TASMI' BIL GHOIB ASSESSMENT MODEL OF THE QUR'AN FOR CHILDREN: CASE STUDY IN MULTICITY

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Abstract: This study aims to describe the al-Qur'an Tahfiz Assessment Model and the effectiveness of its implementation. This case study research was conducted in three elementary schools that have a Holy Scripture memorization program. The data sources for this research were school principals, curricula deputy heads, tahfiz program coordinators, tahfiz teachers, students, and students' families. Data were collected by interview, observation, and documentation techniques and analyzed using a descriptive interpretative model proposed by Miles, Huberman, and Saldana, involving data collection, reduction, presentation, and conclusion. The results of the study show the following: (1) There are three models of memorization assessment used in all these schools, namely assessment based on type, period and achievement results. (2) There are 3 aspects of similarity in the assessment model applied, namely based on type, period and results. The difference is in the implementation where each has standards including a) aspects assessed; b) valuation techniques; c) assessment time; d) target assessment; and e) tone standards. (3) The assessment model is measured from the psychological effectiveness of the students, the spiritual of the students is effective, and the result of the most effective memorization is tasmi' bil ghoib because it is thorough and traceable. The conclusion that can be drawn from these findings is that the tasmi' bil ghoib assessment model is very effective for application in elementary schools because this method takes into account the psychological and spiritual factors of students so that the student's memorization results are fairly even and the memorization results are maximized.

Keywords: holy Qur'an memorization, assessment model, tasmi'bil ghoib, tahfiz, student.

INTRODUCTION

Each program will run smoothly and successfully if supported by systematic implementation guidelines including systemically applied assessments. Progress in assessment of learning outcomes coincides with the development of the applied curriculum. This is because assessment is a component that is directly related to the curriculum. Government Regulation No. 19, Th. 2005 The curriculum itself is a set of plans and agreements on the objectives, content and materials of education as well as the ways used as guidelines for the implementation of educational activities to achieve certain goals [1]–[3].

This assessment procedure aims to answer questions about the quality of student outcomes or performance. In the evaluation process, evidence of student learning ability

achievement was collected. According to Kizlik argues in Mulyatiningsih that evaluation is the process of obtaining information related to known intentions or objectives. This definition means that evaluation is the process of obtaining information to determine the achievement of goals. Zainul & Mulyana in Sahlani evaluation give value to the quality of something, not only looking for answers to what questions, but oriented towards answering questions about how or to what extent a process or result is achieved by a person [4]–[6].

Assessment is usually interpreted as an activity to obtain information about the condition, progress and progress of student learning outcomes in the form of documents. To understand why the program succeeds, it is first necessary to understand what success means. Then it is necessary to measure success by how effectively the program objectives are achieved. When determining the success of a program, see how well it meets its objectives. It is easier to explain the factors affecting the program, understanding that they have a close relationship with the objectives of the program. In addition, showing maximum results can be said to be a successful program [7]–[9].

The factors that must be prepared for the assessment to run effectively and successfully are: Determining the purpose of the tahfiz assessment, preparing tools or equipment needed for the tahfiz assessment, preparing supporting documents for the tahfiz evaluation, coordinating and communicating with related parties. In this regard, in Indonesia schools have sprung up that organize tahfiz programs with good assessment models. These schools have implemented a well-defined assessment model. Among the schools that have organized memorization programs and have implemented the tahfiz assessment model are SDIU Sahabat Kota Madiun, SDIT Ar-Rohmah Magetan, SDIT Ar-Rohmah Ngawi with a brief profile as follows [10], [11].

The first is SD Islam Unggul (SDIU) Sahabat. This elementary school not only excels in memorization but also excels in science experiments. This school applies the Wafa method in reading the Holy Scripture. However, this school has a measurable tahfiz assessment model. In 2021, this school became the overall champion of the elementary school memorization competition at the Madiun City level and represented the Madiun City Elementary School memorization competition at the East Java Province level [12].

The second is SDIT Ar Rohmah. From the news on the official Facebook of SDIT Ar Rohmah Magetan, it can be seen that one of the advantages of this school is the Qur'an memorization program. SDIT Ar-Rohmah Magetan is a school that started the application of the Munaqosyah Holy Scripture Learning Ummi method. When the Ummi Khotaman and Imtihan Method was held on March 3, 2022, as many as 115 students registered to take the Graduation Examination for Memorization Batch-XI. In 2022, SDIT Ar Rohmah Magetan already has branches in 2 locations far apart, but both schools are under the same management [13], [14].

The third is SDIT Ar Rohmah Ngawi. This elementary school from information in the existing media, has implemented a tahfiz program with a good assessment model. This application is an advantage of the school so that it can foster public trust in this school because it is the school with the highest number of students in the Paron Ngawi sub-district [10].

The three schools have their uniqueness, which distinguishes them from other schools. The uniqueness in question includes the integration of learning patterns between intracurricular and extra-curricular programs. In addition to having this uniqueness, these three schools also have a brand in the community, namely as a school that excels in the tahfiz of the Qur'an with measurable and systemic assessments [15].

Literature Review

Assessment does have several objectives as stated by Arikunto the objectives and elements of assessment include: evaluation works specifically, evaluation works

symptomatically, evaluation capacity as a position, and proportional assessment capacity. Achievements. Sudjana recommends that the capacity and objectives of assessment are: to explain students' learning abilities, know school outcomes and instructive interactions, trace the side effects of assessment, interpret the school to partners, and as a reason for criticism to work on training and developing experience [16]–[18].

Learning assessment is useful for (1) providing total clarification of the focus of learning that can be understood; Before teachers direct the evaluation of their students, they must first know how the level of student information, the necessary data about student information, abilities, and its implementation. Information, abilities, and implementation of students needed in learning are called targets or learning outcomes; (2) selecting evaluation procedures for each student's needs, if possible the instructor may involve some signs of progress for each learning objective; Each learning objective requires the choice of alternative assessment strategies. (3) selecting an assessment strategy for each learning objective, the determination of evaluation methods should be based on feasible requirements in the field and productivity. This evaluation method must be able to uncover exceptional capacity as well as to develop student capacity so that when choosing an assessment procedure the benefits of input for students must also be considered. Therefore, when elaborating on the consequences of assessment, one must be careful, staying away from the various constraints derived from the subjectivity of the assessor [19], [20].

There has not been much previous research related to the Holy Script assessment model. Among such studies is research by Rokhim & and Munawwir (2021). The purpose of this study is to determine the implementation of the assessment of adult-age Tahfizul Qur'an learning outcomes at Griya Al-Qur'an Foundation Surabaya. The approach taken in this study is a descriptive qualitative approach using field research methods. The results show that the assessment of adult-age Tahfizul Qur'an learning outcomes at Griya Al-Qur'an Foundation Surabaya is carried out 4 times a year, which includes odd midterm assessment (PTS), end-semester assessment (PAS), even midterm assessment (PTS) and year-end assessment (PAT). The form of assessment used is using an oral test, while the assessment instrument uses questions and answers. There are 2 forms of tests used in its assessment: 1) Reading test. Students read the last 2 juz of the entire memorization they have by listening to their study friends. 2) Verse splicing test. The examiner reads a fragment of the verse, and then the tested student continues to read the verse that the examiner has read. The verse splice question consists of 4 randomly determined questions. The midterm assessment questions (PTS) are taken from the last 2 juz that have been carried out by the previous reading test, while the end-of-semester assessment (PAS) and year-end assessment (PAT) questions are taken from all the memorization that students have. Students are declared to pass when getting a minimum grade of C with a score of 80 and vice versa are declared to repeat when getting a grade of D with a score of 75 [21], [22].

METHODOLOGY

The type of research used is qualitative research using multi-site case studies. The research was conducted in three SDITs, the research period started from January 2022 to June 2022, in the even semester of the 2022/2023 academic year. The subject of the study was the method of memorization. The research material is in the form of information about the Tahfiz scoring model applied at the research site. Sources of information are teachers, students and families. Data collection through this interview, observation and research techniques. Documentation. This technique is used for teachers, students and families. The study used an interactive model developed by Miles, Huberman and Saldana, which analyzed the data in three steps: summarize the data, view the data, and conclude and verify.

Data summation refers to the selection, focusing, simplification, abstraction, and transformation of data [23]–[25].

The data collection stage was obtained from information about the self-directed learning method used in the Madrasah Ibtidaiyah studied, the effectiveness of the method and its pedagogic impact. The collected information is then examined by identifying important dimensions and then focusing on information relevant to the problem at hand. It then flattens the data and transforms it through rigorous selection using summaries that classify the data into larger models. After that, the information is presented in a thematic format. The final step is to draw conclusions from the analysis and review the evidence found on the ground. Through this stage of material analysis, it is expected to draw comprehensive conclusions about the memorization method used in the school under study, the effectiveness of the Tahfiz assessment model and its pedagogical effects [26], [27].

RESULTS AND DISCUSSION

SDIU Sahabat Unggul Kota Madiun, SDIT Ar Rohmah Magetan and SDIT Ar Rohmah Ngawi are small groups of elementary schools that have developed the Tahfiz Al-Quran assessment model as a flagship program. This benefit is reflected in the results which include three discussions, namely the assessment model, the similarities and differences of the assessment model, and the effectiveness of the Tahfiz assessment model [14].

Tahfiz Assessment Model

The results obtained tahfiz assessment model are as follows:

Table 1. Tahfiz Learning Assessment Model

No	Tahfiz Learning Assessment Model			School Name
	By Type	By Period/Time	Based on Memorization Target	
1	*Tasmi' bil ghoib* *Muwashalatul ayatii*	Daily Weekly Half semester Semester	Verse Letter Juz Multiple of juz	SDIU Sahabat Unggul Kota Madiun SDIT Ar Rohmah Magetan SDIT Ar Rohmah Ngawi

Similarities and differences of tahfiz assessment models

The results showed that in the 3 SDITs, there are similarities and differences in the tahfiz assessment models as shown in the following table:

Tabel. 2 Similarities and differences

No	Equation	Difference
1	**Tahfiz Learning Method**	
	Approach: following the learning theory of the tahfiz learning method of S1, S2 schools, S3 applies the same learning approach namely Humanistic Behaviorism where there is input in the form stimulus from teachers who provide examples of verse reading a encouragement in the tahfiz learning process then there is output the form of responses, namely students imitate repeatedly and the learning process becomes an experience and active involvement students in the learning process.	The difference is in the implementation of the tahfiz learning method where the implementation of the tahfiz learning method in S1, S2 and S3 schools has 3 techniques, namely the tone-free technique, 2 rost tones characteristic of the UMM tahsin method and 4 rost tones characteristic of the tahsin AN NUR method.
	Method similarity: all S1, S2 and S3 schools apply 2 tahfiz learning methods, namely the talaqqi wal mushahabati and talaqqi wal istiqli methods. The talaqqi wal mushahabati method is intended f students who are not yet able to read the Qur'an independently wh talaqqi wal istiqlali is intended for students who can read the Qur' independently.	
2	**Tahfiz Learning Assessment Model**	

S1, S2 and S3 schools apply the same tahfiz learning assessme model including three assessment models, namely the tahfiz learni assessment model based on type, based on period/time and based targets/achievements.	The difference in tahfiz learning assessme models occurs in the implementation of t assessment, whereas in tahfiz learning assessme in S1, S2 and S3 has special characteristics whi include: a) aspects assessed; b) assessme techniques; c) assessment time; d) assessme targets; e) tone standards

Effectiveness of the Tahfiz Assessment Model

The results of research on the effectiveness of the tahfiz assessment model in 3 research places obtained results following the following table figure:

Table 3 Effectiveness of Tahfiz Learning Assessment

No	Assessment	Psychological Aspect		Spiritual Aspect	Result
		Student Motivation	Student Perceptio		
1	**By Type**				
	Tasmi'bil Ghoib	▪ The assessment models are directly one by one ▪ His memorization without seeing the mushaf ▪ Memorization becomes powerful ▪ The preparation is thorough	▪ Ordinary because has been introduc since the beginnin ▪ Fun but thrilling ▪ Believe this assessment mode is good for measuring studen memorization ability	▪ Confident in God's promise to get the best reward in the world and the end	▪ Able to achieve complet memorization achievements ▪ Good rote reading with distinctive rhythm/tone ▪ Grow strong mental courage
	Muwasilatul Ayati	▪ The assessment models are directly one by one ▪ His memorization without seeing the mushaf ▪ Trained courage to face crowds ▪ More thorough preparation	▪ Ordinary because has been introduc since the beginnin ▪ Happy but thrillin fear of being wron ▪ Sure his memorization is getting stronger ▪ Mentally getting stronger and brav ▪ Proud to be able t show parents	▪ Confident in God's promise to get the best reward in the world and the end	▪ More mature men readiness ▪ Courage to show yo skills in front of the cro ▪ Students take pride presenting th memorization in front parents and the public ▪ There was a sense of a and emotion from t audience
2	**By Period/Time**	▪ The desire to have good memorization and increase ▪ There are routine controls (Daily, Weekly, midterm an semester)	▪ Suitable for memorizers ▪ The stages are daily, weekly and so on ▪ The student's attention is gettin better	▪ Confident in Go promise to get t best reward in t world and the end ▪ Be very confide that what God sa must be true ▪ I memorized the Qur'an to gain His pleasure and paradis	▪ The implementation very orderly one by one ▪ The attention and sincerity of the students are very visible ▪ Able to achieve complet memorization achievements
3	**Based on Target/Achieveme**	▪ The desire to have good memorization and increase ▪ The desire to achiev maximum memorization targe	▪ Happy This assessment is mo about the results maximum studen achievement and good reading following the assessment criteri that have been determined by several aspects	▪ Confident in God's promise to get the best reward in the world and the end ▪ Believe Allah Make easy to memorize	▪ Able to achieve complet memorization achievements ▪ The majority of reading standard and good

Based on previous results with the results of this study which include tahfiz assessment models, equality and differences in tahfiz assessment models, the effectiveness of tahfiz assessment models can be described as follows:

Tahfiz Learning Assessment Model

The specific assessment model has not been discussed much, in the results of this assessment model research can be mapped into 3 assessment models, namely the tahfiz learning assessment model based on type, period/time and achievement targets. The assessment model based on type is divided into 2, namely tasmi'bil ghoib and muwashalatul ayatii, while based on period/time is divided into 5, namely; daily, weekly, midterm, semester and yearly in the form of public tests and tahfiz graduations [28], [29].

The assessment model based on the type of tasmi' bil ghoib is like most existing tahfiz assessments. However, in the results of this study, tasmi' bil ghoib was found to purely mean that students memorize/deposit their memorization from verse by verse, letter by letter, and juz by juz once sitting to the teacher. Muwashalatul ayatii is one form of assessment in the Musabaqah Hifzil Qur'an competition into one. Muwashalatul ayatii is a tahfidz test where the teacher/examiner recites the verse then the student continues the verse and so on. While the talaqqi muwashalatul ayatii method is only applied to other S2 schools, tasmi' bil ghoib [30].

The assessment model based on period/time includes 5 periods including daily, weekly, midterm, semester and annual (yearly). First, daily is the tahfiz exam which is carried out every day students deposit their memorization with assessment instruments using student progress monitoring books. Second, weekly is a tahfiz exam that is carried out by each student to meet the weekly target set by the school. Third, midterm is a 2.5-month student tahfiz exam conducted every midterm. Fourth, semester is the tahfiz al Qur'an exam of students for 1 semester which is carried out at the end of each semester. Fifth, annual is the Qur'an tahfiz exam which is carried out annually in the form of public tests and tahfiz graduations. The assessment is with tasmi' bil ghaib and muwashalatul ayatii [20].

The assessment model based on achievement targets is mapped into 4, namely; mourning, letters, juz and multiples of juz. *First verse*, the achievement of the verse the teacher gives examples of reading students imitating several times, the teacher appoints students to demonstrate the results of their memorization to the teacher, memorization is said to be successful if students can memorize verses fluently and correctly. *Letters*, the achievement of students letters that have memorized each letter, students deposit their memorization to the specified examiner, if students experience errors exceeding 3 errors and cannot correct themselves then it is considered that they have not passed the increase in letters. *The three juz*, the achievement of student juz one by one deposited all letters in 1 juz memorized with one sitting time (one juz was deposited in one sitting without interspersed with other activities). In memorization, it is said to be successful if the error in memorization is no more than 3 times wrong and can correct itself, if an error occurs beyond 3 errors then it is declared to repeat and so on. *The four multiples of juz*, the achievement of multiples of juz all students who are declared to have memorized from 1 juz to the most, all come forward on stage given different chest numbers (for example the number in green has memorized 1 juz, yellow 2 juz and so on). Examiners consist of parents/guardians or invitees present. The examiner tests one by pointing to the chest number how many then the designated one comes forward, ahead of the other graduation candidates. The examiner recites one of the verses then the prospective graduate/nun continues at least the next 3 verses or more, each examiner is given 1 test. In memorization, it is said to be successful if the error in memorization is no more than 3 times wrong and can correct itself. If there is an error exceeding 3 errors and is unable to correct itself, it is declared that it did not pass graduation [31]–[34].

The results of this study are relevant to the research of Rokhim and Munawwir (2021). The results show that the assessment of adult-age Tahfizul Qur'an learning outcomes at Griya Al-Qur'an Foundation Surabaya is carried out 4 times a year, which includes odd midterm assessment (PTS), end-semester assessment (PAS), even midterm assessment (PTS) and year-end assessment (PAT). The form of assessment used is using an oral test, while the assessment instrument uses questions and answers. There are 2 forms of tests used in the assessment: *The first is the reading test*, where students read the last 2 juz from the entire memorization they have by listening to their study friends. ***Both verses are tested***, the

examiner reads a fragment of the verse, and then the tested student continues to read the verse that has been read by the examiner. The verse splice question consists of 4 randomly determined questions. The midterm assessment questions (PTS) are taken from the last 2 juz that have been carried out by the previous reading test, while the end-of-semester assessment (PAS) and year-end assessment (PAT) questions are taken from all the memorization that students have. Students are declared to pass when getting a minimum grade of C with a score of 80 and vice versa are declared to repeat when getting a grade of D with a score of 75 [35].

This research is relevant to the research of Rokhim and Munawir at the time of assessment in a year 4 times, namely 2 PTS 2 PAT and the form of the test is also the same, namely with 2 ways of reading tests, listening and continuing verses. On the same form side as based on type, only different names, but the difference in the implementation of muwashalatul ayatii is carried out in front of many people and the examiners are general in the form of public tests and tahfiz graduations. In the two studies of Rokhim and Munawir in assessing tahfiz in a year there are 4 times, namely PTS and PAT but in this research, there are 5 namely daily, weekly, midterm, semester and annual assessments and third, what does not yet exist is an assessment based on achievement targets, namely verses, letters, perjuz and multiples of juz [36], [37].

Similarities and Differences of the Tahfiz Assessment Model

The similarities between tahfiz assessment models, S1, S2 and S3 schools have similarities in applying the tahfiz learning assessment model including three assessment models, namely the tahfiz learning assessment model based on type, based on period/time and based on target/achievements. Based on type there are 2 namely tasmi' bil ghoib and muwashalatul ayatii, based on the period there are daily, weekly/weekly, midterm, semester and yearly, while based on the target includes verse, letter, juz, and multiples of juz [38].

The difference in tahfiz learning assessment models occurs in the implementation of the assessment, whereas in tahfiz learning assessment in S1, S2 and S3 has special characteristics which include: aspects assessed, assessment techniques, assessment time, assessment targets, tone standards [39].

The assessment technique used by each school has distinctive characteristics as the findings of research results in S1 in tahfiz assessment are handed over to each tahfiz teacher, the same is also done in S3 while S2 has special standards, namely students who have memorized letters must deposit to a special teacher appointed by the school where to standardize the quality of reading, S2 determines that 2 people who are authorized to raise/pass student readings are considered worthy [40].

The assessment time applied to S1, S2, and S3 varies as S1 applies daily and weekly tahfiz learning assessments only, while S2 applies daily and weekly tahfiz learning assessments, midsemesters, semesters and annual assessments in the form of tahfiz graduations, while S3 applies daily and weekly tahfiz learning assessments, midsemesters, semesters [41].

The assessment target also varies in S1 schools, the target/achievement of memorization per week is 1-10 verses, and the target of graduates is 3 juz. while S2 has a higher achievement in the target of 3-5 juz graduates, but there are 10-15 juz, while S3 has a target/achievement of graduates memorizing 3-5 juz as well, but there are some who memorize 5-8 juz [42], [43].

The assessment tone standards in S1, S2 and S3 also vary with their respective characteristics. S1 applies the tahfiz learning assessment guided by school policy that gives freedom to students in their memorization not bound by one tone/rhythm. S2 all students in the exam are required to use 2 rost tones characteristic of the UMMI method tahsin, while S3 requires students in the tahfiz exam to use 4 rost tones characteristic of tahsin the AN-NUR method [44]–[46].

The effectiveness of the tahfiz assessment model

Of the tahfiz learning assessment models, all of them are covered by type assessment models, namely the tasmi'bil ghoib and muwashalatul ayatii assessment models. Of the two assessment models, the most effective is the tasmi' bil ghoib assessment model because in its implementation the assessment model is more thorough and coherent so that students' memorization is more mutqin (strong). The effectiveness of an assessment model is seen from the psychological aspects of students, student spirituality and learning outcomes. The assessment applied from the psychological aspect of students is all effective based on student statements that show a sense of pleasure, and ease, not depression, from the spiritual aspect of students are effective based on the statements of students who have strong beliefs in understanding the verses of the Qur'an and hadith about the promise of Allah every good charity will get a good reward in the world and the end. From the caption aspect, the average results are all 3 juz and above [47]–[50].

CONCLUSION

Based on the results of research and discussion that have been stated in Chapter IV, it can be concluded as follows, there are 3 assessment models which include: assessment based on type, based on period/time, based on achievement targets. The assessment model equation includes 3 aspects, namely based on type, period and achievement results. The difference is in the implementation where each has a reference: aspects assessed, assessment techniques, assessment time, assessment targets, and tone standards. Based on the psychological of the students, all methods applied are effective, the spiritual aspects of the students of these two methods are effective because students have a strong belief in the promises of Allah and aspects of the results of the students' memorization achievements, the telaqqi wal musahabati and wa istiqlali methods are tone-free because the results are maximum and even. While the assessment model seen from the psychological students is all effective, the spiritual aspect of students these two methods are effective, judging from the results of memorization the most effective is tasmi 'bil ghoib because it is thorough and complicated.

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Author Contribution

All authors contributed equally to the main contributor to this paper, some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

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