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The Application of Anates in Assessing the Success of Learning Idgham and Iqlab Material in Madrasah Ibtidaiyah

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Abstract:

This research aims to evaluate the success of learning Idgham and Iqlab material at Madrasah Ibtidaiyah (MI) using the Anates application as an assessment tool. Mastery of Tajwid law, especially Idgham and Iqlab, is an important aspect in studying the Koran. The research subjects consisted of 21 grade 4 students at MI Ma'arif Sambiroto Taman Sidoarjo. The method used includes testing 15 questions, consisting of 10 multiple choice questions and 5 essay questions, which are tested without preparation. The results of the analysis show that the majority of students have understood the material well, although there are still students who have not reached the minimum completeness criteria (KKM). The validity and reliability of the questions tested showed positive results, so that the Anates application proved effective in assessing student understanding. This research concludes that the application of Anates can help teachers measure learning success and provide a basis for further intervention in the learning process.

Keywords: *Anates, Idgham, Iqlab, learning, evaluation*

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INTRODUCTION

Mastery of Tajweed at the Madrasah Ibtidaiyah (MI) level is one of the fundamental aspects of learning the Qur'an. Various rules play a crucial role in this process. One of the key subjects taught in Qur'anic studies is Tajweed, which encompasses the rules of proper pronunciation and correct recitation. Therefore, mastering Tajweed at the Madrasah Ibtidaiyah (MI) level is essential for developing a strong foundation in Qur'anic reading. Students, particularly at the MI level, study

various Tajweed rules to serve as an initial reference for accurately reading the Qur'an. Among these rules, the laws of *Idgham* and *Iqlab* are introduced early in their studies. These two fundamental rules are learned before progressing to more specific Tajweed principles. The *Idgham* and *Iqlab* rules are essential aspects of Tajweed that influence Qur'anic recitation, particularly in pronunciation clarity, the correct application of elongation (madd), and the precise articulation of *makhrajul huruf* (points of articulation). Proper understanding and application of these rules significantly impact the accuracy and fluency of Qur'anic recitation.

Idgham and *Iqlab* are two essential techniques in Qur'anic recitation that serve to refine pronunciation and maintain the beauty of recitation. *Idgham* refers to the merging of two letters to produce a single sound, while *Iqlab* is the transformation of the sound of a silent *nun* or *tanwin* into a *mim* sound. A proper understanding and accurate application of these concepts are crucial for achieving correct and high-quality recitation. However, many students at the Madrasah Ibtidaiyah (MI) level struggle to comprehend and apply *Idgham* and *Iqlab* correctly. Therefore, an effective assessment method is needed to measure the success of learning these concepts (Eprillison, Gumanti, & Padang, 2022).

Success in learning this material is highly expected by educators, particularly teachers of Qur'anic Studies and Hadith, as the benefits extend beyond merely reciting the Qur'an correctly. Students will also gain a deeper understanding of the meaning and content of its verses. However, educators face a unique challenge in this regard, particularly in evaluating and determining the effectiveness, efficiency, and relevance of the learning process (Safri, Hapzi Ali, & Kemas Imron Rosadi, 2022).

To measure the success of learning *Idgham* and *Iqlab* recitation rules and to achieve educational objectives, the use of appropriate evaluation tools is essential. Learning evaluation is a process of collecting and assessing information to determine the outcomes of a learning process. Gilbert Sax (1980:18) stated that *"evaluation is a process through which a value judgment or decision is made from a variety of observations and from the background and training of the evaluator"* (Asrul, Sarigih, & Mukhtar, 2022). This means that evaluation serves as a decisive process in assessing and determining the success of a learning experience. In conducting learning evaluations, educators must plan, gather, and provide relevant information and measurable data.

Therefore, evaluation can also be defined as a method of gathering information using various instruments, such as tests and observations, conducted with a rating scale that generates quantitative student scores. These scores, obtained from test results, are then analyzed to determine the effectiveness of the learning process and the achievement of educational objectives.

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Evaluation consists of three key aspects that must be considered. First, evaluation is an ongoing process, meaning it does not occur at a single point in time but is continuously assessed and monitored for progress. Second, evaluation is conducted in alignment with learning objectives—if students achieve the expected goals, the learning process is considered successful; otherwise, adjustments may be needed. Third, evaluation requires the use of measurement tools to obtain accurate and comprehensive results (Febriana, 2021).

In conducting evaluations, technological advancements have had a positive impact on education, particularly by enabling educators to implement advanced evaluation tools that are both effective and efficient in assessing and determining the success of the learning process. However, many educators still struggle to manage student learning evaluations, as many teachers continue to use manual methods, which can lead to subjectivity and less optimal assessments of students' understanding of *Idgham* and *Iqlab*. Errors in calculation can influence decisions, ultimately affecting the evaluation of students' abilities.The evaluation tools or instruments used significantly impact the results of student assessments. Therefore, the use of appropriate evaluation tools is crucial in ensuring accurate outcomes. In this study, the primary instrument used to assess students' abilities is a test (Artama et al., 2023).

A test is considered effective if it meets five key criteria. The first is validity, which refers to the alignment between the tested material and the content that has been taught. The second is reliability, meaning the test is dependable; if repeated, it should yield consistent results. The third is objectivity, ensuring that no subjective bias influences the scoring process. The fourth is practicality, indicating that the test is easy to administer, grade, and includes clear instructions. Lastly, economy refers to the test being feasible to conduct without requiring excessive costs (Aris Sugianto, 2016).

However, many educators often neglect one or both of the first two criteria when designing test questions. As a result, some tests may not be relevant to the material that was actually taught. In other words, students are sometimes tested on topics that were never covered by their teachers. Consequently, student performance, as reflected in test scores, tends to be unsatisfactory, as many students struggle to answer the given questions (Nazliati, 2019). Based on these results, teachers may incorrectly conclude that students have not mastered the subject. Such errors in decision-making can negatively impact students' motivation to learn, potentially leading them to resort to dishonest practices, such as copying from classmates or textbooks, in an effort to achieve good grades.

One of the evaluation tools that can be used is Anates. Anates is a software program designed for learning evaluation, available in two types: multiple-choice Anates and essay/fill-in-the-blank Anates. This tool offers various features to assess

learning effectiveness, such as question validity, reliability, and difficulty level analysis (Nazliati, 2018). These built-in features make it easier for educators to evaluate student learning outcomes. The goal is to help teachers determine students' understanding of the material and enhance the effectiveness of future learning processes. By using Anates, teachers can obtain more comprehensive data regarding the quality of test items used in learning evaluations. This is particularly relevant, as many MI (Madrasah Ibtidaiyah) teachers still struggle with manually analyzing test questions (Wiguna, 2021).

In the context of teaching *Idgham* and *Iqlab*, the implementation of Anates not only helps teachers assess the quality of test questions but also provides constructive feedback for students. This enables educators to measure students' comprehension of the material and identify areas that need improvement. As a result, students can recognize their mistakes and refine their recitation techniques. Thus, Anates plays a crucial role in improving the quality of education in MI by facilitating a more systematic and data-driven evaluation process (Faza Alifah, 2025).

This study will provide an in-depth analysis of the implementation of Anates in assessing the success of learning *Idgham* and *Iqlab* at Madrasah Ibtidaiyah (MI). The primary objective of this research is to explore the effectiveness of Anates in improving student learning outcomes while also offering recommendations for teachers on implementing technology-based evaluations in the classroom. Through this approach, the study aims to foster a more effective, responsive, and adaptive learning environment that meets the needs of students.

METHOD

This study employs a quantitative descriptive research approach. Quantitative descriptive research is used solely to describe, explain, or summarize conditions, situations, events, or various research variables based on actual occurrences.The method used in this study is a post-test, conducted after the learning process to measure students' success in understanding the material.

The data collection technique consists of a test or a set of questions related to *Idgham* and *Iqlab* at Madrasah Ibtidaiyah (MI). The test includes: 1. Objective multiple-choice questions, where students select the correct answer from several available options, 2. Fill-in-the-blank questions, requiring students to respond based on their understanding of the material. Once collected, the data will be entered into an application and analyzed to assess students' comprehension of *Idgham* and *Iqlab* at MI. The application used for this analysis is Anates, which helps determine the effectiveness of student learning outcomes.

This study was conducted in Grade 4 at MI Ma'arif Sambiroto Taman Sidoarjo, located at Jalan Sambiroto No. 4, Sambi Sari, Sambi Bulu, Taman

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District, Sidoarjo Regency, East Java.The research subjects consisted of 21 fourth-grade students. The research instrument used was the students' answer sheets for the *Idgham* and *Iqlab* material.

RESULT AND DISCUSSION

This study aims to evaluate the success of Al-Qur'an Hadith learning, particularly in the topics of *Idgham* and *Iqlab*, using Anates as a research tool. During the sampling process, students answered the test questions without prior preparation and were not allowed to refer to their books, ensuring that the results accurately reflected their individual levels of understanding.

A total of 15 questions were administered: 10 multiple-choice questions and 5 essay questions. The multiple-choice section included three options, with only one correct response. Meanwhile, the essay questions required students to answer based on their own knowledge and understanding of the material.

From this study, the validity and reliability of the multiple-choice questions were assessed based on the results obtained.

KORELASI SKOR BUTIR DG SKOR TOTAL
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Jumlah Subyek= 21
Butir Soal= 10
Nama berkas: C:\USERS\LENOVO\DOCUMENTS\JAWABAN HASIL UJI COBA.ANA

No Butir	Korelasi	Signifikansi
1	0.342	-
2	0.572	-
3	0.807	Sangat Signifikan
4	0.615	Signifikan
5	0.719	Sangat Signifikan
6	0.554	-
7	0.421	-
8	0.567	-
9	0.563	-
10	0.072	-

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

Figure 1. Validity Results of Multiple-Choice Questions Using Anates

The results of the Anates analysis indicate that out of the multiple-choice questions created, two questions (items 3 and 5) were classified as highly significant, meaning they are considered valid. One question (item 4) was categorized as significant, while seven questions (items 1, 2, 6, 7, 8, 9, and 10) were classified as not significant or undetected, meaning they are considered invalid.

The validity test results showed the following correlation values for each question: Question 1: 0.342, Question 2: 0.576, Question 3: 0.807, Question 4: 0.615, Question 5: 0.719, Question 6: 0.554, Question 7: 0.412, Question 8: 0.567, Question 9: 0.563, Question 10: 0.072. The reliability results can be seen in the following image.

RELIABILITAS TES
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Rata2= 6.33
Simpang Baku= 2.27
KorelasiXY= 0.60
Reliabilitas Tes= 0.75
Nama berkas: C:\USERS\LENOVO\DOCUMENTS\JAWABAN HASIL UJI COBA.ANA

No.Urut	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	Nailatul Syafira	4	2	6
2	Dzulfa Ali Sa...	2	1	3
3	Reyhan Rahmadani	4	2	6
4	Nur Aini Atika	3	3	6
5	M. Rizky Wald...	3	2	5
6	M. Idris	4	4	8
7	Nazwa Queenca...	1	2	3
8	Syifa Fabrina...	4	5	9
9	M. Yudha Pratama	2	0	2
10	M. Rifat Fauz...	3	1	4
11	Nailatuna Sya...	1	1	2
12	Naura Hidayah...	4	5	9
13	Zakiya Talita...	3	2	5
14	Zahrana Salsa...	4	1	5
15	Raisya Khayla...	4	5	9
16	Serlyta Dwi A...	4	4	8
17	Sulthana Zama...	2	2	4
18	Isnaini Nahdl...	4	3	7
19	Raema Lailatu...	4	4	8
20	Syalana Knia ...	4	4	8
21	Syilia Rona Adwa	4	2	6

Figure 2. Reliability Results of Multiple-Choice Questions Using Anates

The results obtained by the researchers indicate that the reliability of the multiple-choice questions created is 0.75, with an XY correlation of 0.60. The questions developed fall into the consistent and reliable category, with a moderate reliability scale, as they fall within the 0.60–0.799 range. Therefore, the multiple-choice questions can be considered moderately valid, as they still achieve an acceptable scale for measuring students' knowledge.

Validity and reliability analysis helps determine which questions are valid or not by considering the level of difficulty. The difficulty level can be observed in the following image:

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TINGKAT KESUKARAN
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Jumlah Subyek= 21
Butir Soal= 10
Nama berkas: C:\USERS\LENOVO\DOCUMENTS\JAWABAN HASIL UJI COBA.ANA

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	19	90.48	Sangat Mudah
2	15	71.43	Mudah
3	7	33.33	Sedang
4	18	85.71	Sangat Mudah
5	10	47.62	Sedang
6	18	85.71	Sangat Mudah
7	5	23.81	Sukar
8	17	80.95	Mudah
9	14	66.67	Sedang
10	10	47.62	Sedang

Figure 3. Difficulty Level Results of Multiple-Choice Questions Using Anates

The results of the difficulty level analysis for the multiple-choice questions are as follows: Question 1: 90.48%, Question 2: 71.43%, Question 3: 33.33%, Question 4: 85.71%, Question 5: 47.62%, Question 6: 85.71%, Question 7: 23.81%, Question 8: 80.95%, Question 9: 66.67%, Question 10: 47.62%.

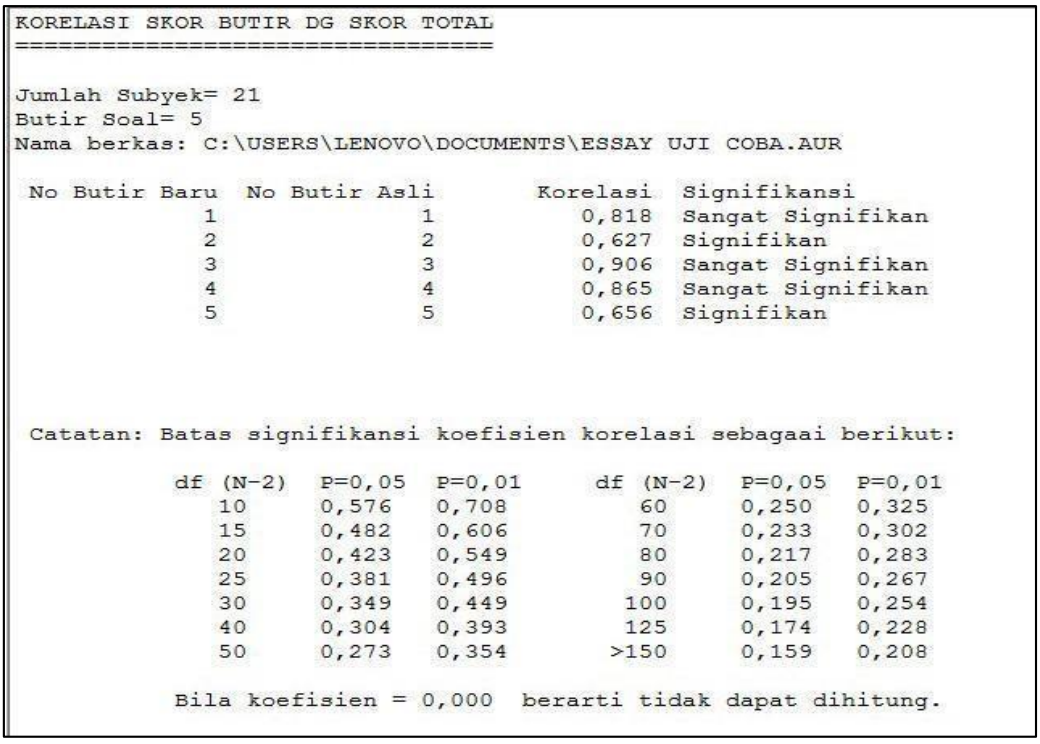
The analysis results, as shown in the image above, categorize the difficulty levels of the multiple-choice questions as follows: Very Easy: Questions 1, 4, and 6, Easy: Questions 2 and 8, Moderate: Questions 3, 5, 9, and 10, Difficult: Question 7. These difficulty levels were determined after the test was completed by a total of 21 students.

The assessment of essay questions is conducted by developing a grading rubric for each question item. This serves as a guideline for objective and consistent evaluation based on clear criteria (Ristekdikti, n.d.). The assessment framework and rubric we have designed are as follows:

1. Topic: Idgham Reading Rule, Indicator: Students explain the definition of *idgham* both linguistically and terminologically. Cognitive Level: C2
2. Topic: Idgham Reading Rule, Indicator: Students list the different types of *idgham*. Cognitive Level: C2
3. Topic: Idgham Bi Ghunnah, Indicator: Students explain and identify the letters associated with the *idgham bi ghunnah* rule. Cognitive Level: C2
4. Topic: Idgham Bi Ghunnah and Iqlab Reading Rules, Indicator: Students identify *idgham bi ghunnah* and *iqlab* occurrences in Qur'anic verses. Cognitive Level: C2

5. Topic: Iqlab Reading Rule, Indicator: Students explain and provide examples of the *iqlab* rule. Indicator: Students explain the rule and create a question related to it. Cognitive Level: C6

The assessment framework outlined above serves as a guideline for researchers in formulating essay questions. The grading rubric follows a scoring scale in multiples of 2, ranging from the lowest score of 2, 4, 6, 8 to the highest score of 10. A score of 10 is awarded to students who provide a correct, complete, and clear answer. A score of 8 is given if the answer is correct and clear but lacks completeness.A score of 6 is assigned if the answer is partially incorrect but well-structured and thoroughly explained. A score of 4 is given if the response is mostly incorrect and lacks completeness and detail. A score of 2 is given if the student attempts to answer but provides an incorrect response. A score of 0 is assigned to students who do not provide an answer at all (ristekdikti, n.d.). The first step in the evaluation process is the validity test of the question items.



KORELASI SKOR BUTIR DG SKOR TOTAL

Jumlah Subyek= 21
Butir Soal= 5
Nama berkas: C:\USERS\LENOVO\DOCUMENTS\ESSAY UJI COBA.AUR

No Butir Baru	No Butir Asli	Korelasi	Signifikansi
1	1	0,818	Sangat Signifikan
2	2	0,627	Signifikan
3	3	0,906	Sangat Signifikan
4	4	0,865	Sangat Signifikan
5	5	0,656	Signifikan

Catatan: Batas signifikansi koefisien korelasi sebagaai berikut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

Figure 4. Results of Essay Question Item Validity Using Anates

Based on the item validity results, the essay questions we developed demonstrated significant outcomes. This is evidenced by the fact that three questions were categorized as highly significant, namely questions number 1, 3, and 4, while the other two questions, numbers 2 and 5, were categorized as significant. The findings indicate that question number 1 was classified as highly significant with a correlation of 0.818, question number 2 was classified as significant with a

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correlation of 0.627, question number 3 was classified as highly significant with a correlation of 0.906, question number 4 was classified as highly significant with a correlation of 0.865, and the last question, number 5, was classified as significant with a correlation of 0.656. After conducting the test trials, the reliability results were obtained as follows:

RELIABILITAS TES
==========

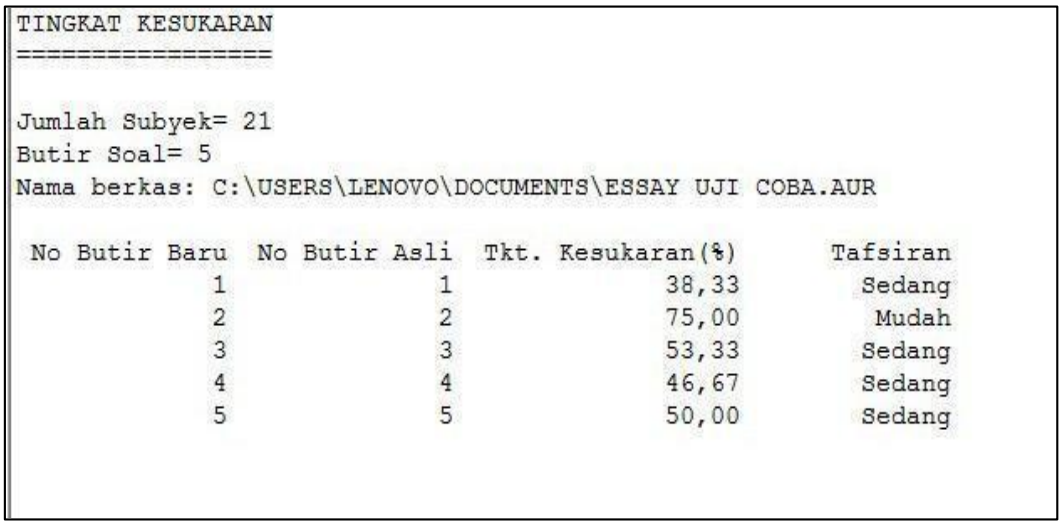
Rata2= 26,57
Simpang Baku= 14,17
KorelasiXY= 0,76
Reliabilitas Tes= 0,86
Nama berkas: C:\USERS\LENOVO\DOCUMENTS\ESSAY UJI COBA.AUR

No.Urut	No. Subyek	Kode/Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	1	Nailatul Syafira	0	0	0
2	2	Dzulfa Ali sa...	8	10	18
3	3	Reyhan Rahmadani	8	10	18
4	4	Nur Aini Atika	24	18	42
5	5	M. Rizky Wald...	4	10	14
6	6	M. Idris	0	10	10
7	7	Nazwa Queenac...	12	4	16
8	8	Syifa Fabrina...	26	20	46
9	9	M. Yudha Pratama	22	18	40
10	10	M. Rifat Fauz...	22	20	42
11	11	Nailatuna Sya...	0	0	0
12	12	Naura Hidayah...	26	20	46
13	13	Zakiyya Talit...	8	14	22
14	14	Zahrana Salsa...	12	14	26
15	15	Raisya Khayla...	26	16	42
16	16	Serlyta Dwi A...	12	10	22
17	17	Sulthana Zama...	8	14	22
18	18	Isnaini Nahdl...	16	14	30
19	19	Racma Lailatu...	12	20	32
20	20	Syanala Kania...	12	20	32
21	21	Syilia Rona Adwa	20	18	38

Figure 5. Reliability Results of Essay Questions Using Anates

The results obtained by the researchers indicate that the reliability of the essay questions created is 0.86, with an XY correlation of 0.76. The questions developed are considered stable and deemed reliable within a strong scale, as they fall within the 0.80–0.89 range.

Therefore, the essay questions can be classified as valid and consistent in measuring students' knowledge. This is because when the questions are administered to the same subjects, even under different conditions of examiner, time, and place, the measurement results remain the same (or relatively similar). The analysis of validity and reliability helps determine which questions are valid or not, taking into account the difficulty level. The difficulty level can be illustrated in the figure below:



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TINGKAT KESUKARAN
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Jumlah Subyek= 21
Butir Soal= 5
Nama berkas: C:\USERS\LENOVO\DOCUMENTS\ESSAY UJI COBA.AUR

 No Butir Baru  No Butir Asli  Tkt. Kesukaran(%)      Tafsiran
             1              1              38,33        Sedang
             2              2              75,00         Mudah
             3              3              53,33        Sedang
             4              4              46,67        Sedang
             5              5              50,00        Sedang
```

Figure 6. Difficulty Level Results of Essay Questions Using Anates

The results of the essay question item analysis, conducted with a sample of 21 students, are as follows: question no. 1 has a difficulty level of 38.33%, question no. 2 has a difficulty level of 75.00%, question no. 3 has a difficulty level of 53.33%, question no. 4 has a difficulty level of 46.67%, and question no. 5 has a difficulty level of 50.00%. The figure above indicates that the difficulty levels of essay questions fall into the "moderate" category for questions no. 1, 3, 4, and 5, while question no. 2 falls into the "easy" category. The analysis was conducted with a total of 21 student participants.

Based on the results of the validity, reliability, and difficulty level analysis, the students' scores for both multiple-choice and essay questions can be determined as follows:

Table 1. Student Test Score Results

No. urut	**Nama Siswa**	**Hasil Pengerjaan (benar)**		**Nilai Siswa**
		Pilihan Ganda (Benar x5)	**Essay (PAN: Skor Max 5 × 10)**	
		Kelas IV-B		
1.	N. S	30	0	30
2.	D. A. S. M	15	18	33
3.	R. R	30	18	48
4.	N. A. A	30	42	72
5.	M. R. W. P.	25	14	54
6.	M. I.	40	10	39
7.	N. Q. T.	15	16	31
8.	S. F. F	45	46	91
9.	M. Y. P.	15	40	55
10	M. R. F. A.	25	42	67
11.	N. S	15	0	15
12.	N. H. Q	45	46	91

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13.	Z. T. S	30	22	52
14.	Z. S. Q	30	26	56
15.	R. K. A,	45	42	87
16.	S. D. A	45	22	67
17.	S. Z. H.	20	22	42
18.	I. N. F.	40	30	70
19.	R. L. F.	45	32	77
20.	S. K S.	45	32	77
21.	S. R. A	35	38	73
Jumlah		665	558	999
Rata-Rata		6,33	26,57	47,57

Based on the scores above, the overall average score for both multiple-choice and essay questions is 47.57. A comparison between multiple-choice and essay scores indicates that students tend to perform better on multiple-choice questions than on essay questions. This may suggest that students have a solid understanding of fundamental concepts but still need more practice in applying these concepts to more complex essay questions. This is further illustrated in the multiple-choice item validity table below.

Table 2. Item Validity

No. urut	**Butir/item soal**										**Score**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
Class IV-B											
1.	1	1	-	1	-	1	-	1	1	-	6
2.	1	1	-	-	-	1	-	-	-	-	3
3.	1	1	-	1	-	1	-	1	1	-	6
4.	1	-	-	1	1	1	-	1	1	-	6
5.	1	-	-	1	-	1	1	1	-	-	5
6.	1	1	-	1	1	1	1	1	1	-	8
7.	1	-	-	1	-	-	-	-	1	-	3
8.	1	1	1	1	1	1	1	1	1	-	9
9.	-	-	-	-	-	1	-	1	-	1	3
10.	-	-	-	1	-	1	-	1	1	1	5
11.	1	1	-	-	-	-	-	-	-	1	3
12.	1	1	1	1	1	1	1	1	1	-	9
13.	1	1	-	1	-	1	-	-	1	1	7
14.	1	1	-	1	-	1	-	1	-	1	6
15.	1	1	1	1	1	1	1	1	1	-	9
16.	1	1	1	1	1	1	-	1	1	1	9
17.	1	-	-	1	1	-	-	1	-	-	4
18.	1	1	1	1	1	1	-	1	-	1	8
19.	1	1	1	1	1	1	-	1	1	1	9
20.	1	1	1	1	1	1	-	1	1	1	9
21.	1	1	-	1	-	1	-	1	1	1	7

The table above shows that out of 10 multiple-choice questions, students answered an average of 6 to 9 questions correctly. Correct answers are indicated by the number 1, while incorrect answers are marked with a (-).

The average scores obtained by students indicate that most have a good understanding of the Idgham and Iqlab material. However, many students have not yet reached the Minimum Mastery Criteria (KKM). Of the 21 students who participated in the trial, 8 students met the minimum passing criteria of 70, while the remaining 13 students did not. This finding highlights the need for greater attention to their learning, particularly in the Idgham and Iqlab material. This phenomenon can serve as a basis for teachers to implement interventions such as remedial sessions or enrichment programs to ensure that all students achieve a deeper understanding.

Overall, the implementation of Anates in assessing the success of learning Idgham and Iqlab material has shown positive results. This means that the Anates application effectively assists teachers in measuring students' understanding of the material being taught. It can serve as a guideline for teachers in evaluating students' learning outcomes, particularly in Idgham and Iqlab within Al-Qur'an Hadith studies.

Learning can be considered successful if students' achievements are assessed effectively and accurately. To determine the success of learning, a structured and continuous assessment process is required. In the context of assessment, Anates plays a crucial role in evaluating learning outcomes and assisting teachers in conducting an in-depth analysis of students' learning performance. This is supported by several features that are beneficial in conducting learning evaluations or assessments. These features include item validity, which provides accurate results to support the development of high-quality questions**;** reliability, which ensures accurate results regarding the consistency of the test items; and item difficulty level, which evaluates the complexity of the questions (Elviana, 2020). These three components are essential in assessing learning success. Similarly, in evaluating Al-Qur'an Hadith studies, particularly Tajweed rules such as Idgham and Iqlab, these features are essential. Through these tools, teachers can conduct fundamental evaluations by reviewing the test items given, whether in the form of multiple-choice or essay questions.

Anates supports teachers in creating high-quality test questions by enabling them to analyze students' responses in depth through various available features. This allows teachers to identify weaknesses in the test items they have created and assess students' ability to answer them. As a result, teachers can optimize students' understanding of Idgham and Iqlab reading rules.Students' comprehension can serve as a benchmark for evaluating learning success based on Anates' analysis of their responses.

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If students answer the questions correctly with a high accuracy rate, it can be concluded that the learning process has been effective and that students have understood the material well. However, if a significant number of students answer incorrectly, teachers can implement alternative solutions to enhance their understanding. These interventions may include organizing additional classes, utilizing engaging media in the learning process (Ahmad Zaki, 2020), or adopting an individualized teaching approach (Wahyuningsih, 2020).

Therefore, by assessing how well students answer specific questions, teachers can identify areas that require more attention and refine their teaching methods. The test analysis process becomes more streamlined, faster, and more accurate with the use of the ANATES application (Wiguna, 2024).

CONCLUSION

The implementation of ANATES is an appropriate choice for conducting learning evaluations, as the analysis results clearly indicate the level of success in the learning process. The research findings show that the learning of Tajwid rules, particularly Idgham and Iqlab, still requires further attention or additional instruction. This is due to the fact that many students have not yet fully grasped the material. The tested questions consisted of multiple-choice and essay questions. The analysis results indicate that students answered multiple-choice questions correctly more frequently than essay questions.

This research is suitable for further investigation by other researchers, as its continuation will illustrate progress and development. Moreover, follow-up studies will make a significant contribution to the advancement of Idgham and Iqlab material.

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