

Quranic Wisdom Unveiled: Traversing the Higher Order Thinking Skills (HOTs) Elements in the Standard Document for Curriculum and Assessment (DSKP) of Hifz al-Quran in the Integrated Tahfiz Curriculum (KBT)

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Abstract

The implementation of Higher Order Thinking Skills (HOTs) by the Ministry of Education Malaysia (MOE) aims to empower students with the skills necessary to compete in today's rapidly changing world. The HOTs elements found in the Secondary School Standard Curriculum (KSSM) are also implemented in the Standard Document for Curriculum and Assessment (DSKP) for the Hifz al-Quran subject under the Integrated Tahfiz Curriculum (KBT). The incorporation of HOTs elements in the Hifz al-Quran subject has been adapted from the Revised Bloom's Taxonomy, which is also used in all educational curricula under the framework of the Malaysian Education Blueprint (PPPM) 2013-2025. Previous studies on HOTs and tahfiz curriculum still indicate gaps and the need for recent in-depth studies to align with the rapid developments in contemporary tahfiz education. This article aims to analyze the

HOTs elements in the DSKP for the Hifz al-Quran subject, focusing on the verbs used in the Content Organization listed in the document. This study employs content analysis of documents related to HOTs and KBT to gather data. The results of the document content analysis indicate the presence of identified HOTs elements in the DSKP for the Hifz al-Quran subject, which can be classified into the three main domains of HOTs elements: cognitive, affective, and psychomotor.

Keywords: HOTs, Integrated Tahfiz Curriculum, Hifz al-Quran, DSKP, Revised Bloom's Taxonomy.

Introduction

The current state of tahfiz education is not unfamiliar among the Islamic community in Malaysia and has become a trend for every family to provide their children with tahfiz education, whether in government or private schools. As of August 2021, a total of 1,483 registered tahfiz institutes have been recorded, and the Department of Islamic Development Malaysia (JAKIM) has targeted to produce approximately 125,000 professional *huffaz* (who has memorized the whole Quranic verses) by the year 2050 (Ahmad, 2021). The mainstreaming phenomenon of tahfiz education, which is growing rapidly, is no longer the last resort for students to pursue their studies. Many are now interested in delving into this knowledge because most tahfiz institutions not only focus on Quranic memorization but also incorporate other academic fields, such as Science, Technology, Engineering, and Mathematics (STEM) (Mohd Nawati et al., 2021). Efforts like these can contribute to producing more professional *huffaz* (who has memorized the whole Quranic verses) who can practice Islam holistically in their lives.

The Ministry of Education Malaysia (MOE) has recognized the need to strengthen the implementation of tahfiz education and has reinforced it by acknowledging the Integrated Tahfiz Curriculum (KBT) as one of the national curricula under the framework of the Malaysian Education Blueprint (PPPM) 2013-2025 (Alias, 2020). This curriculum is developed and coordinated by various Islamic education institutions, including the Ministry of Education Malaysia (MOE), the Curriculum Committee of the Islamic Education Advisory Board for the Coordination of Teaching and Islamic Education (LEPAI), and the Department of Islamic Development Malaysia (JAKIM). KBT not only prioritizes Quranic memorization but also incorporates existing subjects in the Secondary School Standard Curriculum (KSSM). The integration of these two curricula can produce a generation of *huffaz* (who has memorized the whole Quranic verses) who are proficient in various disciplines. There are four main objectives in KBT, namely (Islamic Education Division, 2015):

1. To produce individuals who memorize and understand the 30 juzu' of the Quran.
2. To produce individuals who can establish relationships with Allah, fellow human beings, and the natural world based on the Quran and Sunnah.
3. To produce individuals who are proficient in religious and professional fields based on the Quran and Sunnah.
4. To produce individuals capable of providing insights in problem-solving, maximizing thinking abilities, and fostering creative and innovative thinking.

A curriculum based on standards, which forms the foundation of educational institutions for tahfiz, has been concretized in the Integrated Tahfiz Curriculum (KBT) through

the development of the Standard Document for Curriculum and Assessment (DSKP) for all subjects, including Hifz al-Quran. The DSKP encompasses Content Standards, Learning Standards, and Performance Standards. The produced DSKP lists six main pillars of the national curriculum, and one of them is Higher Order Thinking Skills (HOTs). The HOTs approach is crucial and should be emphasized by teachers to enable students to master the skills required in 21st Century Learning (PAK-21) (Curriculum Development Division, 2017). The inclusion of Islamic education in the Standard Secondary School Curriculum (KSSM) aims to provide a thorough and all-encompassing understanding of Islam. This includes the study of religion (aqidah), worship (ibadah), moral values (akhlak), Quranic studies, and Islamic history. The objective is to offer a comprehensive comprehension of Islam and its rituals. On the other hand, the Tahfiz Integrated Curriculum (KBT) places a strong emphasis on the memory of the Quran (hifz) while also ensuring a well-rounded integration of other academic topics. The objective of KBT is to cultivate students who possess not only a strong command of Quranic memorization, but also possess advanced cognitive abilities and a comprehensive understanding of secular subjects. This aligns with the goal of generating skilled huffaz with a well-rounded educational background.

The content organization for the Hifz al-Quran subject is divided into two topics, namely Hifz al-Quran and Fiqh al-ayat. The examination of the use of HOTs verbs in the DSKP for both topics will refer to the Performance Standards specified for each level, ranging from Form 1 to Form 5. Performance Standards constitute a set of criteria that indicate various levels of student mastery as an indication that a particular skill has been acquired. Therefore, all student developments and achievements are assessed through the Performance Standards. Ultimately, the teacher will evaluate the overall Mastery Level (TP) of students, encompassing the three HOTs domains: cognitive, psychomotor, and affective, throughout the continuous learning process. The Mastery Level is assessed from TP 1 to TP 6, interpreted according to the definitions in the DSKP for the Hifz al-Quran subject for Form 1 until 5 (Curriculum Development Division, 2015a, 2015b, 2017, 2019a, 2019b).

Problem Statement

The Revised Bloom's Taxonomy adopted by the Ministry of Education Malaysia (MOE) as a framework to enhance students' thinking skills has two main levels of thinking skills: Lower Order Thinking Skills (LOTs) and Higher Order Thinking Skills (HOTs) (Anderson & Krathwohl, 2001; Curriculum Development Division, 2014, 2020; Ministry of Education Malaysia, 2013, 2014; Examination Board, 2015). Each level of thinking skills has its own set of verbs to indicate the level of thinking (Figure 1).

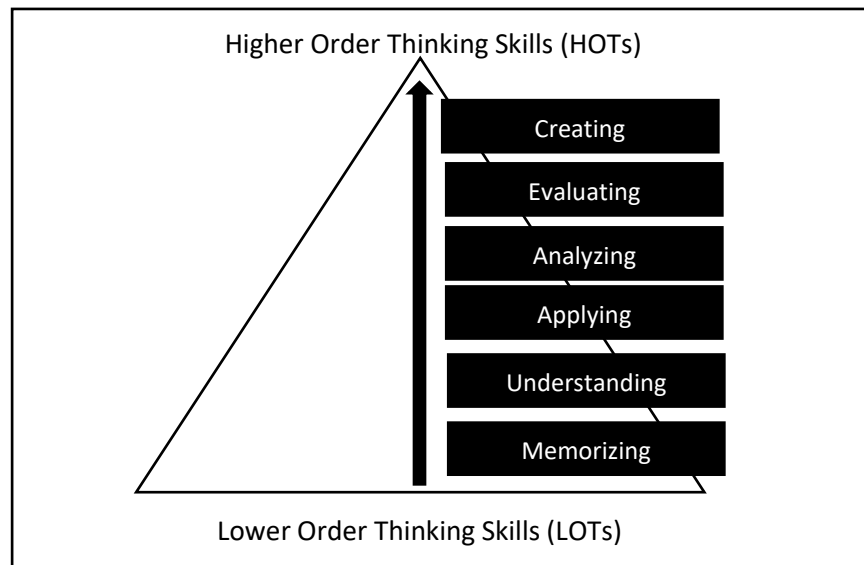


Figure 1. Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001; Curriculum Development Division, 2014)

The HOTS elements found in the Integrated Tahfiz Curriculum (KBT) are also adapted from the Revised Bloom's Taxonomy by Anderson (Curriculum Development Division, 2017; Curriculum Development Division, 2017a) and follow the same thinking levels established in that taxonomy. According to Mohd Saad et al. (2020), memorizing the Quran is not an easy process and requires a high level of focus. Those who memorize the Quran not only memorize but also need to understand, maintain their memorization, and apply the memorized verses (Hashim et al., 2013a). Upon conducting a comparative analysis of the domain of Quran memorization utilizing the aforementioned taxonomy in isolation, devoid of any supplementary sources, it becomes evident that the fundamental notion associated with Quran memorization utilizing the verb 'remembering' operates at a minimal cognitive level. However, the thinking level differs in the process of memorizing the Quran. The first stage is understanding. Understanding the memorized verses is not only important for comprehending the content of the Quran but also helps students quickly memorize, and the memorized verses can remain in memory for a longer time. Here, a connection can be seen between the two processes: understanding and remembering. The next process is applying. After students understand and memorize, they will find it easier to apply the knowledge in the Quran to their daily lives (Abu al-Fida', 2006; Masrom et al., 2018; Mohd Saad et al., 2020).

The study conducted by Wan Abdullah et al (2020), suggests that experts in the field of tahfiz disagree with the incorporation of the Revised Bloom's Taxonomy thinking levels into the Integrated Tahfiz Curriculum (KBT). This disagreement stems from the belief that the discipline of memorizing verses from the Quran is different from 'remembering' in other disciplines. The study also indicates that memorizing the Quran under the KBT involves high-level thinking because memorization for tahfiz students not only utilizes the concept of 'remembering' but also integrates four other concepts: memory strength, Quranic recitation, Quranic memorization, and integration with other disciplines. However, the study does not provide evidence that 'remembering' in the field of memorizing the Quran is indeed the same as 'remembering' in Revised Bloom's Taxonomy. Contrastingly, upon examining the Standard Document for Curriculum and Assessment (DSKP) for the Hifz al-Quran subject, which relates

to the field of Quranic memorization, the Ministry of Education (MOE) emphasizes the implementation of Higher Order Thinking Skills (HOTS) in the Teaching and Learning (PdP) process (Curriculum Development Division, 2015a, 2015b, 2017, 2019a, 2019b). Additionally, the need to incorporate HOTS elements into all national curricula is emphasized, and KBT has been recognized as one of the national curricula under the Malaysian Education Blueprint (PPPM) 2013-2025, which mandates 21st Century Learning (PAK-21) (Ministry of Education Malaysia, 2013; Abdullah et al., 2020).

Another study related to Higher Order Thinking Skills (HOTS) and Quranic memorization was conducted by Masuwai et al (2023), stating that the process of Quranic memorization is an area that achieves both Lower Order Thinking Skills (LOTs) and Higher Order Thinking Skills (HOTS) simultaneously, not in a sequential manner as listed in the Revised Bloom's Taxonomy. However, it is essential to note that this study focused on the process of memorizing verses from the Quran within the Standard Document for Curriculum and Assessment (DSKP) for the subject of Islamic Education under the Secondary School Standard Curriculum (KSSM) and not under the Integrated Tahfiz Curriculum (KBT).

Hence, there is a need to investigate the Higher Order Thinking Skills (HOTS) elements within the Standard Document for Curriculum and Assessment (DSKP) for the Hifz al-Quran subject under the Integrated Tahfiz Curriculum (KBT). The focus should be on Quranic memorization as a whole, covering all 30 juzu'. In summary, this article analyzes the HOTS-related verbs present in the DSKP for the Hifz al-Quran subject and categorizes them according to the three main domains of HOTS outlined in the Revised Bloom's Taxonomy: cognitive, affective, and psychomotor.

Methodology

The research methodology utilized in this study is qualitative, and a content analysis design was established (Berg, 2001). The content analysis component of this study entails the review and assessment of official source documents. The analysis involves secondary data, specifically examining the Higher Order Thinking Skills (HOTS) verbs listed in the Content Organization within the Standard Document for Curriculum and Assessment (DSKP) for the Hifz al-Quran subject, the HOTS Elements in the Curriculum, and Higher Order Thinking Skills Application in Schools. These official documents are produced by the Ministry of Education Malaysia (MOE). The HOTS verbs are examined and analyzed from five DSKPs for the Hifz al-Quran subject, covering from Form 1 to Form 5. The examination of HOTS verbs in the DSKP for the Hifz al-Quran subject is guided by the framework of Revised Bloom's Taxonomy, which is adapted for 21st Century Learning (PAK-21) in the national curriculum, particularly for the higher order thinking skills of students, as outlined in the document "HOTS Elements in the Curriculum and Higher Order Thinking Skills Application in Schools". Following the collection of data, the analysis is categorized into three primary themes that pertain to the stages identified in the process of Quran memorization.

Results and Discussions

Through a review conducted for the Hifz al-Quran subject under the Integrated Tahfiz Curriculum (KBT), the Standard Document for Curriculum and Assessment (DSKP) of the Ministry of Education Malaysia (MOE) reveals that the elements of Higher Order Thinking Skills (HOTS) have been directly applied in the Teaching and Learning (PdP) process within the

classroom. These HOTS elements can be aligned with the thinking framework of the Revised Bloom's Taxonomy by Anderson.

The assessment of cognitive levels is supported by the verbs analyzed and validated within each category of the Revised Bloom's Taxonomy. The thinking levels' domains are displayed in Table 1. The students' knowledge of HOTS is emphasized through the explanation of HOTS elements in the Standard Document for Curriculum and Assessment (DSKP), which serves as the foundation for completing PdP activities in the form of Content Standard (SK) and Learning Standards (SP) in the KSSM document. In the document, HOTS can be explicitly identified in SK and SP by referencing the levels of cognitive thinking in Revised Bloom's Taxonomy. This level of thinking includes the abilities to apply, analyze, evaluate, and create (Curriculum Development Division, 2013 & 2014).

Table 1

Action Verbs for Each Thinking Domain in Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001; AState, n.d.).

Domain		Action Verbs
Cognitive	C1	defines, describes, identifies, knows, labels, lists, remember, memorize, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
	C2	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
	C3	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
	C4	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
	C5	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
	C6	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Affective	A1	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
	A2	answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
	A3	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

	A4	adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
	A5	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.
Psychomotor	P1	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
	P2	begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
	P3	copies, traces, follows, react, reproduce, responds.
	P4	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
	P5	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. (The keywords are the same as in P4, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.)
	P6	adapts, alters, changes, rearranges, reorganizes, revises, varies.
	P7	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

The implementation of Higher Order Thinking Skills (HOTS) elements in the Content Organization for the Hifz al-Quran subject can be analyzed through four Teaching and Learning (PdP) processes: Quranic memorization, the application of Tajweed knowledge, Quranic orthography-writing style, and the application of Islamic courtesy (Curriculum Development Division, 2015a, 2015b, 2017, 2019a, 2019b).

Quranic Memorization

The Teaching and Learning (PDP) activities in the Hifz al-Quran subject require students to memorize the Quran according to the designated juzu' (Curriculum Development Division, 2015a, 2015b, 2017, 2019a, 2019b). In the cognitive domain of this process, students are required to accurately remember each letter and diacritical marks of the memorized verses. If mistakes occur, whether they are minor (*khafi*) or major (*jali*) mistakes, they are still considered mistakes (Al-Ahdal, 1429; Syukri, 2010) that may lead to the individual bearing a sin (Syukri, 2010). Additionally, in the PdP process of Hifz al-Quran, students need to present and display the memorized verses of the Quran. In the affective domain of this process,

students are required to present each Quranic memorization accurately in front of the tahfiz teacher.

Based on Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001; AState, n.d.), the action verbs 'memorizes' or 'recalls' the Quranic verses and 'shows' or 'demonstrates' the memorization accurately falls within the cognitive domain C1 (Remembering) and C3 (Applying) respectively. For the action verbs 'shows' or 'demonstrates', there is also a semantic synonym grouped by similarities with the verbs 'displays' or 'prove/verifies' (Princeton University, 2005), which is present in the affective domain A5 (Internalizing Values). Although the process of memorizing the Quran is situated in C1 and C3 in the cognitive domain, this process does not occur through a single action. Instead, it needs to be carried out concurrently until the action of 'shows' or 'demonstrates', i.e., presenting in front of the teacher, and this process enables students to achieve the affective domain (A5) and psychomotor domain (P2).

Tajweed Knowledge Application

Memorizing the Quran while observing the applications of Tajweed is obligatory (al-Nawawī, 1973; Ibn al-Jazarī, 1994). Adhering to the applications of Tajweed ensures the correct pronunciation of Quranic letters, leading to the comprehension of each word and the meaning of the verses (Syukri, 2010). In the Standard Document for Curriculum and Assessment (DSKP), students who memorize and present their Quranic memorization are required to observe the applications of Tajweed. This process necessitates students to integrate skills in 'recalls' or 'memorizes' and the skill of 'practices' the correct applications of Tajweed in memorization and 'demonstrates' the results of memorization through the *tasmik* process of Quranic memorization.

The thinking level for this process is in the cognitive domain (C1) for the action verbs 'recalls' or 'memorizes', while the action verb 'applies' which is semantic synonym to the verb 'practices' (Princeton University, 2005) is in the cognitive domain (C3) and affective domain (A5). The process of applying Tajweed rules, involving 'recalls' or 'memorizes' and 'applies/practices', is a form of integration or intertwining of knowledge. Therefore, this process is a challenging learning activity that requires high discipline (Hashim et al., 2013b; Mohd Saad et al., 2020). The thinking level for integrating knowledge is in the cognitive domain (C6) which is Creating and the psychomotor domain (P1) with the verbs 'relates' (Anderson & Krathwohl, 2001; AState, n.d.).

Quranic Orthography-Writing

Quranic orthography writing is an obligation in the Standard Document for Curriculum and Assessment (DSKP) for Hifz al-Quran (Curriculum Development Division, 2015a, 2015b, 2017, 2019a, 2019b). This writing process must adhere to the proper method of Quranic orthography due to the obligation of writing the Quran with the Uthmani script, as this writing is considered *tawqifi* (proceeding from the Prophet Muhammad PBUH) (al-Zurqani, 2001). Additionally, students need to master the methods of writing the diacritical marks of the Quran, known as the science of Quranic Dabt. Although Quranic Dabt is considered *ijtihadi* (based on personal reasoning) (al-Zurqani, 2001; Sya'ban, 2001), its usage by Muslims in Malaysia is regulated and overseen by the Ministry of Home Affairs (MOHA, 2020). Hence, students must grasp the methods within the science of Quranic orthography and Dabt or

possess the ability to refer to appropriate sources and integrate the knowledge of Uthmani script and Quranic Dabt in their Quranic writing.

Based on the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001; AState, n.d.), the activity of writing the Quran through the action verb 'comprehends' the knowledge is at the cognitive domain thinking level (C2), while 'applies/practices' the correct writing is at the cognitive (C3) and affective (A5) thinking levels. Action verbs at the higher thinking level for the Quranic writing process have been identified with the action verb 'relates' the methods of knowledge, which is in two domains, namely the cognitive domain (C6) Creating and the psychomotor domain (P1). Tahfiz students not only can achieve up to the level of Creating but also have the ability to provide insights and awareness in delving into the knowledge related to memorizing the Quran in the psychomotor domain (P1).

Islamic Courtesy (*Adab*) Application

Courtesy or *adab* is a crucial aspect in the process of seeking knowledge (al-Nawawī, 1973). In the DSKP of Hifz al-Quran, students are required to apply courtesy in memorizing and presenting the memorization of the Quran (Curriculum Development Division, 2015a, 2015b, 2017, 2019a, 2019b). Courtesy in memorizing the Quran encompasses the process before, during, and after the memorization of the Quran is undertaken (al-Nawawī, 1973; Ibn al-Jazarī, 1994). Tahfiz students under KBT not only memorize the Quran but they also need to master the courtesies involved in memorizing and presenting the memorized Quranic verses and practice these courtesies in the PdP activities of Hifz al-Quran.

The level of thinking for mastering courtesy in the Hifz al-Quran subject, based on the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001; AState, n.d.), has been identified through the verbs 'comprehends' or 'interprets' knowledge at the cognitive level (C2), 'applies' courtesy at the cognitive level (C3), and 'shows/displays' courtesy at the affective (A5) and psychomotor (P5) levels. Activities indicated by these verbs, occur during the activity or action of presenting the memorization. It can be seen that the activities or actions that students need to perform involve the integration of knowledge and actions. This demonstrates that the thinking level for the Hifz al-Quran subject has actually reached high-order thinking since the proficiency of the action performs without hesitation and instinctive reaction (psychomotor P5). The integration of knowledge that occurs in the PdP activities of the Hifz al-Quran subject can make tahfiz students under KBT be competent individuals in the field of Quranic memorization, both in memorizing and applying knowledge in daily life.

All the action verbs analyzed through four Teaching and Learning (PdP) processes: Quranic memorization, the application of Tajweed knowledge, Quranic orthography-writing style, and the application of Islamic courtesy are summarized in Table 2.

Table 2

Summary of Action Verbs and Thinking Domains in Hifz al-Quran Teaching and Learning Activities

Teaching and Learning Activities	Action Verb(s)	Thinking Domain
Quranic Memorization	memorizes, recalls	C1 (Remembering)
	shows/displays, demonstrates/prove/ verifies	C3 (Applying)
		A5 (Internalizing values)
		P2 (Set)
Tajweed Knowledge Application	memorizes, recalls	C1 (Remembering)
	applies/practices	C3 (Applying)
		A5 (Internalizing values)
	relates	C6 (Creating)
P1 (Perception)		
Quranic Orthography-Writing	comprehends	C2 (Understanding)
	applies/practices	C3 (Applying)
	relates	C6 (Creating)
		P1 (Perception)
Islamic Courtesy Application	comprehends, interprets	C2 (Understanding)
	applies	C3 (Applying)
	shows/displays	A5 (Internalizing values)
		P5 (Complex overt response)

Based on the Revised Bloom's Taxonomy (Figure 1), the action verb 'relates' signifies a higher-order cognitive process where students integrate and synthesize knowledge from different domains to perform complex tasks, demonstrating proficiency not only in cognitive understanding but also in practical application such as in the Tajweed knowledge application and Quranic orthography-writing. This integration of knowledge requires a high level of discipline and challenges students to synthesize their understanding of Tajweed with practical application. Besides that, students under KBT also must integrate their knowledge of script and diacritical marks with the practical act of writing the Quran. Thus, the utilization of the action verb 'relates' underscores the cognitive complexity involved in integrating diverse knowledge domains, such as Tajweed knowledge application and Quranic orthography-writing, ultimately fostering students' comprehensive understanding and proficiency in these essential skills.

Integrating traditional Quranic memorizing with the development of critical thinking and problem-solving abilities were an innovative to enhance the *huffaz* (who has memorized the whole Quranic verses) role model. In order to implement the innovative, teachers need specific training to incorporate novel teaching techniques and establish an interactive learning environment. Assessment methods need to progress by include tasks that assess skills in analysis, evaluation, and creativity. Sufficient resources and favourable policies are crucial for fostering interactive and student-cantered learning. It is essential to involve students in

inquiry-based learning and real-world problem-solving activities in order to effectively engage them. Furthermore, the incorporation of HOTS should be done in a manner that acknowledges and upholds cultural and religious norms, therefore improving tahfiz education while avoiding any contradiction with its fundamental principles. In order to achieve the target of training 125,000 proficient *huffaz* (who has memorized the whole Quranic verses) by 2050, the Department of Islamic Development Malaysia (JAKIM) requires a comprehensive system to monitor the well-being of tahfiz graduates, guaranteeing excellence and aligning with religious and national goals.

There are several limitations in the research. Although the Teaching and Learning (PdP) process for the Hifz al-Quran subject demonstrates a high level of thinking, as shown by active participation in creating, internalizing values, and providing complex overt responses, the Standard Document for Curriculum and Assessment (DSKP) does not provide comprehensive guidance on the specific thinking levels needed for each activity. This gap results in a lack of clear guidance for tahfiz teachers on how to incorporate parts of Higher Order Thinking Skills (HOTS). It is essential to have the joint implementation of Higher Order Thinking skills (HOTS), with the cooperation of both teachers and the ministry, in order to successfully achieve the objectives of the Integrated Tahfiz Curriculum (KBT). It is crucial to rectify the deficiencies in the DSKP in order to effectively cater to the requirements of tahfiz teachers. Future research should prioritize investigating the experiences of tahfiz teachers in adopting higher-order thinking skills (HOTS) and examining effective teaching tactics for the Hifz al-Quran subject.

Conclusion

In conclusion, activities within the Teaching and Learning (PdP) process for the Hifz al-Quran subject exhibit a high level of thinking based on the thinking domains in Revised Bloom's Taxonomy which were C6 (Creating), A5 (Internalizing values) and P5 (Complex overt response). The assessment extends beyond the confines of the cognitive domain, encompassing both the affective and psychomotor domains. This holistic approach is necessitated by the multifaceted nature of the PdP process in the Hifz al-Quran subject, which entails simultaneous engagement in diverse activities aimed at knowledge integration. However, there is a lack of information or guidance in the Standard Document for Curriculum and Assessment (DSKP) for the Hifz al-Quran subject, which does not comprehensively state the thinking levels for each activity in the Content Organization of the subject. This information gap needs improvement to provide guidance to tahfiz teachers in implementing Higher Order Thinking Skills (HOTS) elements in the PdP process. This is crucial because the implementation of HOTS elements in the PdP process should be collective, starting with teachers and also guided by the ministry to ensure the objective of producing proficient *huffaz* (who has memorized the whole Quranic verses) is achieved, aligning with the goals of the Integrated Tahfiz Curriculum (KBT) itself. The inadequacies found in the DSKP for the Hifz al-Quran subject should be addressed to meet the needs of tahfiz teachers in their teaching activities, especially the guidance for implementing HOTS in PdP process. It is a way of proposing improvements to better support tahfiz teachers in integrating HOTS, thereby enhancing the effectiveness of the Integrated Tahfiz Curriculum (KBT). Suggestions for future research related to KBT and HOTS could explore the experiences of tahfiz teachers in implementing HOTS in the PdP process, focusing on HOTS teaching strategies for the Hifz al-Quran subject.

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