman et al., 2018).

Research in 2020 studied a lot about *leadership skills* or the ability to lead, manage, and manage, which are important skills for school principals in ensuring effective and quality education. Effective and quality education is intended to implement a structured learning process, measurable instillation of student competence and character, and the synergy between principals, educators, and students in implementing concepts and programs developed in schools. Synergy in the learning process needs to consider several aspects. Among them are Competence teachers and student characteristics. The teacher is a figure who has a central role in providing quality education for the students. To carry out these tasks well, a teacher must possess several competencies. Among them are pedagogical competence, social competence, personality competence, and professional competence (Aysenur K, 2022).

One of the competencies that teachers must possess in the 21st century is pedagogical competence. Several studies related to teacher competence in integrating technology into learning from 2021 to 2022 (Abu Bakar et al., 2021), (Wong et al., 2020). This aligns with *Technological, Pedagogical, and content knowledge* (TPACK). A teacher in the digital age must understand how to integrate technology into learning. This is important because information technology is inherent and close to students' lives. The findings of research in 2021 discussed the impact of COVID-19 on the world of education, among them systems Learning carried out using technological assistance in the form of *Mobile* or computer. This is a challenge for principals and teachers in determining the measurement instruments for learning achievement and student competence when learning remotely occurs. In addition to skills in utilizing technology, a teacher must have a good leadership spirit to foster and direct students to quality learning and useful for student life skills. Adaptive attitudes to increasingly complex learning conditions and needs affect teacher resilience.

The mapping of research on the school's excellent model can be seen in the following table:

Table 5. Mapping of Research on the School's Excellent Model

Year	Capacity Building	Communication skill	Leadership skill	Teacher Competency
2015	√	√		√
2016			√	√
2017	√		√	√
2018-2019	√			√
2020			√	√
2021-2022	√		√	√

Table 5 shows that building and improving superior school models can be implemented through *capacity building, communication skills, leadership skills, and teacher competencies*.

From several research findings related to SEM, it can be understood that one of the things carried out in the SEM concept is the use of objective and continuous evaluation methods, making it possible to be applied to the evaluation of Islamic Religious Education (PAI) learning. This helps identify strengths and weaknesses in students' understanding of Islamic religious teachings so that more targeted improvement efforts can be made. In addition, by implementing SEM, evaluating Islamic religious education also involves developing students' character and morals. In this concept, not only the assessment of religious knowledge is measured, but also attitudes, values, and behaviors that are by Islamic teachings. Teachers can use evaluation instruments that cover aspects of religion, ethics, and morality, thus helping to train students to become individuals of faith, responsibility, and high morals.

Furthermore, SEM's influence on PAI evaluation application can also increase active student involvement in learning. Through evaluations that involve students directly, such as discussions, projects, or assignments, they can actively participate in understanding and applying the teachings of Islam in daily life. This helps create an interactive learning environment, increases student motivation, and strengthens their understanding of the Islamic religion. Overall, the effect of implementing SEM in PAI evaluation is very positive. Through this approach, schools can improve the quality of Islamic religious learning by being more structured, comprehensive, and involving student character development. With SEM, it is expected that students can have a deeper understanding of Islam and be able to apply religious values in their daily lives.

Analysis of the Results of the Application of the School Excellent Model in Assessment

The School Excellent Model (SEM) has been implemented in Singapore since early 1997 with the launch of the School Development Program. This program aims to improve the quality of education at all levels, from preschool to secondary education (Huang et al., 2019). Singapore has adopted this approach to maintain the competitiveness and quality of its education system. Since then, various initiatives have been implemented, including teacher quality improvement, holistic curriculum

development, the use of technology in learning, and increased active participation of parents and communities in education. SEM's presence in Singapore has successfully created an internationally recognized education system and positively prepared students for a competitive future (Wang et al., 2019).

One of the concepts carried by SEM is a holistic assessment technique. In research conducted by (Heng et al., 2021), Identifying the context of assessment and learning implemented by teachers in Singapore shows several things, including: first, the teaching and learning process for evaluation (*Assessment Of Learning*), not an evaluation for learning (*Assessment For Learning*). Assessment for teacher-directed learning practices is not student-driven. Third, the behaviorist approach in teaching and assessment practice. The three findings in the research study above indicate that the teaching and assessment process must be appropriate and relevant to the needs (Madani, 2019). This is in line with several recent studies that examine the superior school model reviewed from the aspect of curriculum development at each level of education (Osarenren-Osaghae, 2018), (Abu Bakar et al., 2021). SEM is a flexible education management model in schools and can be applied at the elementary and college levels. The mapping of thematic research studies on VOSviewer software is shown in Figure 3.2 (Cluster 1 – Red), featuring research associations on *Primary education, secondary education, formal education, and Education for sustainable development*.

Furthermore, there is a correlation between the superior school model approach applied at an educational level and the culture displayed in (Cluster 2 – Green); *Habitus, Libraries, Readers, Reading Culture, Singapore*. Applying literacy skills to the superior school model is an important effort to ensure students have strong and profound reading skills. By paying attention to literacy skills such as comprehension, interpretation, and text analysis, excellent schools can help students develop critical thinking skills, broaden their horizons, and improve overall communication skills (Simanjuntak & Barus, 2020). Through a holistic approach, excellent schools can build learning environments that encourage students' interest and motivation in reading and provide relevant and culturally supportive resources in school program settings. Thus, applying literacy skills in the superior school model is important in shaping students into critical, analytical, and deep understanding of the complex world. Professional educators can certainly support this by developing a culture and habituation of "love to read" in students.

Suppose you refer to some literature examining Singapore's assessment techniques reform. In that case, it can be found that several things can be used as a reference in assessing students' critical thinking competencies and skills.

The progression of assessment technique reform in Singapore, encompassing the evolution of the assessment framework, can offer valuable insights to other nations seeking to enhance their teaching and learning assessment methods in alignment with their institutional requirements. This journey is marked by several significant milestones, including transitioning from a British colony to modern Singapore (1863-1996). Subsequent milestones encompassed the introduction of concepts such as Thinking Schools, Learning Nation (TSLN), and Desired Outcomes of Education (DOE) in 1997-1998, the implementation of the Teach Less, Learn More approach in 2004, the release of the Primary Education Review and Implementation (PERI) Report in 2009, the subsequent development of PERI Holistic Assessment in 2010, the reform of Primary School Leaving Examinations (PSLE) scoring and the secondary one post (2012-2016), the discontinuation of mid-year examinations in 2019, and the adoption of full subject-based banding while phasing out the secondary school streaming system in the same year. (Wong et al., 2020). The Singapore government has adopted a more holistic and sustainable approach to evaluating student progress. One significant change is a shift from an overly strong emphasis on end-of-year exams to continuous assessments involving formative and summative assessments. This updated assessment system aims to provide a more comprehensive understanding of students' abilities and encourage deep and continuous learning.

Several excellent school concepts align with the competency criteria expected in the 21st century. One of them is leadership competence or leadership skills. A leader in a school must have the ability to lead, manage, and manage all needs that lead to the achievement of the school's vision and mission. Leadership skills are also included in thematic study associations in (Cluster 3-Blue); *21st-century competency, distributed leadership, enactment, and school-based curriculum. Leadership skills* In the 21st century are very important given the complexity of the challenges faced in the modern world characterized by rapid technological change, globalization, and social dynamics; the ability to lead is key in dealing with these changes (Aysenur K, 2022). *Leadership skills* Encompassing the ability to inspire, motivate, and lead others effectively, adaptability, collaboration, and innovation are also at the core of *leadership skills* necessary in the 21st century. By understanding the importance of *leadership skills, individuals can be visionary leaders, able to communicate well and lead positive change in their environment, whether in organizations, communities, or global societies.* This is also a research study on the concept of the School Excellent Model from 2015 to 2022.

In addition to increasing competence at the level of leaders and educators in schools, the concepts carried out in SEM also contain assessment techniques for students that are followed up according to learning needs. SEM displays various aspects that need to be considered to achieve the goal of quality education. SEM is an approach that aims to create a school that excels in academic achievement and holistic development of students. This model focuses on implementing effective and innovative educational practices and considers individual needs and potential to achieve excellence. There is a proper correlation between the SEM concept and the Program for International Student Assessment (PISA), as (Cluster 4-Yellow); *PISA, School Excellent model* shown in figure 3.2, which identifies a discrepancy between the concepts carried by SEM and PISA. PISA is an international evaluation that measures students' abilities in reading, literacy, mathematics, and science (Huang et al., 2019).

In contrast to previous research studies, research findings conducted by Wong (2017) show that self-assessment has the potential to impact student learning progress. Self-assessment is an important process in Singapore that allows students to evaluate their learning progress independently. Self-assessment is also a means to motivate yourself, set realistic goals, and develop new skills. Singapore's government and educational institutions provide extensive support and resources to facilitate an effective self-assessment process so that students can better plan and achieve their success. This is closely related to the competence of teachers in developing independent character in students. Teachers must have a good capacity to guide students in conducting self-assessments. Thus, it can be understood that this self-assessment is one of the designs carried out by SEM in realizing quality education. SEM strives to prepare students with the skills and knowledge needed to achieve good results in evaluating PISA, WEF, TIMMS, and so on that can direct schools to prepare students with relevant competencies in facing global education challenges.

Based on several research literature related to teaching assessment practices in Singapore packaged in the SEM concept, it can be understood that Singapore has become one of the inspirational models to ensure the continuity of the learning assessment process. The country has successfully implemented a quality education system and paid serious attention to the quality of learning. Singapore has rigorous and measurable assessment standards for schools, including comprehensive examinations and ongoing assessments involving various components. Through objective and transparent assessment results, Singapore can identify strengths and weaknesses in its education system and take appropriate corrective measures. The results of this assessment also help direct curriculum development, improve teaching quality, and develop human resources in Islamic education. Therefore, Indonesia can see Singapore as a successful example of using assessment results to strengthen and advance Islamic education and maintain its sustainability amid the challenges of changing times.

Insights that can be adopted from research trends on SEM that have been widely studied for Islamic education assessment are learning innovations in realizing sustainable education. The implementation of SEM in the e Islamic education assessment has significant implications. Through a comprehensive

approach, Islamic education learning and assessment focuses on students' understanding of religious concepts and involves aspects of character, ethics, and morality. Diverse assessment methods, such as written tests, group discussions, projects, or practical assignments, allow students to demonstrate their understanding in various contexts. Moreover, SEM also emphasizes improving the quality of learning by conducting continuous and structured assessments, which allow teachers to identify weaknesses and provide constructive feedback to students. In addition, SEM encourages students' active participation through evaluation methods that involve them directly, such as group discussions or projects. This helps increase students' involvement in learning and strengthens their understanding of Islamic religious teachings. Finally, the Islamic education assessment with the SEM approach also encourages students' character development and morale. Teachers can use instruments of assessment that cover moral and ethical aspects, thus helping to train students to become responsible, moral, and strong religious values. Thus, the implementation of SEM in the Islamic education assessment has an important positive impact on increasing students' understanding and appreciation of Islam.

4. CONCLUSION

Based on research trends regarding the School Excellent Model from 2015 to 2022, several things have been mapped out, which are the focus of the study, including a. competence of an educator in managing learning, conducting assessments or assessments, and integrating technology in learning. b. competence of a leader (principal) in managing institutions, resources, and teacher coaching. This illustrates that a principal must own leadership skills. c. the urgency of relationships and cooperation with school partners such as the government, parents, and the community. d. innovation and continuous improvement of education.

As for some research findings on the concept of SEM applied in Singapore, Indonesia can photograph some interesting things that can be implemented in the process of Islamic education, including: First, the development of educator competencies that are sensitive to technology and have skills in conducting assessments for the quality of learning and can implement Self Assessment technology in Islamic Religious Education learning. Second, a leader (principal) must have adequate leadership skills. With good leadership, it will have an impact on the management of superior schools, quality human resources, and students who have global competitiveness.

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