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Problems In Implementing Evaluation Of Al-Quran Hadith Learning And Their Solutions At Al-Ishlahuddiny Islamic Senior High School For Girls

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Abstract

This study aims to determine the problems in evaluating Al-Qur'an Hadith learning and the solutions implemented by teachers at Al-Ishlahuddiny Islamic Senior High School for Girls. This study uses a qualitative approach with a descriptive research type. Data collection techniques are carried out through observation, interviews, and documentation. The research subjects consist of Al-Qur'an Hadith teachers and students. The results of the study indicate that there are several problems in evaluating Al-Qur'an Hadith learning, namely limited evaluation time, differences in student abilities, lack of variety in evaluation instruments, and low student learning motivation. Learning evaluation still mostly uses written tests so that the assessment of practical and attitude aspects is not optimal. In addition, some students are still less active and lack confidence in participating in learning evaluations. To overcome these problems, teachers implement several solutions such as dividing evaluation groups, individual guidance, using practical and presentation evaluations, and providing motivation to students. With these solutions, the process of evaluating Al-Qur'an Hadith learning can run better and help improve student learning outcomes.

Keywords: Problems, Learning Evaluation, Al-Qur'an Hadith.

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INTRODUCTION

Islamic education plays a crucial role in shaping students' character, morals, and religious understanding. One of the core subjects of Islamic education in madrasas is the Qur'an and Hadith. (Sri Hafizatul Wahyuni Zain et al., 2024) This subject aims not only to provide knowledge of the verses of the Qur'an and Hadith, but also to instill spiritual values and morals, and to develop lifestyle habits consistent with Islamic teachings. Therefore, the process of learning the Qur'an and Hadith must be implemented effectively, directed, and supported by

it is an integral part of the educational process. Evaluation functions to determine the level of success of students, measure the effectiveness of learning methods, and become a consideration for teachers in determining the next steps to improve learning. (Dakran et al., 2024) In the context of learning the Qur'an and Hadith, evaluation not only assesses cognitive aspects in the form of understanding the material, but also includes affective and psychomotor aspects, such as the ability to read the Qur'an with tartil, memorize hadith, understand the meaning of the contents of verses and hadith, and apply Islamic values in everyday life. Thus, evaluation of learning the Qur'an and Hadith requires a more comprehensive approach compared to other general subjects.

However, in reality, the implementation of evaluation of Al-Qur'an and Hadith learning in madrasas still faces various problems. Many teachers still use conventional evaluation systems that focus solely on written tests, so students' practical abilities cannot be fully measured optimally. (Tirtana & Nurhasanah, n.d.) Furthermore, limited learning time often hinders the implementation of practical evaluations such as memorization, recitation, and in-depth understanding of verses and hadith. Differences in students' abilities in reading the Qur'an, memorizing hadith, and understanding the material also pose challenges for teachers in determining appropriate and fair evaluation techniques for all students.

Another problem arises from the lack of variety in evaluation instruments used in learning. Some teachers still predominantly use multiple-choice and essay-based questions rather than authentic evaluations that assess students' actual abilities. In fact, learning the Qur'an and Hadith should not only emphasize memorizing the material, but also understanding, internalizing, and implementing Islamic teachings in daily life. (Nur Lia & Dedi Masri, 2025). Furthermore, facilities and infrastructure, student motivation, and teacher readiness in developing competency-based evaluations also influence the effectiveness of the learning evaluation process.

Madrasah Aliyah Putri Al-Ishlahuddiny, as an Islamic educational institution focused on developing students' religious character, naturally places significant emphasis on the quality of

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learning based on the Qur'an and Hadith. In the learning process, teachers are required to conduct evaluations that not only measure academic learning outcomes but also the development of students' religious attitudes and practices. However, in practice, various obstacles still exist that hinder the optimal implementation of learning evaluations. This situation challenges teachers to find appropriate strategies and solutions to ensure more effective learning evaluations and achieve the desired goals of Islamic education.

Based on preliminary observations at the Al-Ishlahuddiny Islamic Senior High School for Girls, it was found that the evaluation of Al-Qur'an and Hadith learning still tends to focus on written assessments, while practical assessments such as hadith memorization, Quranic reading skills, and understanding of verses have not been optimally implemented. Furthermore, there are differences in students' abilities in reading and understanding the material, making it difficult for teachers to determine appropriate assessment standards. Teachers also face time constraints in conducting individual evaluations for all students, especially on material requiring direct practical assessment. Furthermore, some students still have low learning motivation, which impacts the evaluation results of Al-Qur'an and Hadith learning.

Much research has been conducted on the evaluation of Al-Qur'an and Hadith learning, but most of it focuses on the effectiveness of learning methods, memorization strategies, or student learning outcomes. Meanwhile, research specifically examining the challenges of implementing Al-Qur'an and Hadith learning evaluations and the solutions implemented in Islamic senior high schools, particularly at the Al-Ishlahuddiny Islamic Senior High School for Girls, is still very limited. In addition, previous research generally only discusses general evaluation aspects without examining in depth the obstacles faced by teachers in evaluating students' cognitive, affective, and psychomotor aspects simultaneously.

Based on these conditions, there is a research gap that lies in the lack of studies that comprehensively discuss the problems of evaluating Al-Qur'an Hadith learning as well as the solutions implemented by teachers to overcome various evaluation obstacles in madrasas. Therefore, this study is important to provide a real picture of the implementation of Al-Qur'an Hadith learning evaluation, the factors that become obstacles, and the solutions made to improve the quality of learning evaluation at Madrasah Aliyah Putri Al-Ishlahuddiny. This research is expected to contribute to the development of an evaluation system for Al-Qur'an Hadith learning that is more effective, comprehensive, and in accordance with the goals of Islamic education.

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METHOD

This research uses a qualitative approach with a descriptive case study type, which is a research method that aims to understand and describe in depth a phenomenon in a real-life context. (Erny Wulandari et al., 2025) The case study was chosen because this research focuses on one particular location, namely the Al-Ishlahuddiny Kediri West Lombok Islamic Senior High School, thus enabling researchers to comprehensively examine the Problems of Implementing Al-Qur'an Hadith Learning Evaluation and Their Solutions at the Al-Ishlahuddiny Islamic Senior High School. Data collection techniques include observation, interviews, and documentation. Data analysis was carried out using the interactive model of Miles, Huberman, and Saldaña which includes data condensation, data presentation, as well as drawing conclusions and verification continuously. Data condensation was carried out by selecting, focusing, and simplifying data obtained from the results of observations, interviews, and documentation. Furthermore, the data is presented in the form of descriptive descriptions to make it easier for researchers to understand the patterns, relationships, and themes that emerge from the research results. The final stage is drawing conclusions, which is carried out continuously by verifying the data, resulting in valid and accountable findings. The validity of the data in this study is maintained through triangulation techniques, namely source triangulation and technical triangulation. Source triangulation is carried out by comparing information obtained from various informants. Meanwhile, technical triangulation is carried out by comparing data from observations, interviews, and documentation. Thus, the data obtained has a high level of accuracy and credibility and is able to provide a comprehensive picture of the Problems of Implementing Al-Qur'an Hadith Learning Evaluation and Its Solutions at Madrasah Aliyah Putri Al-Ishlahuddiny.

RESULTS AND DISCUSSION

Based on observations, interviews, and documentation conducted by researchers at the Al-Ishlahuddiny Islamic Senior High School for Girls, it was found that the implementation of the evaluation of Al-Qur'an Hadith learning still faces various problems that affect the effectiveness of the process of assessing student learning outcomes. These problems include limited learning time, differences in student abilities, a lack of variety in evaluation instruments, and low student motivation to learn. However, teachers and the madrasah also implemented various solutions and improvement efforts so that the learning evaluation can run more optimally in accordance with the objectives of Al-Qur'an Hadith learning.

Time Limitations in Implementing Al-Qur'an and Hadith Learning Evaluation

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Based on research findings, time constraints are a major obstacle in implementing Al-Qur'an and Hadith learning evaluations. The Al-Qur'an and Hadith subject not only demands students' theoretical understanding but also requires practical evaluations, such as reading the Quran, memorizing Hadith, understanding the content of verses, and applying Islamic values in daily life. This evaluation process requires considerable time because teachers must conduct individual assessments for each student.

This was conveyed by an Al-Qur'an and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok):

"Evaluating Al-Qur'an and Hadith learning requires considerable time, especially when assessing students' hadith memorization and Quran reading skills individually. Furthermore, the number of students is quite large and class hours are limited, so evaluations are sometimes not optimal."

Based on observations, researchers found that teachers predominantly use written evaluations over practical evaluations because they are considered more time-efficient. Practical evaluations, such as memorization and Quran recitation, are typically conducted in stages or outside of core learning hours. This situation suggests that time constraints impact the overall evaluation process, particularly in assessing students' psychomotor and affective aspects.

In the educational evaluation theory proposed by Suharsimi Arikunto, evaluation is a systematic process to determine the level of achievement of student learning objectives. (Elsa Kaniawati et al., 2023). Good evaluation must be conducted continuously, comprehensively, objectively, and in a planned manner so that the assessment results truly reflect students' abilities. However, if the evaluation time is limited, the assessment process tends to focus only on certain aspects and does not address the overall student competency.

Furthermore, the theory of authentic assessment in the Independent Curriculum explains that learning evaluation is not only oriented towards the final result, but also focuses on the process and actual abilities of students. Authentic assessment requires teachers to conduct observations, practical assessments, project assessments, and portfolios to comprehensively assess student progress. (Yasni, 2024) However, teachers' time constraints prevent authentic assessment from being implemented optimally. To address these time constraints, teachers conduct phased evaluations by dividing students into small groups. They also assign memorization assignments at home and conduct additional evaluations outside of core learning hours. This was conveyed by a Quran and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok):

"We usually divide students into small groups for memorization assignments so that evaluations

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are easier and more organized."

This solution aligns with learning management theory, which emphasizes the importance of time management and learning strategies for a more effective and efficient evaluation process.

Differences in Student Abilities in Learning the Quran and Hadith

The next problem identified in this study was the differences in students' abilities in reading the Quran, memorizing Hadith, understanding the material, and responding to learning evaluations. These differences are influenced by educational background, basic religious skills, family environment, and each student's level of motivation to learn.

This was conveyed by an Al-Quran and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok), who stated:

"Students' abilities do vary. Some students quickly grasp the material and memorize Hadith, while others still struggle to read the Quran well."

Observations showed that students with good basic Quran reading skills tended to be more active and confident during learning evaluations. Conversely, students with poor basic skills appeared passive and lacked confidence when asked to read the Quran or submit memorization.

This condition aligns with Slameto's theory of individual differences, which states that each student has different abilities, talents, and levels of development. (Mulyati et al., 2021). Therefore, teachers must be able to adapt learning and evaluation methods to suit student characteristics. Furthermore, constructivism theory explains that students construct understanding based on their experiences and prior abilities. Students with a strong foundation in religious knowledge will more easily understand learning than those with lower basic abilities.

To address differences in student abilities, teachers employ an individual approach and provide specialized guidance to students experiencing difficulties.

This was conveyed by an Al-Qur'an and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok):

"Usually, we provide specialized guidance to students who are still struggling, especially in reading the Qur'an and memorizing hadith."

Teachers also implement a peer tutoring method, involving more capable students to help their peers learn to read and memorize hadith. This solution aligns with cooperative learning theory, which explains that learning through collaboration between students can improve students' understanding and learning abilities.

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Lack of Variety in Learning Evaluation Instruments

Research conducted at the Al-Ishlahuddiny Islamic Senior High School for Girls found that evaluation of the Qur'an and Hadith learning process is still dominated by written tests in the form of multiple-choice and essay questions. This form of evaluation is considered easier for teachers to implement because it is more practical, efficient, and can be completed in a relatively short time. Meanwhile, the use of other evaluation instruments, such as assessments of Qur'an reading practice, presentations, project assessments, attitude observations, and activity-based assessments, has not been optimally implemented in the learning process. This was conveyed by an Al-Qur'an and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok): "For evaluation, we usually use written tests more often because they are easier to administer and fit the time available."

Based on observations conducted by researchers during the learning process, teacher evaluations focused primarily on measuring students' cognitive abilities, such as memorizing material, understanding verses and hadith, and answering theoretical questions. Meanwhile, students' affective and psychomotor aspects were not assessed optimally and sustainably. Researchers found that assessments of Quranic recitation ability, tajweed accuracy, hadith memorization fluency, and the application of Islamic values in daily life were still limited.

This situation indicates that the evaluation process for Quranic and Hadith learning does not fully reflect the true learning objectives. In fact, the Quranic and Hadith subject aims not only to improve students' intellectual abilities in understanding the material but also to shape religious character, cultivate Islamic morals, and improve the ability to read and memorize the Quran and Hadith correctly. If evaluation focuses solely on written tests, the results will only reflect students' cognitive abilities and fail to demonstrate the overall development of their attitudes and skills. (Muhadi et al., 2025)

Authentic evaluation theory explains that learning assessment should be conducted comprehensively, assessing all student abilities, including cognitive, affective, and psychomotor aspects. (Rahmawati et al., 2024) Authentic assessment emphasizes the importance of evaluation based on practice, performance, observation, and students' actual activities in their daily lives. Therefore, in learning the Quran and Hadith, students are assessed not only on their ability to answer written questions, but also on their ability to read the Quran with tartil, memorize the Hadith, understand the material, and practice Islamic values in their daily lives. In addition, Bloom's Taxonomy theory also explains that learning objectives include three main domains, namely cognitive, affective, and psychomotor domains. (Sholahudin et al., 2025) The cognitive

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domain is related to the ability to think and understand learning materials, the affective domain is related to the attitudes, values, and character of students, while the psychomotor domain is related to the skills and practical abilities of students. In the context of learning the Qur'an and Hadith, these three domains should develop in a balanced manner through an appropriate and comprehensive evaluation process. However, if the evaluation is only dominated by written tests, the development of students' affective and psychomotor aspects will be less than optimal.

Upon closer analysis, the lack of variety in evaluation instruments is also influenced by limited learning time, the large number of students, and teachers' readiness to develop diverse evaluation instruments. Teachers tend to prefer written tests because they are easier to administer and quicker to assess. On the other hand, practical assessments and attitude observations require more time and more intensive attention to each student.

Furthermore, research results show that some students are more active when learning utilizes practical evaluations and discussions than when only given written tests. This suggests that a variety of evaluation instruments can actually help increase student participation and motivation in learning the Quran and Hadith.

To address these issues, teachers began to develop various evaluation instruments so that the assessment process did not focus solely on theoretical aspects. Teachers began implementing practical assessments for Quran reading, Hadith memorization, presentations, group discussions, and student engagement during the learning process. This was conveyed by an Al-Quran Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok):

"Now we are trying to use practical assessments and presentations so that students don't just focus on theory."

Based on observations, researchers found that teachers began providing opportunities for students to present learning materials, recite Quranic verses in front of the class, and gradually submit hadith memorizations. Teachers also assessed students' attitudes and discipline throughout the learning process. These steps were taken to ensure that the evaluation results could provide a more comprehensive picture of student development.

The teacher's solution aligns with authentic assessment theory, which emphasizes the importance of using a variety of evaluation techniques to comprehensively measure student abilities. The use of practical and presentation evaluations provides students with opportunities to demonstrate their actual abilities, making the learning process more meaningful and not solely focused on final grades.

Furthermore, the application of a variety of evaluations aligns with constructivism theory,

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which explains that students will more easily understand learning when they are actively involved in the learning process. (Azizah Siti Lathifah et al., 2024) Through presentations, discussions, and Quranic recitation practices, students not only passively receive material but also develop understanding through direct learning experiences.

Therefore, developing a variety of evaluation instruments is a crucial step in improving the quality of Quranic and Hadith learning evaluation at Al-Ishlahuddiny Islamic Senior High School for Girls. This variety of evaluations not only helps teachers obtain a more comprehensive picture of student abilities but also increases student motivation, participation, and skills in understanding and practicing the teachings of the Quran and Hadith.

Low Student Motivation in Learning the Quran and Hadith

Another problem identified in this study was the low motivation of some students to participate in the Quran and Hadith learning and evaluation at the Al-Ishlahuddiny Islamic Senior High School for Girls. This low motivation is a factor that influences the learning process and student evaluation results. Motivation plays a crucial role in determining student success in understanding the material, participating in the learning process, and achieving optimal learning outcomes. If student motivation is low, then student enthusiasm and commitment to learning will also decrease.

Based on observations conducted by researchers during the learning process, it was found that some students appeared less active and enthusiastic during the Quran and Hadith lessons. Some students appeared passive when the teacher explained the material, participated less in class discussions, and were less prepared when asked to present memorized hadith or recite the Quran in front of the class. Furthermore, some students paid little attention to the teacher's explanations and tended to wait for directions without taking the initiative to ask questions or discuss the material being studied. This was conveyed by the Quran and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok):

"There are still some students who are not serious about their studies, so their evaluation results are not optimal."

The interview results indicate that low student learning motivation directly impacts the learning evaluation results. Students who lack learning motivation tend to be less prepared before participating in lessons and evaluations, resulting in learning outcomes that do not achieve the expected targets. Furthermore, based on observations, researchers also found that some students appeared to lack confidence when asked to recite the Quran or recite memorized hadith in front

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of the class. Some students feared making mistakes in reading or memorizing, leading them to remain silent and less active during the lesson. This situation suggests that low learning motivation is not only related to students' interest in learning but also influenced by psychological factors such as fear, shame, and a lack of self-confidence.

Upon closer analysis, low student learning motivation is influenced by several factors, both internal and external. Internal factors include a lack of interest in learning, low self-confidence, and a lack of awareness of the importance of learning the Quran and Hadith in everyday life. External factors include a lack of varied learning methods, the influence of their peer group, and a lack of learning support from their environment. (Khalijah et al., 2022)

This condition aligns with the learning motivation theory proposed by Hamzah B. Uno, who explains that motivation is an internal and external drive that causes someone to engage in an activity to achieve a specific goal. (Rahman, 2021) In the context of learning, motivation is a crucial factor determining a student's level of enthusiasm, attention, and activeness in learning. The higher a student's learning motivation, the greater the effort they will put in to achieve good learning outcomes.

Hamzah B. Uno also explains that students with high learning motivation typically demonstrate an active attitude in learning, possess a strong sense of curiosity, persevere in completing assignments, and have a passion for achieving learning success. (Utami et al., 2024) Conversely, students with low learning motivation tend to be passive, less serious about learning, easily bored, and lack the drive to understand the learning material. In addition to the theory of learning motivation, this condition also aligns with behaviorist theory, which explains that students' learning behavior is influenced by stimuli and reinforcement from the environment. (Nisa et al., 2025). In behaviorist theory, learning motivation can be increased through positive reinforcement such as praise, appreciation, attention, and support from teachers and the surrounding environment. Students who receive appreciation for their efforts will feel valued, thus being more motivated to learn and exhibiting better learning behavior.

In the context of learning the Quran and Hadith, learning motivation plays a crucial role because this subject is not only related to academic ability but also to the formation of religious character and the practice of Islamic values in daily life. (Setiabudi, 2026). Therefore, low student learning motivation can impact the success of learning in developing religious attitudes, discipline, and a love for the Quran and Hadith. Furthermore, humanistic theory also explains that students will be more motivated if they feel valued, cared for, and provided with a comfortable learning environment. (Wulandari et al., 2024) In teaching the Quran and Hadith, a good emotional

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connection between teacher and student significantly influences students' enthusiasm for learning. Teachers who are able to provide attention, support, and a positive approach to students will more easily build their motivation to learn.

To address low student motivation, Quran and Hadith teachers undertake various efforts to increase student enthusiasm and participation in learning. One step teachers take is to provide motivation and reinforcement to students through advice, a religious approach, and providing an understanding of the importance of studying the Quran and Hadith in everyday life. This was conveyed by a Quran and Hadith teacher (Siti Aisyah, S.Pd.I., on May 2, 2026, in Kediri, West Lombok), who stated:

"We always motivate students that studying the Quran and Hadith is not just for grades, but also for life and worship."

Based on observations, the teacher also provided appreciation to students who were active and showed good progress in memorization and understanding of the material. This appreciation took the form of praise, awards, and special attention to students who demonstrated progress in their learning. The teacher also attempted to create a more interactive learning environment through discussions, Q&A sessions, and group learning to ensure students felt more comfortable and actively engaged during the learning process. Furthermore, the teacher took a personal approach to students who appeared less active and self-confident. The teacher provided direct guidance and encouraged students to be more confident in reading the Quran and presenting their memorization in front of the class. This approach ensured that students felt more cared for and less afraid of making mistakes during their learning.

The teacher's solution aligns with behaviorist theory, which emphasizes that positive reinforcement such as praise, awards, and attention can increase students' enthusiasm for learning. (Ainun et al., 2023) When students receive appreciation for their efforts, they will feel motivated to maintain and improve positive learning behaviors. Furthermore, this solution aligns with humanistic theory, which emphasizes the importance of emotional connections between teachers and students in the learning process. (Hilda, 2023) Teachers who are able to create a comfortable learning environment and provide attention to students will help increase their self-confidence and motivation to learn.

Thus, the various efforts made by teachers demonstrate an effort to increase student learning motivation so that the evaluation process of learning the Qur'an and Hadith can run more optimally. Good learning motivation will help students be more active, confident, and committed to participating in learning and evaluation, thereby maximizing the achievement of the objectives

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of learning the Qur'an and Hadith.

CONCLUSION

Based on research conducted at the Al-Ishlahuddiny Islamic Senior High School for Girls, it can be concluded that the implementation of evaluation of Al-Qur'an and Hadith learning still faces several challenges. These challenges include time constraints, differences in student abilities, a lack of variety in evaluation instruments, and low learning motivation among some students. Learning evaluations still predominantly rely on written tests, resulting in inadequate assessment of affective and psychomotor aspects.

Furthermore, differences in student abilities in reading the Quran, memorizing Hadith, and understanding the material also pose challenges for teachers in implementing learning evaluations. Some students remain less active and lack confidence when participating in practical assessments, such as reading the Quran and memorizing Hadith. This situation indicates that the evaluation of Al-Qur'an and Hadith learning has not been fully implemented optimally.

To address these challenges, teachers have implemented several solutions, including dividing the evaluation groups, providing individual guidance to students experiencing difficulties, developing a variety of evaluation instruments in the form of practical exercises and presentations, and providing motivation and reinforcement to students throughout the learning process. These efforts are undertaken to ensure more effective learning evaluation and comprehensive student abilities.

Therefore, it is understandable that evaluating Quranic and Hadith learning at Al-Ishlahuddiny Islamic Senior High School for Girls requires the development of more varied evaluation methods and instruments so that learning objectives focus not only on cognitive aspects but also on improving students' affective and psychomotor aspects.

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