Learning-Oriented Assessment to Assess Qur'an Reading and Writing Skills: Comprehensively and Continuously

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ARTICLE INFO	ABSTRACT
	Purpose – This study aims to examine the Learning-Oriented Assessment (LOA) model and its implementation to comprehensively and sustainably assess Qur'an reading and writing skills, as well as to identify the factors that support or inhibit its implementation. **Methodology –** This study employed the systematic literature review (SLR) method to analyze 24 articles published between 2020 and 2025 that focus on learning-oriented assessments for evaluating comprehensive and sustainable Al-Qur'an reading and writing skills. A thematic analysis was conducted to identify the main themes that emerged from the articles. **Findings –** The findings show that LOA is a participatory, reflective and process-oriented assessment approach, with five main models, namely 2D-LoA, EAT Framework, CSA-CT, Ecological LOA and ELOA, and five implementation patterns: self-assessment and peer-assessment, formative feedback and feedforward, authentic tasks and reflective projects, digital technology integration and collaboration in determining assessment criteria. Supporting factors include teacher competence and reflective orientation, active student participation, authentic and process-oriented task design, technological support, and an inclusive classroom climate and assessment culture. Meanwhile, barriers identified include the dominance of summative assessment and test culture, low assessment literacy among teachers, time constraints and administrative burdens, student resistance to new assessment practices, limited infrastructure and access to technology, and lack of institutional and policy support. **Contribution–**This research contributes significantly to the development of an assessment model that goes beyond traditional summative evaluation, with an approach that prioritizes continuous feedback and active student engagement in the learning process.

INTRODUCTION

The ability of Indonesian students to read the Qur'an is a cause for concern. According to a report, around 54% of Indonesian Muslims were classified as Quran illiterate in 2015, a figure that increased to 65% by 2018. Ironically, this figure has not shown a significant decrease until 2021. According to data reported by Syafruddin, chairman of the Indonesia Mengaji Foundation, only 35% of Indonesia's 227 million Muslims, or 87.2% of the total population, can read the Quran. Thus, the remaining 65% are still classified as unable to read the Quran (Supriadi et al., 2022). Meanwhile, research conducted by the Ministry of Religious Affairs' Balitbang shows that the national literacy rate for reading the Quran is 61.58%, while the literacy rate for writing the Quran is 52.88%. These results indicate that around 39% of people need to improve their reading literacy and around 47% need to improve their writing (Ministry of Religion of the Republic of Indonesia, 2025).

This is concerning because children are the future of religion, nation, and state, and will carry on the Islamic teachings of the Prophet Muhammad SAW (Hamdani, 2018). The Quran, Islam's holy book, must be mastered by all (Aulia et al., 2024; Hasmawati & Muktamar, 2023; Herlina et al., 2021; Supriyadi & Julia, 2019). In order to understand the Quran's instructions, every Muslim must be able to read and understand it correctly. Therefore, an inability to read the Quran will impact one's ability to understand and receive guidance from it (Sulianti et al., 2018; Supriyadi & Julia, 2019).

Primary and secondary education in Indonesia lasts 12 years and follows a 6-3-3 system (Supriadi et al., 2022; Supriyadi & Julia, 2019). However, this lengthy educational period has not guaranteed that Muslim students master basic Qur'an reading skills. Implementing Islamic Religious Education (PAI) has been ineffective in teaching students these skills (Hakim et al., 2022; Supriadi et al., 2022).

The learning outcomes of the PAI and Budi Pekerti elements of the Al-Qur'an in the Merdeka curriculum have shown progressive development in understanding and applying Islamic values. The four components of Qur'anic literacy—reading according to Tajweed, writing, memorization, and interpretation—have been integrated into all phases of the curriculum, though not always explicitly detailed at each level (Aulia et al., 2024; Hanafie & Khojir, 2023). Since these components are minimum competencies that students must master, concrete steps are needed to improve overall Qur'anic literacy, especially reading and writing skills (Hakim et al., 2022; Supriadi et al., 2022).

The assessments of reading and writing the Quran used thus far include the Iqro' method, which uses m-learning assessment (Brata et al., 2022), the LITERAT method, which contributes to efforts to eradicate Quranic illiteracy (Supriadi et al., 2022), evaluation through the Tebook application, which provides a means of evaluating Quranic reading without a third party by utilizing voice recognition and an online Quran search engine (Bin Abdullah et al., 2019), and assessment through the Ulu al-Ilm model. Applying the Ulu al-Ilm model in Quranic learning improves Islamic religious education (Budiyanti et al., 2024). Another method is the Talaqi-like neoteric assessment of Quran recitation using MFCC miniature features (Adam et al., 2021). Learning Oriented Assessment (LOA) has gained traction in foreign language learning due to its focus on integrating assessment with teaching and learning. LOA emphasizes formative feedback and student progress over final results (Gebril, 2021; Kamli & Almalki, 2024).

Learning-Oriented Assessment (LOA) is a practical approach for developing reading and writing skills while integrating assessment and learning in the classroom. Previous researchers have found that this approach can improve the quality of foreign language learning and students' writing skills (Kamli & Almalki, 2024). Masoomeh Estaji and Fatemeh Safari found that participants' writing skills improved after implementing LOA and received higher grades on writing assignments (Estaji & Safari, 2023a). LOA has been shown to improve writing skills in various contexts significantly. For instance, a study of Chinese learners revealed enhanced lexical and syntactic performance following the implementation of LOA, suggesting enhanced linguistic proficiency (Yang, 2020).

LOA emphasizes that assessment is an integral part of the learning process, not just a way to evaluate the result (Davidson & Coombe, 2023; Derakhshan & Ghiasvand, 2022; Zeng et al., 2018). LOA is a form of

assessment designed to support student learning by evaluating performance and promoting improvement. LOA evolved from summative and formative assessments. Its framework consists of three integrated components: assessment for learning, assessment as learning, and assessment of learning (Derakhshan & Ghiasvand, 2022; Estaji & Safari, 2023a; Gokturk Saglam & Lund, 2024; Kamli & Almalki, 2024; Wakid et al., 2024; Wicking, 2022).

Academics have widely researched LOA, including Gokturk Saglam and Lund (2024) in their study titled "Equitable Teacher Education in a Virtual World: The Promise of Learning-Oriented Assessment." However, this study only portrays teachers' perceptions of LOA in English teaching certification courses. In contrast, Ali Derakhshan and Ghiasvand's (2022) research, titled "Demystifying Iranian EFL Teachers' Perceptions and Practices of Learning-Oriented Assessment (LOA): Challenges and Prospects in Focus," examined Iranian EFL teachers' perceptions and practices of LOA. Their research found that LOA helps improve classroom interaction, collaboration, and engagement by integrating assessment, teaching, and learning, and monitoring student progress. Another study, by Wakid et al. (2024), examined learning-oriented assessment through a systematic literature network analysis. The article concludes that LOA can be implemented in vocational education, covering domains such as skills and procedural knowledge. Further research on LOA could focus on measuring students' critical thinking and other relevant abilities. LOA can be implemented through blended, online, collaborative, practical, project-based, and technology-based learning.

Research by Yang (2020) entitled The Cultivation of Chinese Learners' English Writing Competency through Learning-Oriented Assessment shows that the LOA approach significantly impacts the development of learners' English writing competence, especially in lexical and syntactic aspects. This finding confirms that LOA can encourage the improvement of writing quality structurally and linguistically through a continuous and integrated assessment process. Meanwhile, a study conducted by Estaji and Safari (2023a) in their article Learning-Oriented Assessment and Its Effects on the Perceptions and Argumentative Writing Performance of Impulsive vs. Reflective Learners examines the impact of LOA on argumentative writing skills in impulsive and reflective types of students. The results show that the implementation of LOA improves writing performance, fosters more reflective learning, strengthens students' self-evaluation, and increases their metacognitive awareness in the learning process.

A literature review reveals that research on Learning-Oriented Assessment (LOA) has primarily centered on foreign language learning, vocational education, and higher education contexts (Derakhshan & Ghiasvand, 2022; Estaji & Safari, 2023b; Gokturk Saglam & Lund, 2024; Wakid et al., 2025; Yang, 2020). These studies have examined teachers' perceptions, the effectiveness of LOA in improving learning outcomes, and its implementation in digital and collaborative learning environments. However, no study has yet examined the application of LOA in assessing the ability to read and write the Qur'an in primary, secondary, and non-formal Islamic educational institutions.

It is important to address the gap in the results-oriented approach to assessing reading and writing the Qur'an, as it does not promote meaningful and sustainable learning (Hakim et al., 2022; Supriadi et al., 2022). Learning Outcomes Assessment (LOA) offers a more holistic approach, integrating assessment into the learning process and emphasizing formative feedback, self-reflection, and active student participation (Hakim et al., 2022). Therefore, exploring the potential application of LOA in Qur'anic literacy assessment is crucial to improving the quality of Qur'anic literacy comprehensively and sustainably.

Therefore, this study aims to systematically review various studies on LOA to explore its potential applications, models, and challenges in assessing the ability to read and write the Quran. The primary focus of this study is (1) RQ1: How can a learning-oriented assessment model be implemented to comprehensively and continuously assess the ability to read and write the Qur'an? (2) Q2 What factors support and hinder the application of LOA to assess the ability to read and write the Qur'an comprehensively and sustainably according to the literature reviewed? Thus, this research is expected to contribute to developing a more humanistic, reflective assessment model for reading and writing the Qur'an that supports students' spiritual and academic development.

METHODOLOGY

The research design used the Systematic Literature Review (SLR) method (Mengist et al., 2020). SLR is a systematic method used to collect, critically evaluate, integrate, and present findings from multiple studies related to a specific research question or topic (Arissona Dia Indah Sari et al., 2023). Using this method, the researcher will identify, review, evaluate, and interpret all of the found research. Additionally, the researcher will conduct a structured review, carefully and systematically evaluating articles (Anditiasari et al., 2021).

The SLR was conducted in several key steps. First, the research questions and objectives were clearly defined. Then, inclusion and exclusion criteria were established. Finally, a systematic search of relevant studies was conducted. This process enabled a comprehensive analysis of the literature published between 2020 and 2025. The SLR in this study focused on identifying, reviewing, evaluating, and interpreting articles relevant to learning-oriented assessment to assess Quran reading and writing skills. Comprehensively and Continuously." Nine hundred ninety-one articles were collected through a search using specific tools and keywords. The articles were then screened based on the inclusion and exclusion criteria; only 24 articles met the selection criteria for further analysis.

This method was chosen because it enables researchers to identify common patterns, strengths, and weaknesses in existing research. It also provides a more in-depth understanding of recent developments in the field of study. Thus, the SLR added significant value to this study by enabling the researcher to explore more comprehensive information and meaningfully contribute to developing knowledge in Qur'anic literacy evaluation.

The first step is to establish criteria for relevant articles. These criteria will facilitate the search and selection of suitable articles for the next discussion stage.

Table 1. Eligibility Criteria

Criterion	Inclusion	Exclusion
Article type	Journal articles	Other than journal articles
Period	Published between 2020 and 2025	Published before 2020
Journal source	Sourced from Scopus	Sourced from Other than Scopus
Open access	Journal can be accessed freely (open access)	Journals are not freely accessible (nonopen access)
Study focus	About learning oriented assessment	Other than the learning-oriented assessment

Journal articles were selected because they undergo a peer review process, making them a more reliable source for scientific research than other publications, such as books, conference reports, and magazine articles. To ensure that the literature used was relevant to the latest developments in educational evaluation, particularly the learning-oriented assessment model, articles published between 2020 and 2025 were selected. Scopus was chosen because it provides access to quality scientific literature through rigorously vetted articles.

To ensure that research can be accessed by anyone without barriers of fees or subscriptions and to support transparency in the research process, only articles that are freely accessible (open access) are included in the criteria. Articles that are only accessible through institutional subscriptions or that are not open access are excluded, as this would limit access to the research and reduce transparency. Articles that addressed learning-oriented assessment were selected to maintain alignment with the research objectives and focus on the evaluation aspect of education.

After establishing criteria for relevant articles, the next step is to collect articles using a Scopus search with the keywords "learning-oriented assessment." This keyword was used to search for articles focusing on learning evaluation, the core of this research. Scopus article searches were used to ensure the quality of the articles, focusing on international journals. Nine hundred ninety-one articles were collected based on a search using these keywords.

After collecting the articles, the next step was to select them based on the inclusion and exclusion criteria. The researchers used the Covidence tool to select and display the articles that met the criteria in a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram. Covidence facilitated the automated article selection process. This tool identifies articles found during the search and ensures that the same article is not counted twice. Covidence also supports the filtering process, in which relevant articles can be selected based on predefined inclusion and exclusion criteria. This feature makes the article selection process more efficient and systematic, reducing manual errors and ensuring consistency in selecting articles for analysis.

The PRISMA diagram illustrates the process of selecting articles from the initial search to the final selection. First is identification. Initial articles were collected from the Scopus data source, totaling 991 articles. All relevant articles based on the specified keywords were found and recorded. Second is duplicate article removal. Covidence was used to remove duplicate articles; one duplicate was identified out of the total articles found. After removal, 990 articles remained for further analysis. Third was the filtering process. The remaining articles were examined to ensure they met the inclusion criteria. At this stage, articles that did not meet the initial criteria were removed. Eight hundred and ninety-eight articles were excluded from this process because they were irrelevant to the research topic. Researchers then conducted a screening by looking at journal titles and abstracts.
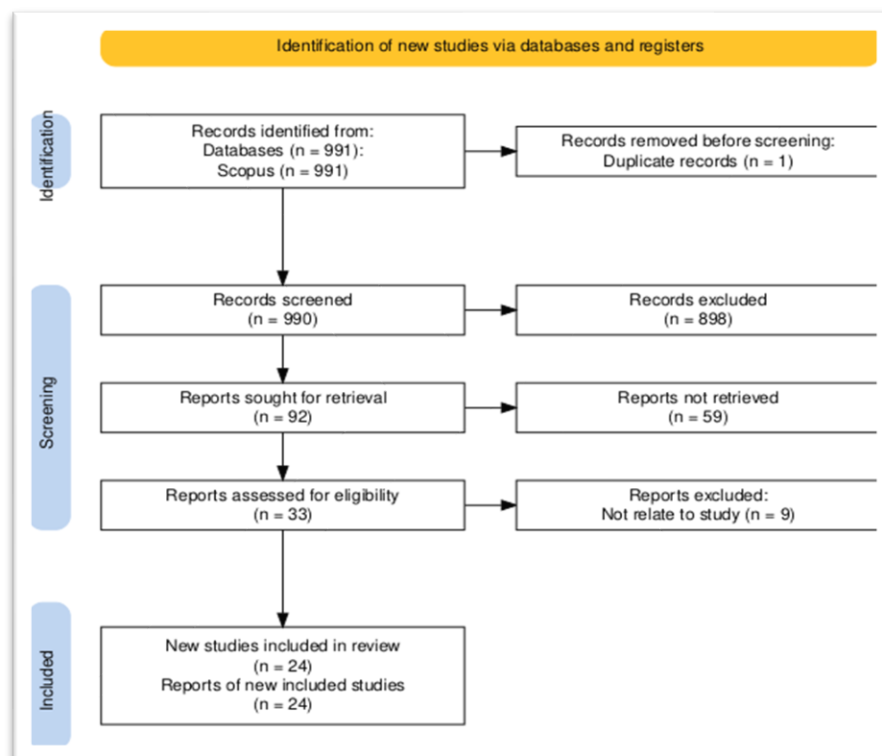

Figure 1. PRISMA Flowchart

Fourth, eligibility assessment. Each article was examined based on predetermined eligibility criteria. At this stage, 92 articles were evaluated further to determine whether they met the inclusion or exclusion criteria—fifth, article production. A total of 59 articles were excluded due to inaccessibility. Sixth, determination of eligible data. Thirty-three articles were examined in depth; nine were excluded for reasons irrelevant to the discussion. These steps demonstrate the rigorous selection process to ensure the remaining articles fully met the research objectives. Seventh, articles included in the review: 24 articles that passed the selection process were included for further analysis. These articles were considered the most relevant and met the overall research criteria.

A thematic analysis was conducted after collecting and selecting articles based on relevant criteria. The analysis process began with reading and understanding the selected articles. Next, the relevant parts of the

text were manually marked, i.e., encoded, to identify the parts relevant to the research topic. Each relevant passage was labeled or coded accordingly and then grouped into categories or themes based on emerging patterns.

This thematic analysis was conducted systematically by identifying the main themes of the research. The two main themes found in the selected articles were the implementation of the LOA model and the factors that support or hinder its implementation. Data from various articles were compared to identify patterns, similarities, and differences in applying the LOA evaluation model to measure the ability to read and write the Qur'an.

FINDINGS

This section will explain/answer the Research Question (RQ). A total of 991 articles were subjected to the search process. After the data was selected based on the inclusion and exclusion criteria. Then 33 articles were taken from the title, abstract, and content for further research on Learning-Oriented Assessment to Assess Qur'an Reading and Writing Skills: Comprehensively and Continuously. In accordance with the results, the Quality Assessment (QA) included 24 relevant journal articles which were then grouped together based on the development platform and approach used to answer the search question. Here are the eligible articles that will answer the RQ.

Table 2. Mapping of Eligible Data

Name	year	Title	Journal
Marilyn L. Abbott, Kent K. Lee, Sabine Ricioppo	2021	Does Portfolio-Based Language Assessment Align with LearningOriented Assessment? Evidence from Literacy Learners and their Instructors	Canadian Journal of Applied Linguistics
Muhkamad Wakid, Herminarto Sofyan, Gunadi, Arina Zaida Ilma	2025	Effect of the 2D-LoA instructional model on vocational students' learning outcomes in higher education	Edelweiss Applied Science and Technology
Rasa Greenspon, Airina Volungevičienė	2023	How Can a Technology Enhanced Learning Environment Support Learning-Oriented Assessment in Higher Education?	Pedagogika
Mahdi Aben Ahmed	2022	Investigating Saudi EFL University Teachers' Knowledge in Adopting Learning-Oriented Assessment	World Journal of English Language
Hadeel M. Al Kamli & Mansoor S. Almalki	2024	Learning-Oriented Assessment (LOA) Implementation in EFL Tertiary Contexts: Towards a More Task-based Learning (TBL) Environment	World Journal of English Language
Gi Jung Kim	2022	Korean Secondary EFL Learners' Reading Comprehension Development through the Student-generated Reading Comprehension Test Development: From the Learning-oriented Assessment Approach	The Journal Of Asia Tefl
Negar Kiavar	2023	The Impact of Learning-Oriented Assessment on Linguistic Features of Written Texts among Malaysian Tertiary-Level Students	The Journal Of Asia Tefl
Juan C. Manrique-Arribas, Víctor M.	2025	External Constraints on the Development of Quality Assessment of	Education Sciences

		Students' Learning in Higher Education	
López-Pastor, Andrés Palacios-Picos			
Asli Lidice Gokturk Saglam & Ragnild Elisabeth Lund	2024	Equitable teacher education in a virtual world: the promise of learning-oriented assessment	Innovation in Language Learning and Teaching
Stephen Rutherford, Connie Pritchard, Nigel Francis	2024	Assessment IS learning: developing a student-centred approach for assessment in Higher Education	FEBS Open Bio
Paul Wicking	2022	Learning-Oriented Assessment as a Theoretical Framework for Exploring Teachers' Assessment Beliefs and Practices	JALT Journal
Muhkamad Wakid, Herminarto Sofyan, Asri Widowati & Arina Zaida Ilma	2024	Learning-oriented assessment: a systematic literature network analysis	Cogent Education
Maggie Ma, Chuang Wang, Mark Feng Teng	2021	Using Learning-Oriented Online Assessment to Foster Students' Feedback Literacy in L2 Writing During COVID-19 Pandemic: A Case of Misalignment Between Micro- and Macro- Contexts	Asia-Pacific Education Researcher
Ali Derakhshan, Farhad Ghiasvand	2022	Demystifying Iranian EFL teachers' perceptions and practices of learning-oriented assessment (LOA): challenges and prospects in focus	Language Testing in Asia
Riswanto, Tahereh Heydarnejad, Elham Saberi Dehkordi, Bambang Parmadi	2022	Learning-oriented assessment in the classroom: the contribution of self-assessment and critical thinking to EFL learners' academic engagement and self-esteem	Language Testing in Asia
Kaveh Jalilzadeh, Christine Coombe	2023	Constraints in employing learning-oriented assessment in EFL classrooms: teachers' perceptions	Language Testing in Asia
Masoomeh Estaji, Fatemeh Safari	2023	Learning-oriented assessment and its effects on the perceptions and argumentative writing performance of impulsive vs. reflective learners	Language Testing in Asia
Maggie Ma	2023	Exploring learning-oriented assessment in EAP writing classrooms: teacher and student perspectives	Language Testing in Asia
Ehsan Namaziandost, Hossein Kargar Behbahani, Tahereh Heydarnejad	2024	Tapping the alphabets of learning-oriented assessment: self-assessment, classroom climate, mindsets, trait emotional intelligence, and academic engagement are in focus	Language Testing in Asia
Samaneh Ghaneiarani, Sayyed Mohammad Alavi, Shiva Kaivanpanah	2024	Enhancing writing ability of Iranian EFL learners through learning-oriented assessment: peer and teacher feedback implementation	Language Testing in Asia

Mohammad Hossein Arefian, Rajab Esfandiari	2024	E-learning-oriented assessment and collaborative reflection for situated learning in language teacher education	Language Testing in Asia
Masoomeh Estaji, Maryam Kogani	2024	Assessment polarity or praxis parity? Uncovering the learning-oriented assessment (LOA) landscape of novice and experienced Iranian EFL teachers	Language Testing in Asia
Yang, Ruijin & May, Lyn	2023	Understanding and Implementing Learning-Oriented Assessment: Evidence from Three Chinese EFL Junior High School Teachers	Chinese Journal of Applied Linguistics
Junjie Gavin Wu, Lindsay Miller	2020	Improving English Learners' Speaking through Mobileassisted Peer Feedback	RELC Journal

RQ1: How can a learning-oriented assessment model be implemented to comprehensively and continuously assess the ability to read and write the Qur'an?

A systematic review of 24 scholarly articles reveals that LOA is an evolving, formative, and transformative approach. LOA positions assessment as an integral part of the learning process, primarily to support students' ongoing learning development. The concept of LOA generally refers to Carless's framework, which includes three main pillars: designing tasks as part of the learning process, actively engaging students in assessment, and providing feedback to encourage future performance improvement (Abbott et al., 2021; Ahmed, 2023; Derakhshan & Ghiasvand, 2022; Estaji & Safari, 2023a; Ghaneiarani et al., 2024; Gokturk Saglam & Lund, 2024; Greenspon & Volungeviciene, 2023; Jalilzadeh & Coombe, 2023; Kamli & Almalki, 2024; Kiavar, 2023; Kim, 2022; Ma, 2023; Manrique-Arribas et al., 2025; Rutherford et al., 2024; Wakid et al., 2024; Wicking, 2022; Wu & Miller, 2020; Yang et al., 2023).

Five LOA models were identified based on the results of the literature synthesis. These models are: The first is the 2D-LoA (Two-Dimensional Learning-Oriented Assessment) model, which integrates direct learning, repetitive practice, formative assessment, and continuous feedback and reflection cycles. It emphasizes concrete, incremental learning experiences and effectively develops skills through intensive practice (Wakid et al., 2025). Second, the EAT (Equity, Agency, Transparency) Framework focuses on inclusive and transformative assessment through three dimensions: assessment design, literacy, and formative feedback. The EAT Framework encourages students to participate in determining assessment criteria, engage in continuous reflection, and utilize technology in formative assessment (Rutherford et al., 2024).

The third model, CSA-CT (Core Self-Assessment and Critical Thinking), emphasizes integrating psychological construct-based self-evaluation with developing critical thinking skills. It is designed to enhance students' metacognitive awareness, academic confidence, and active participation in the decision-making process of learning (Riswanto et al., 2022). Furthermore, the Ecological Learning Outcomes Assessment (Ecological LOA) offers a contextual and dynamic approach by emphasizing the role of the learning environment (affordances), which is formed by teachers and interpreted by students. Successful assessment depends on the alignment of learning design, student perceptions, and the institution's cultural context (Ma, 2023). Finally, ELOA (E-Learning Oriented Assessment) adapts LOA within a digital learning ecosystem. This model uses online platforms like blogs, e-portfolios, and social media to integrate technology-based tasks, feedforward feedback, and reflection-based collaborative assessment (Arefian & Esfandiari, 2024).

These models demonstrate that LOA can be adapted to various learning needs in different contexts. A synthesis of the literature reveals five main patterns of LOA implementation in different educational settings:

Self-assessment and peer-assessment

Self-assessment and peer assessment are the most widely used strategies for implementing LOA as they encourage student reflection, evaluative judgment, and metacognitive awareness. These strategies are

typically implemented through cycles of self-evaluation, writing exchanges, and teacher feedback. Research has shown that these cycles effectively improve writing quality, language accuracy, and academic confidence (Estaji & Safari, 2023a; Kiavar, 2023). Various approaches are employed, including student-generated assessments (Kim, 2022), online portfolios (Gokturk Saglam & Lund, 2024), and reflective practice in the 2D-LOA model (Wakid et al., 2025).

The effectiveness of this approach depends heavily on the quality of task design and teacher assistance. This assistance can include using graded tasks, explicit rubric-based peer feedback training, and feedback consultations tailored to student readiness (Ma, 2023). Support in rubrics, sample assessments, and a supportive classroom climate have strengthened learning engagement and autonomy (Derakhshan & Ghiasvand, 2022; Jalilzadeh & Coombe, 2023). Additionally, this strategy positively impacts students' self-regulation and emotional well-being, particularly when combined with critical thinking and social-emotional reinforcement (Namaziandost et al., 2024; Riswanto et al., 2022). Novice teachers use peer assessment and collaborative projects, while experienced teachers integrate more complex, transformative, reflective assessments (Estaji & Kogani, 2024).

Formative and feedforward feedback

In LOA, feedback is not only evaluative, but also formative and feedforward. It helps students understand their weaknesses and design improvement strategies. Studies show that feedback can be provided orally, in writing, via audio or video, or through peer interaction in live or digital classroom contexts. Strategies such as using exemplars, providing application-based feedback, gradually revising tasks, and facilitating collaborative reflection have been shown to promote evaluative judgment and active student engagement (Kiavar, 2023; Ma, 2023; Rutherford et al., 2024; Wu & Miller, 2020; Yang et al., 2023). The 2D-LOA model integrates feedback into drill sessions, making feedback an integral part of the skill improvement cycle (Wakid et al., 2025).

The effectiveness of feedback depends heavily on context, the quality of its delivery, and students' readiness to act on the provided comments. Studies have shown that personalized, clear, and timely feedback can enhance self-regulation and conceptual understanding. In contrast, symbolic or generic feedback tends to be disregarded by students (Jalilzadeh & Coombe, 2023; Wicking, 2022). Even in exam-oriented classes, teachers can apply reflective feedback tailored to students' abilities, which can be used as a basis for subsequent learning (Yang et al., 2023). Thus, effective feedback cycles—both from teachers and peers—contribute to continuous learning, increased learning autonomy, and strengthened cognitive engagement (Ma, 2023; Wu & Miller, 2020).

Authentic assignments and reflective projects

One of the key principles of LOA is incorporating assessment into the learning process rather than using it solely to measure outcomes. This approach is realized through authentic tasks and reflective projects involving meaningful activities, such as transcribing verses, creating reading videos, and writing assignments relevant to the academic context. These activities strengthen student engagement, foster a deep understanding, and encourage the application of learning strategies in real-life situations (Kiavar, 2023; Wicking, 2022; Wu & Miller, 2020).

In the context of task-based learning, this strategy is closely related to task- and project-based learning approaches, which emphasize realism, relevance, and the integration of theory and practice. This practice is relevant not only in academic learning but also in vocational education, where procedural and contextual skills are developed by simulating workplace situations. Performance- and portfolio-based assessments allow for continuous monitoring of the learning process with adaptive, formative feedback (Derakhshan & Ghiasvand, 2022; Kamli & Almalki, 2024; Wakid et al., 2024).

Integration of digital technology

Integrating digital technology is an important part of implementing LOA, especially in online learning contexts. Platforms such as Canvas, Zoom, and e-portfolios enable flexible, collaborative, and process-oriented

assessment documentation. Technology also facilitates self-assessment, peer assessment, and real-time feedback, which accelerates the learning cycle. Features such as learning analytics and open access to materials allow students to independently and continuously reflect on their learning progress (Gokturk Saglam & Lund, 2024; Greenspon & Volungeviciene, 2023).

Furthermore, technologies such as online feedback systems, artificial intelligence (AI), and virtual co-teaching broaden the scope of assessment and enhance the personalization of learning. The E-Learning Oriented Assessment (ELOA) model incorporates experiential digital tasks, e-feedback, and collaborative reflection via platforms such as blogs, learning management systems (LMS), and WhatsApp. These practices encourage the development of agency, evaluative judgment, and socially reflective, situational learning (Arefian & Esfandiari, 2024; Wakid et al., 2024).

Collaboration on assessment criteria

The LOA emphasizes the importance of involving students as partners in developing and understanding assessment criteria, not just as objects of assessment. When students participate in developing a rubric, they gain a clearer understanding of quality standards, improve their evaluative judgment, and strengthen their assessment literacy in a reflective and participatory manner (Ghaneiarani et al., 2024; Ma, 2023; Rutherford et al., 2024; Wicking, 2022; Wu & Miller, 2020). This principle is also emphasized in the EAT approach, which incorporates explicit dialogue about rubrics as a key component of transparent and inclusive assessment (Ahmed, 2023; Rutherford et al., 2024).

However, the effectiveness of this approach depends heavily on teacher readiness and the quality of facilitation. Several studies indicate that collaborative implementation remains limited due to students' lack of evaluative training and teachers' tendency to prioritize providing feedback over thorough assessment engagement (Kamli & Almalki, 2024; Wicking, 2022). LOA-based assessments have been shown to promote deeper professional reflection and improve connections between theory and practice in teacher training (Gokturk Saglam & Lund, 2024). Therefore, collaborative learning in LOA supports student development and strengthens teachers' pedagogical competence in the classroom.

RQ2 What are the factors that support and hinder the application of LOA as an instrument for assessing the ability to read and write the Qur'an in a comprehensive and sustainable manner according to the literature reviewed?

Supporting factors for LOA implementation

Teacher competence and reflective orientation

Successful implementation of LOA hinges on teachers' ability to design effective formative assessments, rubrics, and feedback. Teachers who are trained and reflective tend to be able to consistently integrate LOA, including in models such as 2D-LoA that require drilling, peer assessment, and continuous feedback (Estaji & Kogani, 2024; Kamli & Almalki, 2024; Wakid et al., 2025). Ongoing assessment training and teaching experience strengthen teachers' openness to alternative, process-based assessments (Ahmed, 2023; Derakhshan & Ghiasvand, 2022).

Active student participation

Student engagement in self- and peer-assessment is central to LOA, as it strengthens evaluative judgment, learning awareness, and personal responsibility. This practice has been shown to be effective in various contexts, such as when students develop problems, complete reflective writing exercises, and engage in systematic peer feedback cycles (Kiavar, 2023; Kim, 2022; Wakid et al., 2025). Applying CSA and critical thinking increases students' self-efficacy, internal control, and academic engagement (Riswanto et al., 2022). Peer feedback is successful in LOA when students are trained to use rubrics and make repeated revisions (Ghaneiarani et al., 2024). The use of technology strengthens students' role as active evaluators in the assessment process (Wu & Miller, 2020).

Design authentic and process-oriented tasks

Authentic, contextualized, and process-based assessment tasks encourage reflective engagement and motivate students to learn. Projects, simulations, portfolios, and iterative assignments with revision are strategies that allow students to experience meaningful learning while developing evaluative judgment on an ongoing basis (Wakid et al., 2025; Wu & Miller, 2020).

Technology support

Technology supports the implementation of LOA not only as an administrative tool but also as pedagogical reinforcement. Learning management systems (LMSs), e-portfolios, audio-video feedback, and collaborative applications facilitate process-based assessment, real-time feedback, and transparent, independent tracking of learning progress (Arefian & Esfandiari, 2024; Gokturk Saglam & Lund, 2024; Greenspon & Volungeviciene, 2023). Learning analytics, digital rubrics, and GenAI features enable personalized feedback and reinforce self-regulated learning. App-based peer feedback accelerates the assessment cycle in large classes without compromising the quality of learning interactions (Rutherford et al., 2024; Wu & Miller, 2020).

Classroom climate and culture of inclusive assessment

Effective LOA implementation requires an inclusive, collaborative, and supportive classroom climate that caters to diverse learning styles. Approaches such as Universal Design for Learning (UDL) and flexible assessments allow students to choose how to complete tasks, which strengthens their participation and sense of learning security (Rutherford et al., 2024; Yang et al., 2023). Additionally, supportive teacher-student relationships, a positive mindset toward LOA, and integrating affective dimensions, such as a growth mindset and emotional intelligence, enhance academic engagement and receptivity to feedback (Derakhshan & Ghiasvand, 2022; Namaziandost et al., 2024). In online learning contexts, ELOA and ICR practices promote the development of reflective assessment ecosystems via digital learning communities and collaborative projects on learning platforms (Arefian & Esfandiari, 2024).

Factors inhibiting LOA implementation

Domination of summative assessment and exam culture

An educational culture oriented toward final exams and numerical scores is a major obstacle to LOA implementation. In such a system, formative assessment is often marginalized and does not receive adequate attention in the learning process (Abbott et al., 2021; Jalilzadeh & Coombe, 2023). Teachers and students tend to prioritize test preparation over creating reflective and collaborative learning experiences (Kamli & Almalki, 2024). Even when LOAs are presented in an exam-like format, there is a high risk of reducing the meaning of the assessment, as the focus shifts to answering techniques rather than understanding the process (Kim, 2022). These findings underscore the necessity of shifting from lecture-based teaching to reflection- and interaction-based learning (Kiavar, 2023).

Lack of assessment literacy among teachers

A lack of understanding of LOA principles and techniques among teachers hinders the effective implementation of LOA. Many teachers struggle to develop rubrics, manage self/peer assessment, and provide meaningful feedback, particularly in a digital context (Ahmed, 2023; Derakhshan & Ghiasvand, 2022; Greenspon & Volungeviciene, 2023). A lack of professional training also affects teachers' ability to incorporate reflective and psychological elements into assessments, such as helping students develop evaluative literacy (Gokturk Saglam & Lund, 2024; Riswanto et al., 2022; Wakid et al., 2025; Wicking, 2022).

Time constraints and administrative burden

LOA requires more time and attention for designing formative assessments, providing feedback, and facilitating student reflection. However, administrative burdens, limited face-to-face time, and large class sizes often hinder this practice (Greenspon & Volungeviciene, 2023; Kamli & Almalki, 2024; Manrique-Arribas et al., 2025). Teachers are often overwhelmed with administrative tasks and graduation requirements, which makes assessment a mere formality and emphasizes exams (Ahmed, 2023). Individualized feedback is difficult to implement in large classes, and students often do not act on feedback in the absence of a structured feedforward system (Wicking, 2022). High workloads also make it difficult for teachers to consistently implement reflective and portfolio-based assessments (Derakhshan & Ghiasvand, 2022).

Student resistance to new assessment practices

Some students resist self-evaluation and peer feedback due to low assessment literacy, limited confidence, and doubts about peer assessment objectivity (Gokturk Saglam & Lund, 2024; Namaziandost et al., 2024). ithout evaluative training, these practices tend to be procedural and unreflective, leading to social awkwardness (Ghaneiarani et al., 2024). In an online context, approaches such as ELOA and ICR require a high level of self-management readiness that students may lack without institutional support and teacher guidance (Arefian & Esfandiari, 2024).

Unequal technology infrastructure and access

Limited access to stable internet, digital devices, and learning management systems (LMSs) that support collaborative assessment features are major barriers to learning outcomes assessment (LOA) implementation, especially in online and hybrid learning environments (Greenspon & Volungeviciene, 2023; Manrique-Arribas et al., 2025). Additionally, some platforms do not effectively support reflective or project assessment designs. The use of monitoring technologies, such as online proctoring, raises ethical and privacy issues that negatively affect students' comfort level and motivation (Gokturk Saglam & Lund, 2024).

Lack of institutional and policy support

The lack of structural and policy support for reflective assessment poses a significant challenge to the implementation of LOA. Many institutions prioritize conventional assessments, and teachers lack adequate practical training. They are also subjected to top-down policies that offer no room for autonomy (Derakhshan & Ghiasvand, 2022; Kamli & Almalki, 2024; Rutherford et al., 2024). A lack of coordination, limited information for part-time teachers, and unequal access to training hinder LOA implementation readiness (Jalilzadeh & Coombe, 2023; Ma, 2023; Wicking, 2022).

Additionally, teacher experience influences the quality of implementation. Novice teachers require more intensive, contextualized support and training (Estaji & Kogani, 2024). In a highly exam-centric education system, however, curriculum pressures and institutional limitations hinder the sustainability of LOA, despite reflective efforts from teachers (Yang et al., 2023).

DISCUSSION

The LOA is considered feasible for assessing the ability to read and write the Qur'an because it addresses the need for assessments that measure results and foster learning reflectively and sustainably. LOA encourages active student involvement in self-evaluation and feedback (Estaji & Safari, 2023a; Kamli & Almalki, 2024), which aligns with learning to read and write the Quran, requiring repeated practice, accuracy, and internalization of spiritual values (Abdurrahman Nawawi et al., 2023).

When learning to read and write the Quran, errors in reading hijaiyah letters, applying tajweed, and writing Quranic verses have technical implications and affect the validity and sacredness of the text (Hakim et al., 2022; Supriadi et al., 2022). Therefore, the LOA approach, which emphasizes continuous improvement and personal engagement, is well-suited to facilitating an in-depth stage of learning to read and write the Qur'an. LOA's ability to improve self-regulation, learning awareness, and performance accuracy through

authentic tasks and feedforward reinforces this feasibility (Derakhshan & Ghiasvand, 2022; Wicking, 2022). In the context of reading and writing the Qur'an, this strategy can be applied by copying verses (khat), recording murattal readings, and reflecting on the verses' meaning. This helps evaluate aspects of tajweed, fluency, and understanding simultaneously.

Technological support further strengthens the relevance of LOA for assessing reading and writing the Qur'an. Platforms such as e-portfolios can document Tahsin and Arabic writing progress, and audio-video feedback enables teachers to give students more detailed, personalized reading corrections (Arefian & Esfandiari, 2024; Derakhshan & Ghiasvand, 2022). Speech recognition applications like Tebook can automatically and efficiently detect Qur'anic recitation errors (Bin Abdullah et al., 2019).

Overall, LOA's participatory, reflective, and improvement-oriented characteristics make it a viable approach for assessing Qur'anic literacy skills comprehensively and sustainably. Integrating LOA improves the technical ability to read and write the Qur'an and strengthens students' spiritual experience and personal meaning in the Qur'anic learning process.

CONCLUSION

LOA has been proven to be a relevant and effective approach to assessing Qur'anic literacy in a comprehensive and sustainable manner. A literature synthesis of 24 scholarly articles reveals that LOA focuses not only on the final outcome but also on fostering the learning process through active student engagement, deep reflection, and continuous feedback. The five main LOA models, 2D-LOA, EAT Framework, CSA-CT, Ecological LOA, and ELOA, demonstrate flexibility in Quran reading and writing assessments. Similarly, the five implementation patterns—which include self-assessment, peer assessment, formative feedback and feedforward, authentic tasks and reflective projects, integration of digital technology, and collaboration in determining assessment criteria—show that LOA can adapt to various learning situations. Successful implementation is supported by teacher competence, student participation, contextualized task design, technological support, and an inclusive classroom climate. However, significant obstacles remain, including the dominance of summative assessments, time constraints, student resistance, and lack of policy support.

Due to its reflective, participatory, and progressive characteristics, the LOA has great potential to serve as an assessment of Qur'anic literacy. It improves technical reading and writing skills and encourages internalizing spiritual values and having meaningful, sustainable learning experiences.

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