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## EVALUATION OF DIGITAL-BASED AL-QUR'AN TAHFIZH LEARNING IN BOARDING SCHOOL

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Received: 16<sup>th</sup> August 2024; Revised: 28<sup>th</sup> April 2025; Accepted: 28<sup>th</sup> June 2025

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### Abstract

Islamic boarding schools (pesantren) as traditional Islamic educational institutions in Indonesia face challenges in integrating digital technology into their learning processes. This study aims to analyze the implementation of digital learning evaluation in the Qur'anic tahfizh program at Insan Mulia Islamic Boarding School (IMBOS) in Pringsewu, Lampung, and assess its impact on educational quality. The research employs a descriptive qualitative approach, with data collected through in-depth interviews and participatory observation involving 52 tahfizh teachers (muhafizh/muhafizhah) overseeing 104 study groups (halaqah). Findings reveal that IMBOS has adopted two digital evaluation platforms: (1) a web-based system integrated with a mobile application for attendance monitoring, and (2) a spreadsheet application for assessing memorization progress. Data analysis indicates three key benefits of this technological implementation: enhanced evaluation efficiency through real-time monitoring, improved assessment accuracy via data visualization, and early detection of learning difficulties. These findings reinforce the critical role of digital transformation in improving the effectiveness of tahfizh education while providing a practical model for other Islamic boarding schools to adopt educational technology.

**Keywords:** learning evaluation; Qur'anic tahfizh; educational digitalization; Islamic boarding school

### Abstrak

*Pesantren sebagai institusi pendidikan Islam tradisional di Indonesia menghadapi tantangan untuk mengintegrasikan teknologi digital dalam proses pembelajaran. Penelitian ini bertujuan menganalisis implementasi evaluasi pembelajaran digital dalam program tahfizh Al-Qur'an di Pondok Pesantren Insan Mulia (IMBOS) Pringsewu, Lampung, serta mengukur dampaknya terhadap kualitas pendidikan. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara mendalam dan observasi partisipatif terhadap 52 guru tahfizh (muhafizh/muhafizhah) yang membina 104 kelompok belajar (halaqah). Hasil penelitian mengungkapkan bahwa IMBOS mengadopsi dua platform evaluasi digital: (1) sistem web terintegrasi aplikasi mobile untuk monitoring kehadiran, dan (2) aplikasi spreadsheet untuk penilaian pencapaian hafalan. Analisis data menunjukkan bahwa implementasi teknologi ini menghasilkan tiga manfaat utama: peningkatan efisiensi proses evaluasi (real-time monitoring), akurasi penilaian yang lebih baik melalui visualisasi data, serta kemampuan deteksi dini kesulitan belajar. Temuan ini memperkuat argumentasi tentang peran kritis transformasi digital dalam meningkatkan efektivitas pendidikan tahfizh, sekaligus menawarkan model praktis bagi pesantren lain dalam mengadopsi teknologi pendidikan.*

**Kata kunci:** evaluasi pembelajaran; tahfizh Al-Qur'an; digitalisasi pendidikan; pesantren

**How to Cite:** Masrur, M., Muhtarom, Salamun, Kusuma, N., Wahyudi, A., & Khotimah, S. H. (2025).

Evaluation of Digital-based Al-Qur'an Tahfizh Learning in Boarding School. *TARBIYA: Journal of Education in Muslim Society*, 12(1), 1-16. doi:10.15408/tjems.v12i1.44758.

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## Introduction

In the industrial era 4.0, digitalisation has had a huge impact in various fields, including education. This can be seen from the various uses of technology and information, both in the form of free and paid platforms. One form of digitalisation in education today is e-learning, which is increasingly prevalent in the world of education. (Tavares, Azevedo, and Marques 2022).

The presence of various platforms that facilitate teacher performance requires educators to be ready to accept change. The use of e-learning in learning does not only function as a millennial learning media, but also includes learning evaluation which currently uses a digital system. The use of e-learning in learning is also explained in the Minister of Education and Culture Regulation No. 69 of 2013 concerning the Equivalent Curriculum of Senior High School which requires educators to apply information and communication technology in the learning process. (Roza, Dewi, and Wahyuni 2024).

The nature of science and technology development is one way to improve and improve the quality of human stability, one of these developments is the digitalization event. The notion of digitization by Wuryanta (2022), that digitalization is a process in which all forms of information whether numbers, words, images, sounds, data, or motion are encoded into bits (binary digits or commonly symbolized by representations 0 and 1) that allow manipulation and transformation of data (bitstreaming).

The event had a tremendous impact on aspects of human life. Making information processing and transmission easier to do, information accessibility can be done anywhere and anytime without being limited by time and space. Because of this, almost all lines of life are digitized, including the world of education (McHaney 2023). The event of digitization in education is very rapid, it is marked by the change of the paper-based National Examination system to the Computer-Based National Examination system (UNBK), processing scores for student report cards into an e-report card system. The college entrance selection from the paper-based test was changed to the Computer-Based Written Examination (UTBK). In fact, many schools have their own learning applications, without being tied to the government or the private sector (Novita and Hutasuhut 2020). This happens because of the adjustment of the education system to the current technological developments. In addition, digitalization in education is also related to improving the quality of education, especially the quality of learning as well as improving quality in the sense of making learning learner-oriented.

So that in essence by using digital technology in education, to make the learning process easier for learners in this case students (Haddad and Draxler 2002). Making learners able to receive teaching materials more easily and making them more active to access learning resources independently, is a benefit of digitization in the learning process. In addition, the transfer of a paper-based test system to a digital-based test (computer, internet) can facilitate the assessment process and make it more effective (Isla-Montes et al. 2022).

Assessment or other terms of evaluation is a step that is carried out to measure the success of the learning objectives that have been designed and assess the process of implementing learning holistically (Ghaffar et al. 2018). Evaluation is not only to assess an activity impulsively and situationally, but is an activity to assess the success of learning in an organized, systematic, and

directed manner based on clear goals. Learning evaluation is an assessment process that is carried out systematically and continuously on students to find out learning outcomes that include three aspects, namely knowledge, skills and attitudes (Zeng et al. 2018).

And the form of digitization of assessment yang developed is a recap of the evaluation of digital learning on the Learning of Tahfiz Al-Qur'an. The learning of tahfidz that is developing in Islamic boarding schools is the A wal foundation of the tradition of memorizing the Quran in Indonesia (Kohar and Asy'ari 2024).

One of the gaps in previous research is that most studies are still focused on manual evaluation methods in learning to memorise the Qur'an (Bustamam et al. 2024). In traditional methods such as musyafaha or talaqqi, students deposit their memorisation directly to the kyai or tahfizh teacher to ensure the accuracy of the recitation (Ardiansyah et al. 2023; Muzdhalifah 2024). While this method is very effective in maintaining the quality of memorisation, its weakness lies in the often unsystematic archiving and tracking of memorisation progress. Evaluation documents that rely solely on paper can be at risk of being lost or damaged.

However, the tahfizh assessment activities in practice, especially when archiving and tracking the reading, memorization and even the achievement of students within a certain period of time, experience negligence in their storage, especially since the form of evaluation carried out is only limited to sheets of paper carried by students, which risks the Tahfizh documents being lost and scattered (Kabir 2021). As an effort to archive documents and evaluations neatly and systematically, it is initiated to use a digital platform that can be developed independently. In addition, previous studies have not fully examined how digital platforms can assist in the supervision and archiving of tahfizh learning outcomes on an ongoing basis.

However, challenges faced in implementing digital evaluation in pesantren include the lack of technological training for tahfizh teachers, resistance to changing traditional teaching methods, and limited technological infrastructure (Ramdhan 2025). Therefore, it is important to further evaluate the effectiveness of digitalisation in tahfizh learning to address these challenges and maximise the potential of technology in supporting Qur'ānic memorisation.

The evaluation of tahfizh learning in pesantren with the number of students under 100 and only one kyai is not an obstacle in reporting and archiving. However, if the number of tahfizh teachers reaches 52 people with hundreds of students, digital evaluation and archiving design becomes an important need. Therefore, this study aims to evaluate the implementation of a digital-based tahfizh evaluation system at Insan Mulia Islamic Boarding School (IMBOS) Pringsewu-Lampung to answer the gaps in previous research.

## Method

In this research, the method used is descriptive qualitative, with the research results explained in the form of narratives and verified using triangulation analysis. The qualitative approach was chosen because it aims to deeply explore the processes, experiences, and perceptions of the research subjects in the context of digital-based tahfizh learning. This approach is considered more appropriate because it is able to provide a more holistic and contextual understanding, which is difficult to explain only with numerical data.

Triangulation in this study was applied through several techniques to ensure the validity and accuracy of the data. First, triangulation of data sources was carried out by comparing the results of interviews from various informants, including Muhafizh, Muhafizhah, Pondok Pesantren admin, and documentation of student tahfizh evaluation results. Second, triangulation of methods was applied by combining data from interviews, direct observation of the use of the Spreadsheet application, and document review in the form of student tahfizh reports and routine evaluation schedules. Third, time triangulation was used by collecting data at different times, such as during weekly and monthly evaluations, to ensure consistency of results and development patterns.

The research subjects consisted of Muhafizh and Muhafizhah or tahfizh teachers who were divided into several study groups or halaqah at Insan Mulia Boarding School (IMBOS) Pringsewu-Lampung. The total research subjects included 52 Qur'anic Halaqah managers and 104 Qur'anic Halaqah groups.

Data was collected through interviews and direct observations regarding the use of the application and its stages carried out by the admin of Insan Mulia Islamic Boarding School. This application is used as an evaluation material to assess the development of students' tahfizh for managers who need information. The benefits of this research are as an evaluation tool and to measure the performance of muhafizh and muhafizhah as managers of rombel or Halaqah Tahfizh Al-Qur'an. This research aims to find out in depth the implementation of digital-based tahfizh learning evaluation using the Spreadsheet application.

## Results and Discussion

Evaluation is an activity that is carried out in an orderly and systematic manner that is used to measure the extent to which students understand the material that has been given by the teacher, as well as a form of improving the teaching and learning process carried out by the teacher, and providing learning improvements that can provide feedback on the next learning to students (Suryani 2017).

However, evaluation is not only limited to knowing student learning outcomes but also as a tool or documentation or rather a track record of student learning outcomes that is able to be traced to the track record by users (Izza, Falah, and Susilawati 2020). So in this study, it is not an elaboration of aspects of how to evaluate the learning of the Qur'an, but focuses on the teacher's skills to archive or document the evaluation both manually and digitally. Given the era of soccity 5.0 which requires teachers to be able to elaborate and master the technology that is manifested into all forms of learning activities based on e-learning or based on technology and online information.

Insan Mulia boarding school which is abbreviated as IMBOS which is located in Pringsewu-lampung telah established a boarding school in 2016 which opened a general route, namely junior high and high schools as well as a special Tahassus line with a total number of students as many as 1057 students with the following details, see table 1.

Table 1. Number of Students of Insan Mulia Islamic Boarding School

NO	Number Of Junior High School Students	Number Of High School Students	<i>Tahasuss</i>	Total
1	690	305	62	1.057

Source : Santri Data, 2024

With the number of students 1057 people, Insan Mulia Boarding School with tagline “Al-Quran Scholar” has a target of graduates for junior and senior high schools as much as 6 Juz, meaning that if the student has entered from junior high school then 6 years of schooling and Boarding in Insan Mulia will graduate armed with hafalan Al-Q uran as many as 12 juz. Meanwhile, tahasuss is targeted at 30 juz hafal Qur'an.

To achieve these graduation targets and criteria, the Insan Mulia Islamic boarding school applies the learning mechanism of the Qur'an tahfidz in the following ways:

### Halaqah Tahfidz Al-quran

Halaqah is a learning method in a circular manner, the word halaqah comes from the word halaqah or halqah which means circular (Ramdane and Souad 2020), the use of the term halaqah where a group of students go around facing ustazh /ah to learn tahsin, memorize and improve their reading and memorization with a predetermined time duration. Usually the halaqah consists of 10 to 15 students with one supervisor or ustazh /ah.

Tahfizh learning with the halaqah system is considered proven effective because the halaqah method is one of the strategies and efforts that can unravel problems in learning the Qur'an (Dhahir 2018). Meanwhile, Ahmad Soleh et al's research states that the method has a good impact on students and helps the teacher's role in the learning process (Soleh, Maya, and Priyatna 2019). In addition, tahfidz learning also has an impact on mental health (Trinova 2016), then can also affect student character (Kustati 2019). Referring to the results of this study, it is obtained that the halaqah method has an impact on effectiveness and efficiency and productivity in the learning process and tahfidz has several features.

With reference to the author's research observations, the halaqah system at the IMBOS Pringsewu Islamic Boarding School has 104 groups of 1057 students and tahfidz teachers are called muhafizh and muhafizhah. That is, teachers of the Qur'an who have been selected to become tahsin teachers, as well as tahfizh in the halaqah that has been formed. Which amounted to 52 muhafizh and muhafizhah. With 1 muhafizh and muhafizhah holding two halaqahs with different learning times.

### Tahfizh Learning Mechanism

Learning as a process of teacher and student interaction that has its own function (Ayuwanti and Siswoyo 2021). In addition, learning can also be said to be a learning activity that is carried out repeatedly so that it causes a change in behavior that is realized and tends to remain causes changes in behavior that are realized and tend to remain (Mazur 2015).

The tahfizh learning mechanism implemented by IMBOS Pringsewu Islamic Boarding School is divided into two times, namely in the morning after morning prayer and in the evening after

evening prayer with a duration of 2 hours each. So that if the total tahfizh learning in a day and night is 4 hours of learning in each halaqah with the following schedule proportions, see table 2.

Table 2. Division of halaqah *tahfizh* santri hours

NO	GROUP	TIME	INFORMATION
1	Group 1	05.00 – 07.00	Morning Halaqah
2	Group 2	07.30 – 09.30	Morning Halaqah
3	All Group	20.00 – 21.30	Halaqah Night

Source : Data from admin tahfizh 2022

The stages in learning tahfidz Al-quran with the halaqah system at the IMBOS Pringsewu Islamic Boarding School are carried out in several stages as follows:

### Tahsin

The word tahsin according to language means to improve, decorate, make it better and make something better than before (Rafli et al. 2022). Before starting to memorize the Qur'an, the stage that must be carried out by the memorizers of the Qur'an is to improve reading by maintaining the rights of the letters of the Qur'an through learning tajweed and makhraj. This is in order to maintain authenticity in the practice of reading the Qur'an in accordance with the guidance of the Prophet Muhammad Saw. All students of IMBOS Pringsewu Islamic Boarding School must go through the process of learning Tahsin Al-qur'an for 1 semester as a form of standardization of recitation of Al-qur'an.

### Tahfidz and Tilawah

Tahfidz Al-qur'an is an effort to maintain, memorize and preserve the purity of the Qur'an since the time of the Prophet Muhammad until now, so that no changes occur and become additions or subtractions (Suharyat, Muthi, and Hadiyanto 2022). Santri who have completed the Tahsin stage, then enter the next stage, namely tahfidz (memorization), by continuing to recite the Qur'an to facilitate memorization, because by reciting the Qur'an it is intended that the verses to be memorized are familiar in the minds of the students. Tilawah is also a process of facilitating and stabilizing the ability of Tahsin Al-qur'an, muhafidz /ah controls and evaluates how many students read Al-qur'an, after checking the number of pages and juz, students are taught to repeat the previous memorization based on tahzin and tajweed. If the previous memorization is correct then proceed with ziyadah.

### Ziyadah

In language or etymology, the meaning of ziyadah in Arabic is to add, derived from the word zaada - yaziidu ziyaadah (ziyaadatan) which means to increase. The Arabic text is as follows; زَادَ - يَزِيدُ - زِيَادَةٌ The meaning of ziyadaah in memorizing the Qur'an is a process of adding new memorization.

One application of the ziyadah method is by reading the old memorization from the first to the last verse 20 times as well as this so that the memorization is firm and strong in memory, then starting a new memorization in the same way as the verse when memorizing the verse before.

So the ziyadah process is carried out when the student's last memorization is correct or not if it is in accordance with the established standards then it is allowed to continue the new memorization. Meanwhile, the process of murojaan or remembering and strengthening the students' memorization is carried out independently.

### Muraja'ah

Murajaah is the process of repeating the memorization that has been owned, will not be able to memorize the Qur'an without istiqamah repeating memorization or murajaah (Khattab-Banjarmasin 2020). Murajaah is carried out by students in order to maintain the memorization that has been deposited with muhafidz by repeating it independently or through the help of other people to listen to it, at times outside of deposit time or ziyadah. The endurance of the students' memorization can be measured to what extent the level of istiqamah in murajaah the memorization that has been memorized.

### Evaluation

Edwind in Ramayulis says that evaluation means an action or process in determining the value of something. While M.Chabib Thoha, defines evaluation as a planned activity to find out the state of the object by using instruments and the results are compared with benchmarks to obtain conclusions (Muqit and Amrullah 2023).

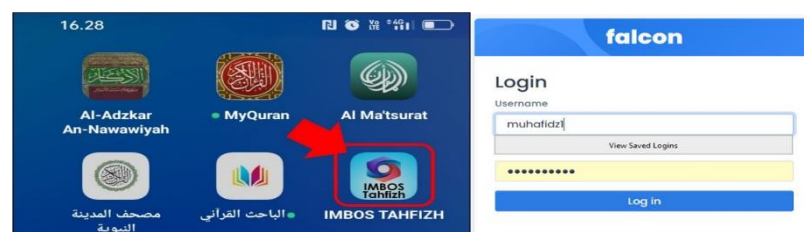
Evaluation of learning tahfidz Al-qur'an at the IMBOS Pringsewu Islamic Boarding School is divided into two models, namely Evaluation of the presence of Muhafidz / and Evaluation of the achievement of the target of memorizing Al-qur'an.

### Evaluation of Muhafizh /ah

Muhafizh /ah evaluation here is carried out to determine the level of discipline and management of empty halaqah either due to urgent or other reasons. The tool used in this evaluation is a digital presence that is transformed into an APK system that can be installed via an android cellphone with the following steps:

#### First step

Install APK into the android OS of the muhafizh /ah



Source: Documentation Applications data, 2024

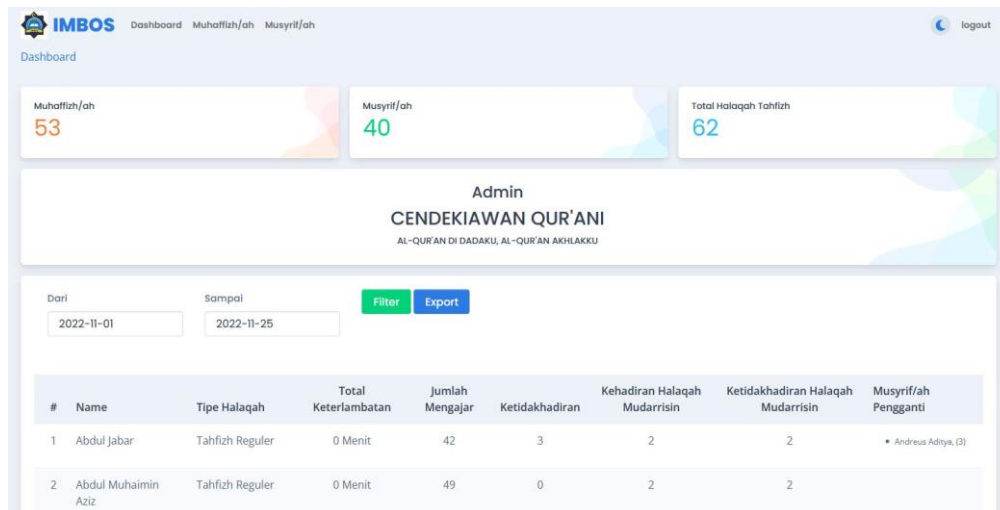
Figure 1. Android APK View & Display logins muhafizh/ah and admin

The figure 1, shows the clickable IMBOS TAHFIDZ apk icon and the system will redirect to the login homepage display. The figure 1, shows that each muhafizh /ah has a specific user ID

and password to be able to access the digital presence of IMBOS TAHFIZH, so the admin also has a different user ID and password with muhafizh /ah.

### Second step

The admin can find out who among the muhafizh are present or replaced by others according to the mechanism set by the tahfizh division of IMBOS Pringsewu Islamic Boarding School. With the following figure 3.



Source: Documentation Applications data, 2024

Figure 3. Home digital attendance/attendance evaluation for muhafizh/ah

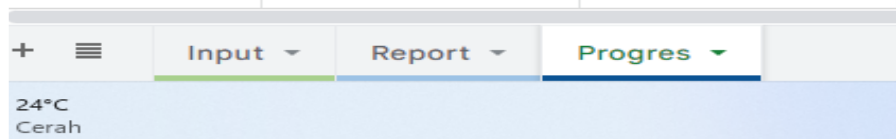
From the figure 3, we get information that muhafizh with the number of attendance and delays will be recorded digitally, similarly, if there is a muhafizh/ah who is unable to attend, it can be checked in the musyri/ah column in place of muhafizh/ah.

### Evaluation of Qur'anic Tahfidz Learning

The evaluation of tahfizh learning on IMBOS Pringsewu is carried out by inputting data through the *Spreadsheet* application, then recorded and documented digitally and into the website of the tahfizh management admin. The form of the application recap stages is as follows:

#### First Step

First of all, the admin shares the application as for example: [http://bit.ly/LP-Ust\\_Ghozy](http://bit.ly/LP-Ust_Ghozy) and the link is shared by a number of muhafizh and muhizhoh. And when the link is accessed, the following display will appear to be filled by muhafizh and muhazhoh



Source: Documentation Applications data

Figure 4. View on Spreadsheet links page

With details as follows (see, figure 5)

1. Input : Menu to fill in data
2. Report 1 : Results in the form of a bar chart for 1 semester for grup 1
3. Progress : Achievement of muhafizh /ah in fostering halaqah from the aspects of ziyadah and recitation

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Source: Documentation Applications data, 2024

Figure 5. Student memorization progress input display

The input consists of: Name santri, class, level, number of juz and the last page of tilawah as well as the number of ziyadah on the pages of the Qur'an. As well as notes from muhafizh and muhafizhah.

No	Nama Santri	Kelas	Level	Juli				
				Juz	Hal.	Ziyadah	Tilawah	Catatan
1	Adelia Safitri	11 IPA 2	akhasu	3	0	0	0	persiapan ujian
2	Ghina Qonita	11 IPA 2	akhasu	3	7	5	0	
3	Hanun Jilan Hanifah	11 IPA 3	akhasu	4	9	5	0	
4	Lathifah Mar'ati Sholihah	11 IPA 2	akhasu	7	0	9	0	
5	Reza Aulia Syafira	11 IPA 2	akhasu	5	15	0	0	
6	Yashinta Eka Salsabila	11 IPA 2	akhasu	3	0	0	0	persiapan ujian
7	Annida Khofiya	8H	akhasu	2	0	0	0	
8	Chika Hapsari	8F	akhasu	1	10	2	0	
9	Chuwaisya Anchika Ulya Achir	8H	akhasu	2	17	3	0	
10	Insyirah Naila Fauziah	8J	akhasu	3	12	5	0	
11	Kanaya Feiza Aqila	8F	akhasu	1	12	4	0	
12	Nafisa Nailai Husna	8H	akhasu	5	9	9	0	
13								

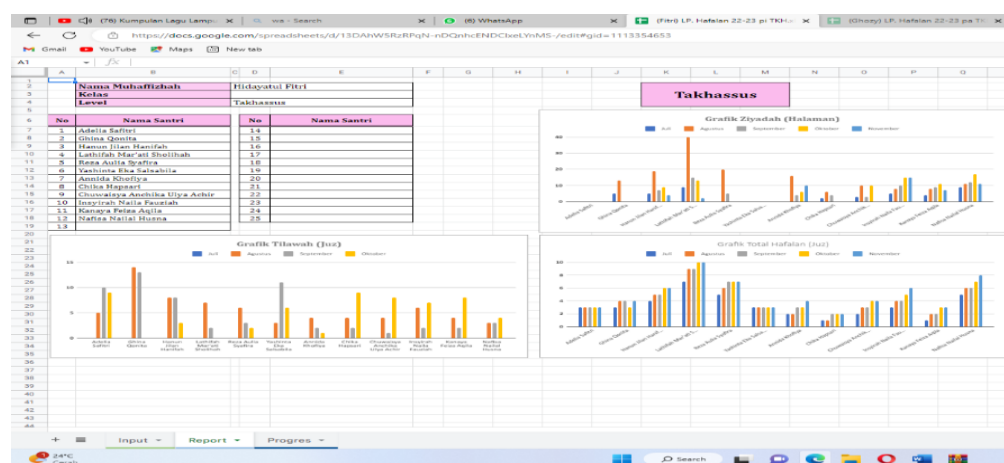
Source: Documentation Applications data, 2024

Figure 6. Display Isian Data Squeued

From this display figure 6, it can be seen that for example on behalf of Ghina Qonita has completed her memorization of 3 juz 7 pages, meaning that in the span of one month Ghina Qonita has completed memorization of 3 juz 7 pages along with ziyadah which is done at the end of her halaqah of 5 pages. So what is recapitulated is the number of juz and pages along with ghina qonita's memorization of 5 juz 7 pages in that month.

## Step Two

After the data has been input based on the monthly recap for each student, the report page will automatically display a graph of the students' tahfizh development as follows, figure 7.



Source: Data processing results, 2024

Figure 7. Interface Display of Tahfiz Students' Learning Progress Summary

Based on this display figure 7, it can be known the development of tilawah, the number of memorization of students and ziyadah santri per month will be able to be monitored both by muhafizh and muhafizhah and by guardians of students and leaders in need.

By inputting data on the application page, it will be very easy to know the number of students' memorization every month to then become material for evaluation and improvement of memorization in the future.

### 3) Step Three

At this stage, the display on the progress screen will be automatically connected to the input data entered so that the percentage and trend of the success of muhafizh and muhazhoh in managing their halaqah will be known and evaluated by the leadership. By looking at the display on the progress screen, it can be measured the competence of muhafizh and muhafizhah in managing halaqah and this data can also be used as evaluation material for leaders in assessing the work of muhafizh and muhafizhah. The form of evaluation in the form of a presentation looks as follows Table 3.

Table 3. View on the Progress screen on the Sheets app screen

Aspek Tilawah		
Av. Tilawah	Target (Juz)	%
0,00	4	0,00%
5,67	7,5	75,56%
4,92	7,5	65,56%

Source: Documentation Applications data, 2024

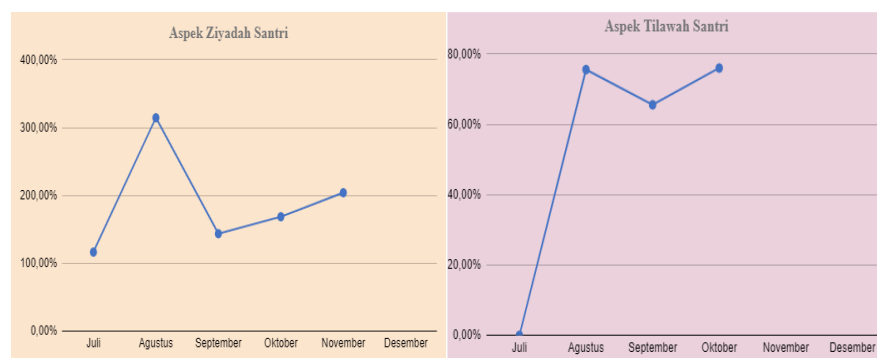
From this display, it can be read that in the aspect of recitation, the students have an average score for one semester with a percentage of success in achieving the target that has been set. With the formula  $\text{ziyadah} / \text{tilawah} \times 100$ , the percentage will appear as follows table 4.

Table 4. View on the Progress screen on the Sheets app screen

Aspek Ziyadah		
Av. Ziyadah	Target (Hal.)	%
3,50	3	116,67%
12,58	4	314,58%
5,75	4	143,75%
6,75	4	168,75%
8,17	4	204,17%

Source: Data processing results, 2024

From the table 4 and figure 8, display that is automatically filled in when inputting data, a line diagram trend will also be seen which shows the achievements of students in their tahfizh halaqah whether they have decreased or increased each month.



Source: Data processing results, 2024

Figure 8. View on the Progress screen on the Graph App Screen

By looking at the data in the Spreadsheet application, muhafizh and muhafizhah together with tahfizh care can optimize control, coaching and even supervision which can be done online and can be checked anywhere and can even be monitored via handphone provided that the internet network is not experiencing problems.

## Discussion

### Evaluation as a Tool for Learning Improvement

Evaluation is a systematic process to measure students' understanding of the material and to improve the teaching and learning process. Based on the data previously described, it shows that evaluation is not only about assessing learning outcomes, but also serves as a documentation tool to track student progress. Furthermore, evaluation activities basically look at how the teacher's ability to archive or document evaluations, both manually and digitally, especially in the context of technology integration in education. This is in accordance with the theory expressed by Gronlund & Waugh (2013), in their book on Assessment of Student Achievement, explained that evaluation includes measurement of learning outcomes and documentation of student development.

Insan Mulia Islamic Boarding School (IMBOS) is one of the educational institutions that integrates technology in the management of the tahfidz programme, showing that Imbos has used a structured approach to memorising the Quran. This shows a modernisation in the method of teaching Quran memorisation. The use of applications or software to assist memorisation, such as Application-based muraja'ah (repeat memorisation) applications. With the implementation of technology in the tahfidz programme, it will provide convenience in terms of controlling children's memorisation. This is in accordance with research conducted by Apriyanto Nugroho and Anita Puji Astutik (2024). They stated that Islamic educational institutions in Indonesia carried out the development of the Qur'an tahfidz programme by utilising digital technology to improve the quality of learning. The tahfidz learning process is divided at IMBOS Pringsewu into two sessions: morning and afternoon, with a total of 4 hours per day. The learning process is structured in several stages namely Tahsin, Tahfidz and Tilawah, Ziyadah, Muraja'ah.

### Evaluation process

The tahfidz evaluation at IMBOS goes through two stages. Firstly, Muhafizh/Muhafizhah evaluation. This evaluation involves tracking the attendance and discipline of the teachers using a digital attendance system (APK). This system records teacher attendance, lateness, and turnover, providing a clear record of teacher participation. Secondly, the Quran Memorisation Evaluation. This evaluation involves inputting data on students' memorisation progress into a Spreadsheet application. The data includes the number of Juz memorised, pages memorised, and notes from teachers. The system generates reports and graphs that track student progress over time, making monitoring and evaluation easy.

Digital applications used to conduct evaluations provide a clear and measurable way to track teacher performance and student progress. Research by Redecker & Johannessen (2013) shows that the use of digital technology in educational evaluation increases the objectivity of assessment and enables faster feedback and personalisation of learning.

### Advantages and disadvantages

Based on the data presentation in the previous sub-chapters, it can be found that there are several advantages in using digital tools for evaluation. Firstly, Clear Measurement of Progress; Digital systems allow accurate tracking of students' memorisation progress, making it easier to identify areas that need improvement. As the results of Susanda Febriani, et al. (2024) in their research indicated that the use of online tests, interactive quizzes, and evaluation software helps in accurately tracking students' learning progress, making it easier to identify areas that need improvement.

Second, Ease of Monitoring. Management can easily assess teacher and student performance through reports and graphs generated. A study conducted by Syalshadilla et al. (2024) shows that the utilisation of applications such as QuizWhizzer in learning evaluation allows teachers and school management to monitor student performance through automatically generated reports and graphs, simplifying the assessment and decision-making process. Third, Efficiency. Digital systems simplify the process of data entry, documentation and evaluation, thus reducing the administrative burden for teachers and school staff. Similarly, Pusvisasari et al. (2024) stated that the use of technology in evaluation, such as Edmodo and Google Form applications, simplifies the process of data entry, documentation, and evaluation, thus reducing the administrative burden for teachers and school staff.

Although there are many advantages, the digital application system implemented also has some disadvantages, such as data input errors and limited integration. Teachers can sometimes enter incorrect data, leading to an inaccurate representation of student progress. In addition, the current system has not been integrated with other aspects of student performance, such as worship or attendance, which are still recorded manually. These limitations highlight the need for further enhancements to the digital tool to ensure data accuracy and completeness. Therefore, a training programme for teachers in tahfidz administration and application technology, as well as the development of a more integrated system, can help overcome these challenges.

Despite some shortcomings, the digital evaluation system is very useful for managing and monitoring the memorization of the Qur'an at IMBOS. The use of digital tools in Qur'anic education is still relatively rare in Islamic boarding schools, so this approach implemented by IMBOS can be considered innovative and far-sighted.

### Conclusion

The evaluation of student tahfizh learning can basically be used as a reference to measure the achievement of student memorization success, as well as a reference for leaders in determining the performance of muhafizh and muhafizhah. Through the Imbos Tahfidz Application and several existing platforms, managers can easily store digital document archives neatly and systematically, which can be measured.

Based on the research results, the muhafizh attendance application and the Imbos Tahfidz Application proved to make it easier for muhafizh and muhafizhah to measure and control students' reading and ziyadah. Likewise, for the leaders and managers of Insan Mulia Islamic Boarding

School, this application is a reference for monitoring and evaluating the performance of muhafizh and muhafizhah in the future, as well as developing performance improvement programs for employees who are considered to have low performance.

As an effort to expand the benefits of digitalization in tahfizh education, it is recommended that other Islamic boarding schools adopt digital-based evaluation of tahfizh learning by utilizing similar applications. The implementation of this digital system will support a more efficient, transparent and measurable process of monitoring, evaluating and managing student memorization. In addition, further studies are needed to address technical challenges, such as potential data input errors and information mismatches in the system. Further research is also expected to explore the use of advanced technologies, such as artificial intelligence (AI), to improve the accuracy of Qur'an recitation error detection and optimize the technology-based tahfizh learning process in the future.

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