

PROBLEMS IN ANALYZING THE LEARNING ACHIEVEMENTS OF THE QUR'AN AND HADITHMuhammad Fachrul Musallim¹, Romi Syafti Kurniawan², Yendri M. Fadly³, and Muhamad Yahya⁴¹ Universitas Islam Negeri Mahmud Yunus, Batusangkar, Indonesia² Universitas Islam Negeri Mahmud Yunus, Batusangkar, Indonesia³ Universitas Islam Negeri Mahmud Yunus, Batusangkar, Indonesia⁴ Universitas Islam Negeri Mahmud Yunus, Batusangkar, Indonesia**Corresponding Author:**

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2026**Abstract**

This study aims to analyze in depth the various problems faced by teachers in analyzing learning outcomes in the subject of Al-Qur'an and Hadith. The analysis of learning outcomes is a strategic component that serves as a reflection of the success of the teaching and learning process, as well as a basis for planning improvements to the quality of subsequent learning, particularly within the scope of Islamic Religious Education. In practice, the implementation of this analysis often encounters various complex obstacles, including teachers' lack of conceptual understanding regarding the principles of learning evaluation, limited ability to develop valid and reliable assessment instruments, and a tendency to use assessment methods that focus solely on the cognitive domain. A more fundamental challenge arises in measuring students' affective and spiritual aspects, which constitute the core objectives of Al-Qur'an and Hadith instruction, given that these aspects are subjective in nature and require long-term observation. Furthermore, changes in curriculum policy require teachers to adapt to competency-based and authentic assessment systems; however, this process is often hindered by time constraints, a heavy administrative workload, and limited access to facilities and professional training. This research employs a qualitative descriptive approach using the literature review method. The findings indicate that the problems encountered fall into three main categories: pedagogical, technical, and systemic constraints. This study also formulates a number of strategic solutions to overcome these obstacles, so that the analysis of learning outcomes can be carried out accurately and comprehensively, and can fully reflect students' overall development.

Keywords: Al-Qur'an and Hadith, Evaluation, Islamic Education, Learning Outcomes



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INTRODUCTION

Learning the Quran and Hadith occupies a strategic and fundamental position in the Islamic education system. This subject not only teaches religious knowledge but also serves as the primary foundation for developing an understanding of faith, strengthening Islamic thought patterns, and instilling noble moral values in students. Through this subject, it is hoped that the younger generation will understand the content of the holy verses of the Quran and the Hadith of the Prophet Muhammad (peace be upon him) as a correct guide for daily life.

The objectives of learning the Quran and Hadith are comprehensive and encompass three competency domains in a balanced manner. In the cognitive domain, students are required to understand the meaning of the verses, the rules of recitation, and the historical context in which the verses and hadith were revealed. Meanwhile, the psychomotor domain guides students to read fluently, with tartil, and memorize correctly. Furthermore, the ultimate goal is achieved when the values contained therein can be internalized into concrete attitudes and behaviors, which fall within the affective and spiritual domains.

To accurately identify and measure the success of this learning, a comprehensive evaluation process is necessary. One of the most important components of this evaluation is the analysis of learning outcomes. This process serves as a reflection of the extent to which learning objectives have been achieved and serves as the primary basis for teachers to develop plans to improve the quality of learning in the next stage. Without accurate analysis, the success or failure of the teaching and learning process cannot be objectively determined.

However, in practice, many teachers face significant difficulties when analyzing learning outcomes. These difficulties arise not without reason, but are influenced by various interrelated factors. These range from limited conceptual understanding of evaluation principles to the specific challenges inherent in the uniqueness of the Quran and Hadith material itself, which differs from other general subjects.

One major obstacle frequently encountered is the tendency for assessments to focus solely on cognitive aspects. Most teachers are still accustomed to using written tests as the sole measurement instrument, resulting in insufficient attention to reading skills, memorization, and the application of teaching values. This results in the analysis results not being able to fully and comprehensively reflect student development.

A more fundamental challenge arises when measuring the affective and spiritual domains. This aspect is the core objective of learning the Qur'an and Hadith, but it is subjective, abstract, and difficult to measure directly with numbers or quantitative values. Assessing religious attitudes and the appreciation of teaching values requires long and consistent observation, which is often hampered by the limitations of learning conditions in schools.

Furthermore, changes in curriculum policy, particularly the implementation of the Independent Curriculum, have presented new challenges for educators. This curriculum provides teachers with greater flexibility, but also demands the ability to adapt to implementing competency-based assessment systems and authentic assessments. Teachers are required to develop instruments that are appropriate to student characteristics and current needs, but this skill is not yet possessed equally by all educators.

Other obstacles complicating the analysis process are technical and systemic factors. Limited meeting time, a high administrative burden, large class sizes, and limited access to professional training and supporting facilities are real obstacles in the field. These conditions make it difficult for teachers to conduct in-depth and continuous observations of each student's development.

If learning outcomes analysis is not conducted accurately and comprehensively, the results will not reflect the true situation. This can lead to errors in designing subsequent learning strategies, thus preventing the primary goal of developing character and noble morals from being optimally achieved. Therefore, this problem requires an in-depth study to identify its root causes.

Based on this background, this study was conducted to identify the various fundamental problems faced by teachers, analyze the causal factors, and formulate relevant strategic solutions. It is hoped that this study will provide a clear picture and practical solutions so that the analysis of learning outcomes in the Qur'an and Hadith can be carried out more effectively, accurately, and support the achievement of the overall goals of Islamic education.

RESEARCH METHOD

This research uses a qualitative descriptive approach with a library research approach. This approach was chosen because it aims to describe, explain, and analyze in depth various issues that arise in the learning outcomes analysis process without conducting statistical measurements or direct field experiments (Sanjaya, 2017).

Data were collected from various relevant and reliable written sources, including Islamic education textbooks and learning evaluations, national and international scientific journals, research reports, and official documents such as curriculum guides, assessment regulations, and learning policies published by the Ministry of Religious Affairs and the Ministry of Education, Culture, Research, and Technology (Al-Mutawalli, 2020).

Data collection techniques were conducted through documentation studies, namely by reading, reviewing, recording, and collecting information directly related to the study topic. In this process, the researcher selected the most up-to-date and relevant sources to ensure that the data obtained aligns with current learning conditions, particularly in the implementation of the Independent Curriculum (Sukmadinata, 2018).

Next, the data was analyzed using content analysis techniques, which include three main stages: first, data reduction to simplify and sort information to suit the research focus; second, data presentation in a systematic and easily understood form; and third, drawing conclusions and verifying them to ensure the accuracy and validity of the study results. This method is considered appropriate because it is able to provide a comprehensive picture of the problems, causal factors, and solutions that are in accordance with the theory and practice of learning the Qur'an and Hadith (Mulyasa, 2023).

RESULTS AND DISCUSSION

Based on the literature review conducted, we obtained an in-depth overview of the various challenges teachers face in analyzing learning outcomes in the Qur'an and Hadith. These challenges arise from the interaction between the characteristics of the teaching materials, educator competencies, the availability of resources, and applicable educational policies. Broadly speaking, these obstacles can be grouped into three main aspects: pedagogical, technical, and systemic, as outlined below:

Teachers' Lack of Understanding of Evaluation and Pedagogical Issues

Many teachers do not fully understand the concept of learning evaluation, particularly in developing learning achievement indicators. This results in inaccurate assessments that do not align with learning objectives.

Pedagogical issues relate to teacher competency in designing and implementing assessments. Many teachers lack a thorough understanding of the concept of competency-based assessment. This results in a mismatch between learning objectives and the assessment instruments used. Furthermore, teachers tend to use monotonous assessment methods, such as written tests, without developing other instruments such as observations, portfolios, and performance assessments.

Limitations of Assessment Instruments and Technical Issues

The assessment instruments used tend to focus solely on cognitive aspects, such as written tests. However, learning the Quran and Hadith also requires assessment of affective and psychomotor aspects. Technical issues include limitations in developing valid and reliable assessment instruments. Many instruments do not meet assessment quality standards, resulting in inaccurate results in reflecting students' learning outcomes. Furthermore, time constraints and high administrative burdens also hinder teachers from conducting in-depth assessment analysis.

Difficulty Measuring Affective and Spiritual Aspects and Problems in the Affective and Spiritual Domains

Assessing students' religious attitudes and spiritual understanding is a challenge in itself. This is because these aspects are subjective and difficult to measure quantitatively. One of the biggest challenges in learning the Quran and Hadith is measuring the affective and spiritual domains. These aspects are subjective and not easily measured with quantitative instruments.

As a result, assessments often focus solely on cognitive aspects, while the affective and spiritual aspects receive less attention. This results in evaluation results not reflecting the full range of learning outcomes.

Lack of Technology Utilization and Systemic Problems

The use of technology in learning evaluation remains limited. However, technology can assist in a more effective and efficient assessment process. Systemic problems relate to education policies and systems that do not fully support the implementation of authentic assessment. Lack of teacher training and inadequate facility support are factors hindering optimal evaluation implementation.

Possible Solutions

To address these various problems, several strategic steps can be taken, including; improving teacher competency through training and workshops, developing authentic assessment instruments, integrating various assessment methods, utilizing technology in learning evaluation, optimizing assessment in the affective and psychomotor domains.

The Impact of Learning Outcome Analysis Problems on the Learning Process

Problems in analyzing Learning Outcomes (CP) not only impact the planning stage but also the entire learning process. When CP is not analyzed properly, teachers will experience difficulties in formulating learning objectives, selecting materials, determining learning methods, and developing appropriate assessment instruments. As a result, learning the Quran and Hadith has the potential to fail to achieve the competencies set in the curriculum. This can

result in students only mastering memorization without being able to understand and apply the contents of the Quran and Hadith in their daily lives.

Challenges of Learning Outcome Analysis in the Independent Curriculum Era

The Independent Curriculum provides teachers with the flexibility to develop learning according to student needs. However, this flexibility also presents challenges. Teachers are required to possess analytical thinking skills in identifying essential competencies contained in the Core Competencies (CP). Furthermore, teachers must be able to connect CP to student characteristics, the learning environment, and 21st-century needs. Lack of experience and understanding of the concept of phase-based learning often makes it difficult for teachers to conduct comprehensive analyses.

Strategies for Improving the Quality of Learning Outcome Analysis

To improve the quality of CP analysis based on the Quran and Hadith, several strategies can be implemented; (1) strengthening teacher professional competencies, teachers need to participate in training, seminars, workshops, and professional development activities focused on CP analysis, the development of Teaching Plans, Teaching Assessment, and assessments for the Independent Curriculum, (2) optimizing Learning Community Groups and Learning Communities, (3) through Learning Community Groups, teachers can discuss, share experiences, and collaboratively develop learning materials to improve their understanding of CP, (4) utilization of digital technology, the use of digital learning platforms, interactive Quran applications, and audiovisual media can help teachers develop more engaging and tailored learning to students' needs, (5) implementing diagnostic assessments, diagnostic assessments are important at the beginning of learning to determine students' initial abilities so that CP analysis can be adapted to real-world classroom conditions, (6) strengthening quranic literacy.

Programs promoting Quranic reading habits, tahsin (recitation), tahfiz (recitation), and simple tafsir (interpretation) studies need to be strengthened to improve students' basic abilities and support optimal CP achievement. The Uniqueness of Competencies That Are Difficult to Measure. The main problem is the complex and comprehensive nature of Quranic and Hadith learning outcomes; (1) cognitive domain, mastering the rules of tajweed, Arabic vocabulary, translation meanings, and the context in which verses/hadith were revealed is not sufficient through written tests alone, (2) psychomotor domain, the ability to read correctly, fluently, and memorize fluently requires direct observation, not just answers on paper, (3) affective domain, the application of religious values in everyday behavior is difficult to measure with standard numbers, as it is subjective and requires long-term observation.

Limitations of Instruments and Analysis Techniques. Most teachers still habitually use written tests as the sole primary reference. This results in; (1) aspects of literacy, memorization, and attitudes being underrepresented in the analysis, (2) assessment instruments have not been standardized in detail; criteria for correct reading or depth of understanding often depend on the teacher's personal judgment, (3) lack of variety in measurement tools such as observation sheets, checklists, attitude journals, and learning portfolios.

Significant Differences in Students' Initial Conditions. Analysis is complicated by the diverse backgrounds of students; (1) some have been able to read the Quran since childhood, while others are only learning to recognize the hijaiyah letters at school, (2) levels of Arabic language proficiency, motivation, and home study habits vary, (2) if analyzed uniformly, the results will be biased and unfair to groups of students with lower abilities.

Time constraints and teacher workload; (1) meeting time is limited, while analyzing all three domains requires continuous observation, (2) teachers often have other administrative duties that reduce the time available for in-depth and comprehensive analysis, (3) the number of students in a class is quite large, making it difficult to observe the progress of each student in detail.

Teacher Competence and Understanding of Assessment, some teachers do not understand how to objectively compile achievement analyses that cover all domains; (1) lack of specific training on authentic assessment and data processing techniques for learning outcomes in religious subjects, (2) difficulty distinguishing between process and outcome assessments, so analysis often focuses only on final scores. Insufficient learning environment support; (1) facilities such as reading recording devices, digital Tajweed guides, and reference books are limited, (2) lack of parental support at home to get students used to reading and practicing teachings, so that affective achievement data is incomplete.

CONCLUSION

Problems in analyzing learning outcomes of the Quran and Hadith include teachers' lack of understanding, limited assessment instruments, difficulties in measuring affective aspects, and minimal use of technology. Problems in analyzing learning outcomes of the Quran and Hadith encompass pedagogical, technical, and systemic aspects. The main obstacles faced by teachers include a poor understanding of evaluation, limited assessment instruments, and difficulties in measuring affective and spiritual domains.

To address these problems, efforts are needed to improve teacher competency, develop a more comprehensive assessment system, and utilize technology in the learning evaluation process. This way, learning outcomes can be analyzed more accurately and optimally.

Problems in analyzing learning outcomes of the Quran and Hadith are comprehensive, ranging from the specifics of the material, the availability of instruments, student conditions, to teacher and environmental factors. For accurate and meaningful analysis, a more comprehensive approach, a variety of instruments, and support from the school and family systems are needed. Good analysis results will form the basis for improving learning that is more effective and aligns with the goals of Islamic education.

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