

Analysis of Assessment Instrument For Tahfiz Al-Qur'an at East Jakarta Elementary School

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ABSTRACT

The purpose of this study is to examine the *tahfiz* Al-Qur'an instrument developed by teachers at an elementary school in East Jakarta. The descriptive qualitative methodology was adopted in this research. This study's subject was teachers that teach *tahfiz* Al-Qur'an at elementary schools in East Jakarta, and the object was twelve instruments created by *Tahfiz* teachers in East Jakarta. The data gathering method is carried out by assessing the instruments developed by teachers. The instruments were analyzed by two experts and discussed in Forum Group Discussion (FGD) and engaged practitioners, there were *tahfiz* teachers in East Jakarta. Beside that the, the data collection is carried out through interviews dan document study. The interview guide is used to reinforce the data related to the *tahfiz* teacher's knowledge of the concept of assessment. The results showed that the assessment instrument made by *tahfiz* teachers at the elementary school level in East Jakarta still needs to be revised to meet the assessment principles. These instruments also need to be developed to produce systematic scoring criteria and guidelines. The conformity level on material aspect on average score 2,61; construct aspect on average score 1,42; usage language aspect on average score 2,10, and average total conformity on score 2,04.

Keywords: Assessment; Instrument; Tahfiz; Al-Qur'an; Elementary School

A. INTRODUCTION

Assessment is an important part in process teaching and learning. It needs to be carried out on an ongoing basis to diagnose student strengths and needs so that they can plan teaching and provide feedback to students (Abualrob & Al-Saadi, 2019). Assessment aims to obtain an overview or information related to the level of achievement of students' memorization so that it can be used as a solution for further decision makers (Noer et al., 2019). This opinion is supported, she stated that with the assessment and readiness of the teacher to assess, the learning process will run well so that the teacher can later see the level of success and achievement of students. The results of this assessment are used to evaluate the completeness of learning and the effectiveness of the learning process (Hartini et al., 2021).

The evaluation tool used to measure this assessment is an assessment instrument. Referring to Government Regulation No. 23 of 2016 (Permendikbud, 2016), "Instrument assessment is a tool used by teachers in the form of tests, observations, assignments of individuals and groups and other forms that are in accordance with the competence and level of development of students." Instruments are also interpreted as tools used to make it easier for someone to carry out assessment tasks and obtain better results after evaluation through assessment (Arikunto, 2018). Aspects measured by this device include the evaluation of cognitive, affective, and psychomotor learning outcomes. Drafting and developing a good and standardized assessment tools requires a long time and special skills, especially in designing the tests to be used (Susetyo, 2015). In the preparation of assessment instruments, it is also necessary to follow the standards set by the government and meet the requirements in substance, construction, language, and have evidence of empirical validity (Permendikbud, 2016) Likewise, in its implementation, this instrument needs to be analyzed before and after it is used to produce instruments that are good, standardized, and have conformity with the assessment principles set by the government. Input on this submission is used as material for revisions to the instrument design (Sugiyono, 2010). Interest in teacher assessment practices has increased in recent years. The assessment practices carried out by teachers are influenced by various contextual factors that can be grouped into three levels, namely *first, micro*, this aspect is directly related to direct actors, in this case teachers and students; *second, meso* is an aspect that comes from outside the classroom but is directly related to the class and exists at the school level, such as the expectations of parents and society; *third, macro*, this factor does not have a direct effect on the classroom, but through MESO, an example is government policy (Fulmer et al., 2015).

B. LITERATURE REVIEW

1. Tahfiz Al-Qur'an

Tahfiz Al-Qur'an as part of subjects in learning or extra programs also requires assessment to measure the level of learning achievement. The study of Al-Qur'an has increased significantly in the last thirty years. In 1981, Musabaqah Hifzul Qur'an (MHQ) became an indicator and motivator for people's enthusiasm in memorizing Al-Qur'an (Sasongko, 2017). Al-Qur'an is well-received in Indonesia. Many schools include Al-Qur'an not just as a local subject (MULOK) or extra-curricular activity, but also as the school's major program (Afriani, 2020). Nowadays, *tahfiz* houses are also undergoing significant growth (Sabri, 2020). Interest in *tahfiz* program, not only is there interest in educational sector, but there is also interest in other fields. For example, media sector, it was organized by a privat televisioan and produces the Hafidz Indonesia show every year (Tsa, 2021). These attentions are not merely a passing fad, but are part of Muslims' efforts to maintain their faith.

In recent years, there has been a greate awareness on the practice of teacher performance, and several studies have been conducted to study assessment as well as the factors that influence it (Majid, 2017). Assessment as an important factor of the learning process must be consistent with the overall learning objectives and include success criteria, this criteria comprises characteristics of the student learning process's success, the success criteria used by the instructor, and successfulness (Abualrob & Al-Saadi, 2019). Fulmer, Lee, & Tan, (2015) said that teacher evaluation procedures are impacted by a variety of contextual elements that may be classified into three aspects, ther are: *first*, micro, this component is strongly tied to the direct performer, since there are both instructor and student; *second*, meso, it is a feature that originates from outside the classroom but is closely tied to the classroom and existing at the school level, such as parental and societal expectations; third, macro, this element has an indirect effect on the classroom, but it influences through meso, such as government policy.

In this case, *tahfiz* as a competency relates to the stidents performance, the proper assesement refers to performance assessment. The most obvious performance is seen when students are showing their abilities such as doing practicum in the laboratory, singing, declaring poetry, memorization, and so on (Arikunto & Jabar, 2018). Dewi & Rosana (2017) said that performance assessment can be used to measure knowledge, reasoning, skills, and products. McMillan (2018) a number of the features of performance evaluation are as follows: 1) Students are able to demonstrate, produce, build, or perform anything; 2)

The student reasons, explains, and defends (or supports) his position; 3) Students employ logic; 4) Employs interesting concepts with weight and substance, 5) Usually has more than one possible solution, indicating that there are additional, more flexible options; 6) Requires persistent work, which means that the job/task in this performance assessment has to be followed up on in order to yield the best possible outcomes. 7) Use explicit grading standards and rubrics. Students must not only exhibit cognitive abilities during performance assessments; they must also show proficiency in presenting, performance, and psychomotor skills.

2. Assessment

Assessment in *Tahfiz* is so complex because it involves many aspects, there are three aspects is assessed: *tajwid*, *makhraj*, and fluency (RI, 2018). Supardi gave the same statement related to aspects in the assessment of reading and memorizing Al-Qur'an, there are fluency, *tajwid*, and *makhraj* (Supardi, 2016). Refer to Assessment Guideliness at Ibn Abbas Boarding School, assessment criteria in *Tahfiz* are *tajwid*, fluency, and *fashahah* (*Tahfiz*, 2017). There are four assessment criteria: *Tahfiz* /memorize, *tajwid*, *fashohah*, and *adab*/attitude. All of these criteria are part of indicators of knowledge, skills/performance, and attitudes. If talk about memorizing is study of verbal memorizing ability, this criteria is part of skill performance (Kunandar, 2014). Based on the study above, availability of assessment tools in *tahfiz* Al-Qur'an is crucial for facilitating the teacher's evaluation process.

C. METHOD

1. Research Method

This study employed descriptive qualitative research methods. The strategy makes advantage of specific social contexts by accurately expressing reality with the use of language, supported by data collecting strategies and analysis of pertinent facts gleaned from real-world circumstances (Sugiyono, 2010). The goal of this study is to examine information on teachers' understanding of *tahfiz* assessment, identify challenges faced by teachers while creating assessment instruments, and analyze *tahfiz* assessment tools created by *tahfiz* instructors at an elementary school in East Jakarta. The objects in this study are twelve *tahfiz* assessment instruments that have been made by *tahfiz* teachers in East Jakarta. Data collection through surveys, interviews, and document studies (Sugiyono, 2018). The interview guidelines and instrument design were validated by two experts in the form of

semi-structured interviews to corroborate data related to the tahfidz teacher's understanding of the assessment concept and identify the obstacles teachers face in making the tahfidz assessment instrument. The collected data is then qualitatively analyzed by experts based on assessment guidelines according to indicators (Creswell & David Creswell, 2018).

2. Data Gathering

The objects of this study were 12 tahfidz evaluation tools created by East Jakarta tahfidz instructors. Surveys, interviews, and document studies were used to obtain data (Sugiyono, 2016). Two professionals approved the interview guide and equipment. The interview guideline was developed in the form of semi-structured interviews in order to improve data linked to the tahfidz teacher's grasp of the idea of assessment and to identify the challenges encountered by the teacher while developing the tahfidz assessment instrument (Makhubele & Simelane-Mnisi, 2020). The acquired data is then qualitatively examined by specialists using assessment rules based on indicators (Ghani et al., 2022).

3. Data Analysis Techniques

The preparation of this assessment descriptor involved two experts. The first expert, Dr. H. Ahmad Annuri, MA, he has competence in the field of tahsin and tahfizh and wrote a book on the Guide to Tahsin and Tajweed. Knowledge in this aspect is very important because of the laws of tajwid and his fluency in reciting an important part of the criteria that must be in tahfizh. This criterion also has high weight in the assessment of tahfizh. Apart from that, the FGD also presented Dr. Zuhrotul Aini, Lc. MA., graduated from Al Azhar University, Egypt. He has qualifications in teaching the Qur'an and tahfizh so that this expert provides consideration in preparing the assessment gradations and indicators that must appear in the tahfizh assessment. Apart from the expert team, this FGD also presented tahfizh teachers from a number of schools (Casmudi et al., 2022). The presence of these teachers is very important because teachers as practitioners understand more about field conditions so that they can provide consideration in making assessments (Sichula & Genis, 2019).

D. RESULT AND DISCUSSION

The participants in this study were 10 male teachers and 12 female teachers. In terms of age, there is 1 teacher who is under 20 years, 10 teachers are between 21 and 30 years, 7 teachers are between 3-40 years, and 4 teachers are over 40 years. Based on educational background, the participants consisted of: high school graduate and equivalent is 1 teacher; graduates of Islamic boarding schools are 5 teachers; diploma graduates are 2 teachers, S1 graduates are 12 teachers, and S2 graduates are 2 teachers. The experience of having studied

tahsin and is shown by a significant composition, teachers who have studied *tahsin* and a total of 18 teachers and teachers who have not or have not learned *tahsin* and 4 teachers. Another important factor is the ability of teachers who are certified to read through reading *sanad* certification, participants who have received *sanad* are 6 teachers and have no *sanad* are 16 teachers.

This research targeted 15 elementary schools that could be took place, however 3 out of 15 schools are less willing to be conduct with some reason. Finnally, the took place conducted in this reeseach only 12 schools. The types of assessment documents found in the study can be categorized into several types, there are: **First**, *Mutaba'ah*. The word *mutaba'ah* comes from the word *taaba'a*. This word has several meanings. Among them, *tatabba'a* means following and *raaqaba'* means monitoring (Munawwir, 1997) (Munawwir, 1997, p. 128). Thus, the word *mutaba'ah* means follow-up and supervision. It is meant that *mutaba'ah* is to follow and supervise a program so that it runs as planned. The word *mutaba'ah* same as the word control in the concept of management. **Second**, *monitoring book*. Monitoring is the activity of observing, reviewing, studying, and supervising continuously or periodically ongoing programs or activities (Mutu, 2018, p. 4). It is generally carried out while activities are ongoing to ensure the suitability of the process and achievements according to plan or not. The results of monitoring become input for the interests of the next process. **Third**, guidelines and assessment instruments. This type of document in general already represents the terminology of the instrument in general, it's just that the systematics of writing and drafting still needs adjustment.

These differences in format of instruments are influenced by many factors. **First**, Standard of School Competency. The school certainly has different graduate competency standards, they appointed that graduating students must have memorized as much as 30 juz, 5 juz, 3 juz, 1 juz, or make only as a extracurricular, so that there is no specific target. One of statement is said by Mr. Sudarmoko connecting with *tahfiz* in his school, “*For the last three years, we have set a target of memorizing Al-Qur’an 5 juz mutqin, priveiouslyny our target was 3 juz of Al-Qur’an. Alhamdulillah, for 3 juz we have been graduated four batches with an achievement target was 85%,*” (interview with responden 012 on August 23, 2022).

Another statement about target of *tahfiz* is said by Mrs. Anita, “*So far, the best reached is five juz of Al-Qur’an. To be honest, we think this achievement can’t separate from the role of parents. Our target is to memorize Juz 29 and 30, so at least our target only 2 juz. Even though, there are still many of our student who haven’t reached the target of 2 juz. So, this is what we are still evaluating. This target certainly greatly affects the readiness to*

provide learning guidelines and assessments," (interview with responden 004 on August 4, 2022).

Second, The Teaching Method. Methods affect the assessment process. For example, schools that apply the UMMI method, in terms of readiness documents, both modules and monitoring sheets are available in a packet of program so that schools only need to develop and adjust to their respective needs to be lowered in the criteria in the *Tahfiz*. Other schools that apply *qira'ati*, *iqra*, or other methods are trying to develop their own *Tahfiz* assessment guidelines to reach the targets that have been set. A statement said by Mr. Nurrokhim, "*In here, we use UMMI method, but in assessing tahfiz we develop it because at UMMI method is no guide for assessment in tahfiz, so we formulated assement guide like this (he showed the assessment guidebook), we set some criterias in assessment of tahfiz, namely makhraj, fluency, tajwid*" (interview with respond 008 on August 10, 2022).

Different condition was found at schools under the auspices of the Ministry of Religion, these schools in conducting assessments refer to the criteria and guidelines issued by the Ministry of Religious Affairs. Representing the *tahfiz*'s teacher at *Madrasah Ibtidaiyah* (MI), Mrs. Eka stated, "*This school refer to Ministry of Religion, so in implementing our curriculum, we refer to it. Likewise, tahfiz in this school only targets the students memorize juz 30 and some ayat selected according to what has been directed by the Ministry of Religion,*" (interview with responden 011 on August 11, 2022). One took place in this research two years ago made different policy in *tahfiz*. Since Covid pandemic, *tahfiz* program is rejected with some reasons, statement said by Mrs. Munirah, "*Tahfiz in this school is more of an additional program, even then it is only limited to juz 30. Because of its nature as an additional program, during this pandemic we decided to negate it, we have some raesons why tahfiz hasn't been taught again. So, if someone ask me about instrument, we don't have it,*" (interview with responden 010 on August 10, 2022).

Third, Teacher's Level of Understanding. The ability of the teacher certainly affects the availability of instruments. Teachers who have experience learning and teaching and understand assessment will certainly find it easier to derive assessment concepts into a structured and systematic guideline. This aspect is justified by Mr. Muyassirun, "*As I mentioned earlier, problems in a program, I think is normal. In perception of assement, we also have problems because most of our teacher have a background in education, so sometimes assessment become a separate problem in this school. The problem is how to compile good and systematic guidelines in context and usage language aspect,*" (interview with responden on August 23, 2022).

1. Conformity of Assessment Instruments Made by Tahfiz Teachers in East Jakarta with Assessment Standards

The suitability of the instrument is carried out with a structured observation sheet that has been previously validated by the expert. Validation is carried out by experts to determine the degree of conformity or feasibility of instruments made with the guidance of assessment instruments in general. Some of the types of documents found are analyzed refer to three aspects, namely: material or substansion, construction, and language (Permendikbud, 2016). *First*, material, this aspect is concerned with the suitability of the instrument with the indicators to be achieved, the suitability between questions and answers, the material tested in accordance with the expected competence, and the content of the material. *Second*, construction, this aspect contains indicators such as instructions for conducting an assessment, the existence of scoring guidelines, the presence of tables / images / graphs and others. *Third*, language, the language aspect is related to the communicativeness of the instrument, the clarity of the thing asked, and the use of grammatical rules of language. In order to determin the level of suitability of each aspect, this study modified the Likert scale with 4 (four) choices as developed by Sugiyono (Sugiyono, 2019), namely: Very Good/Very High, Good/High, Not Good, Very Not Good/Low. However, in this categorization using the words very Very Appropriate, Appropriate, Less Appropriate, and Inappropriate. The criteria for conformity are adapted which is illustrated in the following table (Syafutri, 2020):

TABLE 1
INSTRUMENT SUITABILITY CRITERIA

Interval	Criterion	Predicate	Information
$3.25 \leq Va \leq 4$	Very Appropriate	A	Used without revision
$2.5 \leq Va < 3.25$	Appropriate	B	Can be used with less revisions
$1.75 \leq Va < 2.5$	Less Appropriate	C	Can be used with many revisions
$1 \leq Va < 1.75$	Inappropriate	D	Unusable

The results of the scoring on each aspect are calculated to determine the degree of conformity in which criteria as well as what are the recommendations for the results of the analysis. In the calculation of the score sums the total score and finds the average, from the average further divided by the number of aspects (Syafutri, 2020):

$$Va = \frac{\sum_{i=1}^n Ai}{n}$$

V_a = average total conformity
 A_i = the x^{th} of aspect average score
 n = a number of aspects

Based on the analysis through structured observation in the form of a structured analysis sheet, the level of conformity of the instruments made by *tahfiz* teachers in East Jakarta is as follows:

TABLE. 2
INSTRUMENT CONFORMITY LEVELS

No.	School Name	Conformity Level Score				Conformity Level	Information
		Material	Constructs	Language	Average		
1	SDIT Hidayatullah	2,75	1	2	1,92	Not quite right	Can be used with many revisions
2	SDI Ibnu Hajar	2.25	2.67	2,67	2,62	Appropriate	Can be used with less revisions
3	SD Islam Plus Imam Nawawi	2,75	1	2,67	2,14	Less Appropriate	Can be used with many revisions
4	SDI Hidayatul Islamiyah	-	-	-	-	-	-
5	MIS Taman Imani	2,75	1	2,67	1,94	Less Appropriate	Can be used with many revisions
6	MIT Al Hamid	2,50	0,67	2,33	1,83	Less Appropriate	Can be used with many revisions
7	PKBM Terpadu An Nur	3.25	3,33	2.67	3.08	Less Appropriate	Can be used with many revisions
8	PKBM Ibnu Katsir	2,75	1	2,67	1,97	Appropriate	Can be used with less revisions

9	PKBM Dewan Dakwah	2,55	3	2	2,11	Less Appropriat e	Can be used with many revisions
10	Marwah <i>Qur'anic</i> School	2,75	0,67	2	1,81	Less Appropriat e	Can be used with many revisions
11	MIN 16 Cipayung	2,25	0,67	1,75	1,97	Less Appropriat e	Can be used with many revisions
12	Tahfiz House Darul Hidayah	2,25	1,67	2	1,88	Less Appropriat e	Can be used with many revisions
Average		2,61	1,42	2,10	2,04		
Have the appropriate instruments						$\frac{2}{12} \times 100\% = 16.67\%$	
Have less suitable instruments						$\frac{9}{12} \times 100\% = 75\%$	
Don't have an instrument yet						$1 \times 100\% = 8.33\%$	

Table 2, shows one school (8.33%) did not provide instruments because during the pandemic, *tahfiz* learning activities were not carried out. It also shows 2 schools (16.67%) had the level of suitability of instruments in the appropriate category. This category is based on the availability of assessment documents in the form of assessment instruments and assessment guidelines. Based on the table.2, there were 9 school (75%) made instruments still in the less appropriate category. Cause of the instrument predicate in these schools is still low and still requires a lot of revisions because there are problems in the construct aspect. In fact, *tahfiz* teachers in one school have different instruments from one another because each teacher wants to use the easiest understood and used. This is because the instruments are very simple just ask the students show their memorization in Al Qur'an and be given a score. The scoring model also differs between schools, they used predicates A, B, C, and D; and some school used the score 1-100. From 12 schools, there was only one school that assessing Tahfiz according to its characteristics as a performance appraisal. It was using a rating scale of 1-4, but the rubrics created cause confusion because the instruments use a scale, but in the rubric and practices using scores of 1-100. In generally, the table also show the material aspect has compatibility because the average number of

2,61. In this aspect there are still some instruments that have not listed the aspects assessed in the *tahfiz*.

TABLE 4.
QUALITATIVE ANALYSIS AND EXPERT RECOMMENDATIONS

Not.	Expert Subject Name	Suggested Improvements
1.	Dr. H. Ahmad Annuri, MA	<ol style="list-style-type: none"> 1. Teaching material guides and assessments are indispensable for a teacher in learning and evaluation 2. The existing dimensions of the <i>tahfiz</i> assessment need to be derived into assessment indicators 3. Aspects of <i>Makharijul Huruf</i> and <i>Shifatul Huruf</i> are a unit in tajwid, if the rights of letters have been fulfilled then both will get their rights in tajwid. 4. There is no need for emphasis on tajwid theory for children, but they need direct practice in tajwid 5. <i>Tajwid</i> and <i>fashahah</i> are one unit, meaning that if the rights of tajwid have been fulfilled, it will automatically be fluent in reading or memorization
2.	Dr. Zuhratul 'Aini Mansyur, MA.	<ol style="list-style-type: none"> 1. All of instrument needs to be a gradation of assessments to make it easier to provide assessments 2. Descriptors and scoring guidelines/rubrics are needed to make the assessment more objective

2. Focus Group Discussion (FGD) Outcome Assessment Descriptor Design

The assessment descriptors produced in the Forum Group Discussion (FGD) formulated that there are four assessment criteria in *tahfiz*, namely: first, *tajwid*. Refer to "*Hidayatul Mustafid*", *tajwid* can linguistically be interpreted as everything that brings virtue. In terms, *tajwid* is, "*Tajwid* is a science that gives all the sense of how to enshrine or grant the right of letters and their mustahaq, both with regard to nature, mad, and so on, such as *tarqiq* and *tafkhim* and in addition to both (Al-Mahmud, 1995). The *tajwid* criterion can be derived into several indicators (Annuri, 2019) but in this case it is limited to 5 indicators, namely: *Makhaarijul Huruf* and *shifaatul Huruf*, *Nun sakinah*, *Mim Sakinah*, *Nun or mim musyaddah*, *Mad*. This *tajwid* criterion is given a rating weight of 20% of the total 100 with the following scores gradation, (1) the student reaches a score of 4 if the *tajwid* error is 1-3 times on the letter or page being tested, (2) the student reaches a score of 3 if the *tajwid* error is 4-6 times on the letter or page being tested, (3) the student reaches a score of 2 if the *tajwid* error is 7-9 times in the letter or page being tested, and (4) the student reaches a score of 1 if *tajwid* errors more than 10 times on the letter or page tested

Second, ***Al Ada' or performance***. Performance is the ability of students to perform directly in front of the teacher about skills, competencies, and attitudes either in creating products, building responses, or making presentations. (Arikunto & Jabar, 2018). The criterias of *al-ada'* or performan have several indicators, namely: *Al waqfu wal ibtida*, tartil harmonization, and sound soundness.

Third, ***Jaudah Al Hifzh (mastery of memorization/fluency)***. *Jaudah* be based on Arabic from the word *jadda-yajuudu-jauda* which means better (Munawwir, 1997), *jaudah* means quality (Yunus, 1990), then the meaning of quality itself is quality. While the meaning of *hizh* (Yunus, 1990) or tahfidz is memorization. So, *jaudah hizh al-Qur'an* is an exposure or depiction of the quality of maintaining the memory (memorization) of the Al-Qur'an. The criterion of *jaudah hizh* is given a rating weight of 50% of the total 100. This weighting refers to assessment criteria on National *Musabaqah Hifzhil Quran* (Pahlevi, 2022). The grading gradation is as follows: (1) The student reaches score 4 if the memorization is fluent without warning; (2) the student reaches scores 3 if the memorization is fluent with warnings and can correct itself; (3) the student reaches scores 2 if the memorization is fluent with warnings and is notified less than 5 times; (4) the student reaches score 1 if memorization is not fluent with warnings and is notified more than 5 times. Fourth, ***Adab/attitude***. The word *adab* as the origin of the word *ta'dib* if it is associated with education, then *adab* includes charity in education, while the process of Islamic education itself is to ensure that the knowledge (*'ilm*) is used properly in society (Zubaidillah, 2018).

E. CONCLUSION

Based on the findings, analysis and discussion, it can be concluded that the assessment instrument made by *tahfiz* teachers in East Jakarta still needs to be revised again. Material aspect is appropriate because the conformity level is 2.61. It means these aspects already have compatibility even though they are at the lower limit, so they need to be developed so that they are more compatible with the general assessment instrument principles. The construct and usage language aspect have a low conformity level with an average score of 1.42 and 2,10, so a more detailed formulation is needed regarding the assessment instructions and the rubric that will be used to evaluate it. Usage language also need to be revised. This research also produced a design assessment rubric on *tahfiz* learning. There are four aspects assessed in *tahfiz*, namely: *tajwid*, fluency, performance, and attitude/*adab*.

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