Evaluation of Al-Quran Learning

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Abstrak

This study aims to conduct a comprehensive evaluation of the Qur'an learning process in various Islamic educational institutions, which can be observed through three aspects: planning, implementation, and student learning outcomes. The study employs the Library Research method as the main approach in collecting and analyzing data, as this method is considered capable of obtaining comprehensive information. The results indicate that the learning plan has been arranged systematically and structurally; however, its implementation has not fully aligned with the established plan. During the implementation stage, several challenges were identified, such as limited learning media, differences in students' initial Qur'an reading abilities, and the suboptimal use of methods to improve reading skills. The evaluation results show progress in Qur'an reading ability, although the improvement is not yet evenly distributed. This study emphasizes the importance of continuous evaluation to enhance the quality of Qur'an learning through improving teacher competence, using more varied strategies, and providing more adequate supporting facilities.

Keywords: Learning Evaluation; Qur'an Learning; Learning Process.

Abstrak

Penelitian ini bertujuan untuk melakukan evaluasi atau penilaina secara menyeluruh terhadap proses pembelajaran Al-Qur'an berbagai di lembaga pendidikan Islam, yang dapat dilihat dari tiga asfek yaitu perencanaan, pelaksanaan, dan hasil belajar peserta didik. Penelitian menggunakan metode Pustaka sebagai pendekatan utama dalam proses pengumpulan dan analisis data. Metode ini dianggap mampu memperoleh data yang menyeluruh. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran telah disusun secara sistematis dan terstruktur namun pelaksanaanya belum sepenuhnya konsisten dengan rencana yang telah ditetapkan. Pada tahap pelaksanaan ditemukan sejumlah kendala seperti keterbatasan media pembelajaran, perbedaan kemampuan awal membaca Al-Qur'an di antara peserta didik, serta penggunaan metode yang belum maksimal dalam meningkatkan keterampilan membaca. Adapun hasil evaluasi menunjukkan adanya perkembangan kemampuan baca Al-Qur'an, meskipun peningkatannya belum merata. Penelitian ini menegaskan pentingnya evaluasi berkelanjutan untuk meningkatkan mutu pembelajaran Al-Qur'an melalui peningkatan kompetensi guru, penggunaan strategi yang lebih variatif, dan penyediaan sarana pendukung yang lebih memadai.

Kata Kunci: Evaluasi Pembelajaran; Pembelajaran Al-Qur'an; Proses Pembelajaran.

Introduction

Evaluation is a crucial component of the education system and must be implemented systematically and in a planned manner. Through evaluation, educators can assess the extent of success and determine whether targets set in the education and learning process have been met. Thus, evaluation serves as a tool to help ensure the overall quality and effectiveness of educational activities. Furthermore, evaluation plays a strategic role in helping educators understand student development more deeply. Through a planned evaluation process, teachers can identify obstacles that arise during learning and identify aspects that need improvement. Evaluation results serve not only as a report on learning achievement but also as a basis for formulating steps to improve the quality of education. Therefore, evaluation serves as an important reference in designing learning methods, approaches, and media that are more appropriate to student needs. Evaluation also encourages the creation of an adaptive learning process, as educators can adjust teaching strategies based on comprehensive data. Evaluation is a fundamental element in creating a quality and sustainable education system.(Syarnubi 2023).

Elementary schools require students to have the ability to read the Qur'an well and correctly in accordance with the rules of reading the Qur'an. The reality shows that schools have had the ability to read the Qur'an quite well, but the understanding of tajweed and makharijul huruf is not yet correct, for that reason, the school held a learning program to read the Qur'an to improve students' ability to read the Qur'an. The condition of students not being able to read the Qur'an according to tajweed and makharijul huruf can affect the grade of the Islamic Religious Education subject, therefore the problem of the ability to read the Qur'an in elementary schools must be immediately addressed so that students' ability to read the Qur'an can improve. The creation of a comprehensive education system, renewal of educational programs, encouraging effective, creative and innovative educational breakthroughs that are integrated with Islamic values should be implemented immediately.(Nurfitriya et al. 2023).

The Qur'an is the holy book of Muslims, the primary source and reference, and guide for life for Muslims in addressing various issues and life challenges. This includes addressing issues related to Islamic education. The Qur'an contains numerous expressions related to the word "evaluation," urging caution in daily activities. In the Qur'an, Allah, in His various Words, informs us that the work of evaluating students as creatures on earth is the responsibility of an educator. This evaluation must be carried out, remembering the nature of humans as weak creatures who often disobey Allah SWT's commands, easily forgetful and often make mistakes, but have a limit to their ability to regain their senses. However, humans are also the best and noblest creatures, whom Allah SWT can trust to carry out His mandate.(Hasanah, Badriyah, and Selia 2020).

Research methods

This research uses a library method, namely by collecting data and reading various writings (such as books, journals, or articles) related to the topic of discussion and assessment (evaluation) in learning the Quran. This method was chosen because the research focuses on theory, basic ideas (concepts), and the results of previous research by others.

The aim is to see how the process of assessing learning the Qur'an, for example assessing reading, tajwid, tahsin (correcting reading), and understanding of verses. The sources of information or data are taken from two types, namely. Primary Sources: These are core materials, such as journal articles, theses, and research reports that directly discuss how to assess (evaluate) or how to teach the Qur'an (such as the Iqra', tahsin, and tartil methods). Supporting Sources: These are additional materials, such as books on Islamic education or other related writings. The way to collect the materials is by searching for various writings in online libraries, journal collections, and other places to obtain reliable materials.

Each text found is then recorded, summarized or concluded and grouped according to needs. The method of analyzing the information or data is as follows: Sorting Data: Researchers select the most appropriate (relevant) texts and discard

unnecessary ones. Presenting Data: The selected data is then grouped based on themes. For example, themes about the basic ideas of assessment, tools for assessment, or types of assessment of learning the Qur'an. Drawing Conclusions: After all the texts have been studied in depth, researchers will conclude the results.

Results and Discussion

Understanding the Evaluation of Al-Quran Learning

Etymologically, the word "evaluation" comes from the English word "evaluation," which derives from the root word "value," meaning worth or price. In Arabic, "value" is called "al-qiamah" or "al-taqdir," meaning assessment. Literally, educational evaluation in Arabic is often referred to as "al-taqdir al-tarbiyah," which is defined as assessment in the field of education or assessment of matters related to educational activities.(Hazrina 2024). In terms of terminology, several experts provide opinions about the meaning of evaluation, including: Edwind in Ramayulis said that evaluation contains the meaning of an action or process in determining the value of something. M. Chabib Thoha, defines evaluation as a planned activity to find out the condition of an object by using an instrument and the results are compared with a benchmark to obtain a conclusion. The general meaning of evaluation can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. To determine the value of something by comparing it with criteria, the evaluator can directly compare it with general criteria, can also measure something being evaluated and then compare it with certain criteria. In another sense, evaluation, measurement, and assessment are hierarchical activities.(Ina Magdalena, Amilanadzma Hidayah 2021).

Learning is the process of teaching and learning activities carried out by teachers and students in specific situations to achieve predetermined goals. Therefore, learning evaluation is the process of collecting data or assessing the effectiveness and quality of teaching and learning activities to monitor their success.

This information can be used to determine the effectiveness and quality of the activities, which can then be used as input for further action.(Rahmadani et al. 2024).

Objectives of Al-Quran Learning Evaluation

The purpose of evaluation in learning is to see the extent to which students can develop or progress experienced by students covering three aspects: cognitive, affective and psychomotor aspects. If the purpose is only intended for evaluation of learning in schools. Evaluation is also actually necessary for humans as servants of God, this is because humans are said to be perfect creatures of God in the process of their creation, which God believes as caliphs on this earth. However, apart from that, on the other hand, humans are also very weak creatures, creatures that are easily fragile, creatures that are easily forgotten, creatures that deny and like to argue with God, creatures that make many mistakes to shirk to Allah SWT, so it is necessary to be aware of this through evaluation.(Warsah 2022)

Arifin explained that there are three pedagogical goals of God's evaluation system for humans: First, to test the ability of believers to face the various life problems they face. Second, to determine the extent to which the Prophet Muhammad's divine education has been implemented for his people.

To determine the classification of levels of Islamic life or human faith, so that humans are known to be the most noble in the sight of Allah, namely the most devoted to Him, humans who are only moderate in their faith and devotion, humans who deny the teachings of Islam(Hazrina 2024**).**

The general purpose of evaluation of learning evaluation when it is related to learning the Qur'an is to see as a whole to what extent the level of ability and success of students in a predetermined time period and to what extent the effectiveness of teaching and teaching methods that have been applied or implemented by educators, as well as learning activities carried out by students. learning when it is related to learning the Qur'an is to see as a whole to what extent the level of ability and success of students in a predetermined time period and to

what extent the effectiveness of teaching and teaching methods that have been applied or implemented by educators, as well as learning activities carried out by students.(Erick Yusuf 2023).

Meanwhile, the specific objective of evaluation is to stimulate student activities in pursuing educational programs and to seek and discover factors that cause students' success or failure in following educational programs, so that solutions for improvement can be sought and found. Therefore, from this specific objective, it can be concluded that in relation to learning the Qur'an, students' abilities in learning the Qur'an can be stimulated and solutions or ways of improvement can be sought and found in learning the Qur'an.(Rosyada and Sabina 2024).

Tests and Portfolios in the Evaluation of Quranic Learning

The term "test" refers to a method or medium used to measure and assess student learning outcomes and memorization. Testing, on the other hand, is an assessment or measurement conducted during an ongoing assessment. A tester is the person conducting or about to conduct the evaluation.

A test is a tool used and a process in the form of a task that must be completed. In this case, the test also consists of questions and problems that must be answered by students. This test can be administered orally or in writing. A test is a tool used to measure abilities, skills, understanding, and knowledge. Therefore, a test is a measuring tool, method, and method used by teachers to evaluate or gauge students' levels of achievement and learning outcomes.(Marnia, Normuslim, and Ahmadi 2021).

Written tests are effectively used to measure students' cognitive abilities, namely their understanding of tajweed theories such as the laws of nun sukun and tanwin, the laws of mim sukun, ghunnah, laam ta'rief, laam thick and thin, idham mutamatsilain, idham mutaqaribain and idgham mutajanisain. The instrument used is a descriptive question that tests the ability to analyze and identify the reading rules in certain verses. Written tests have advantages in terms of objectivity and

ease of data analysis, making them suitable for measuring cognitive domains on a broad scale.

However, to measure students' reading and pronunciation skills according to the rules, a direct and observational form of assessment is required, namely an oral test. Through an oral test, tutors or evaluators can assess the extent to which students are able to pronounce verses correctly, carry out practical tajwid practices, and are able to verbally explain tajwid theory related to the verses they read. Furthermore, the oral assessment can also monitor students' attitudes and sincerity in reading the Quran, including their etiquette. This is in line with the tradition of Islamic boarding schools that prioritize the talaqqi wa musyafahah method, namely direct learning between teacher and student in reading the Quran.(Tes et al. 2025).

Etymologically, a portfolio comes from two words: port (short for report) and folio, meaning full or complete. So, a portfolio means a complete report of all of a person's activities. Generally, a portfolio is a collection of documents from a person, group, institution, organization, company, or similar organization, intended to document the progress of a process in achieving a predetermined goal.(Setiamiharja 2020).

Essentially, a portfolio as a learning model is an effort made by teachers to empower students to express themselves individually and in groups. This ability is acquired through learning experiences, enabling students to organize the information they encounter, create reports, and write down their thoughts, all of which are then fully incorporated into their assignments.(Fauziyah 2021).

Portfolios have many benefits, such as monitoring student progress, encouraging self-reflection, and enhancing interaction between students and teachers. This assessment also involves parents in the evaluation process, helps students understand their talents, increases motivation, and supports deep learning completion. Teachers can use portfolio data to evaluate learning programs and improve professionalism. Assessment components include assignments, teacher notes, student documents, work reports, and even recordings or physical works. Portfolios allow for flexibility in format, such as written reflections, graphs,

photographs, or clippings. This assessment focuses on developing students' abilities through feedback, without limiting their creativity, and emphasizes student responsibility for learning outcomes. However, portfolio assessment also has several disadvantages, including requiring more time and effort than conventional assessments. Portfolio assessment is also considered less reliable and less fair, especially because self-assessment by students or groups tends to be more subjective.(Akbar et al. 2024).

Observation in Assessing the Process and Attitude of Students towards Learning the Qur'an

Adler stated that observation is one of the fundamental foundations of all data collection methods in qualitative research, particularly in the social sciences and human behavior. Observation is also understood as the "mainstay of the ethnographic enterprise."(Yanto et al. 2025). The meaning is that observation is the process of systematically observing human activities and physical settings where these activities occur continuously from the natural locus of activity to produce facts. Therefore, observation is an integral part of the scope of ethnographic field research. Hadi defines observation as a complex process, composed of various biological and psychological processes involving observation, perception, and memory.(2022 Izah).

Observation is the observation of activities such as discussions, group work, experiments, and so on. Observation can also be defined as a technique carried out by conducting careful observations and systematic recording. In fact, observation is a natural process, which we all frequently engage in, both consciously and unconsciously, in our daily lives. In the classroom, teachers often observe, observe, and interpret. In everyday life, we also frequently observe others. The importance of observation in learning evaluation activities requires teachers to understand judgment more deeply, act reflectively, and use the comments of others as information to make more reliable judgments.(Andini et al. 2024)In other words, observations conducted by teachers in the classroom are not simply a matter of

sitting and watching; they must be conducted systematically, according to specific aspects, and based on clear objectives. To obtain good observation results, your observation skills must be practiced frequently, starting with simple things and moving up to complex ones.(Aida, Zainab Hartati 2022).

Classroom observation, known by various names such as in-person classroom visits or teacher observation, is essential to ensuring effective student learning. Regardless of the term, its primary goal is to create an optimal learning environment where students can thrive.This observation focuses on the role of teachers in creating a conducive learning atmosphere and providing learning that is adapted to the various levels of student ability.(Pratiwi et al. 2024)The emphasis is on ensuring that each student is at the center of the learning process, without leaving others behind in the educational journey. Observation is a valuable tool for assessing teaching practices and uncovering strengths and areas for improvement. The insights gained help identify areas for refinement, strengthening, and specific training needs, thereby maximizing the potential of both teachers and students.(Tunnell 2024).

Conclusion

Assessment of learning the Qur'an is very important in the Islamic education process. Its function is: measure how well students understand, read, and practice the teachings of the holy Quran. This assessment is not only a test tool, but also a way to improve the teaching and learning process, teacher methods, and the quality of the teachers themselves. Without proper assessment, learning activities will be disoriented, and it will be difficult to identify students' weaknesses or talents. Quranic assessment must include three main components: Knowledge, Attitude, and Skills. Knowledge assessment serves to assess students' understanding of the verses. Attitude assessment is used to assess interest, discipline, and behavior when studying the Quran. Meanwhile, Skills assessment focuses on reading abilities such as accuracy of pronunciation, correct tajweed, and fluency. These three aspects must be assessed together for complete and comprehensive results.

The mandatory Quranic assessment covers three main sections: Knowledge, Attitude, and Skills. The Knowledge assessment assesses students' understanding of the content or meaning of the verses being studied. The Attitude assessment is used to assess their interest, discipline, and daily behavior when interacting with the Quran. Meanwhile, the Skills assessment focuses heavily on technical reading abilities. This includes assessing the accuracy of pronunciation (makhraj), application of Tajweed rules, reading fluency, and orderliness or etiquette in reading. In essence, Quranic learning assessment is not simply an activity of checking grades on a report card, but a comprehensive self-evaluation process. The goal is to continuously improve the quality of Quranic education. The end result is to produce students who are experts (competent) in their knowledge, have noble morals, and have a strong commitment to obeying the teachings of the Quran in their lives.

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