# The Technique of Processing the Results of Skills Domain Assessment in the Field of Tahfidz at Islamic Boarding Schools

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| Article Info | ABSTRACT |
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| Article Info:<br>Submitted:<br>30/12/2021<br>Revised:<br>20/04/2022<br>Published:<br>25/06/2022 | *The phenomenon of memorizing the Qur'an in Indonesia can be seen from the establishments of many tahfidz houses, Al-Qur'an huts or other names with the vision of creating a Qur'anic generation. However, with the large number of enthusiasts of the tahfidz program, it raises doubt about the quality of its graduates due to the tendency of institutions to prioritize quantity over quality, which cause the lack of supervision due to the imbalance between supervisors and tahfidz candidates. The purpose of this study is to analyze the specific strategy applied by one of the Tahfidz Islamic Boarding Schools about how they evaluate their students so that they can score a tahfidz who is not only mumtaz 30 juz but also have mutqin (strongly stick and correct) memorization. This research is located at Pondok Pesantren Al-Munawwir, Madrasah Huffadh Complex II, Krapyak Yogyakarta. Data collection techniques were documentation techniques, interviews, and direct observation. Data analysis used were data reduction, data presentation, and drawing conclusions or verification. The finding in this study is that the assessment is carried out every semester. This Qur'an memorization assessment is included in the assessment of abstract skills. The assessment mechanism is carried out by listening to the memorization of students who read their memorization in one time while observing the aspects that are assessed based on the assessment guidelines that have been formulated. This assessment technique is included in the type of performance test with the type of identification test. The technique for processing the assessment results is applied using a non-test instrument in the form of a rubric and using a rating scale. The aspects assessed include Adabiah, Muhafazah, and recitation. The weakness of the implementation of Imtihan is that there is no interpretation or judgment from the evaluation results for students who do not meet the assessment criteria or students who read their memorization incompletely. The evaluation model is an illustration of how to formulate an objective skill assessment instrument and determine the right aspects of the target without ignoring the principles of evaluation even though there are still some weaknesses in it.*<br>***Keywords:*** *Skills Assessment; Tahfidz Islamic Boarding School; Score Processing; Al-Munawwir* |
| | **ABSTRAK** |
| | Fenomena penghafal Al-Qur'an di Indonesia dapat dilihat dari banyaknya berdirinya rumah-rumah tahfidz, pondok Al-Qur'an atau nama lainnya dengan visi mewujudkan generasi Al-Qur'an. Namun, dengan banyaknya peminat program tahfidz tersebut, menimbulkan keraguan terhadap kualitas lulusannya karena kecenderungan lembaga untuk mengutamakan kuantitas daripada |

kualitas, yang menyebabkan kurangnya pengawasan karena ketidakseimbangan antara pengawas dan calon tahfidz. Tujuan dari penelitian ini adalah untuk menganalisis strategi khusus yang diterapkan oleh salah satu Pondok Pesantren Tahfidz tentang bagaimana mereka mengevaluasi santrinya sehingga dapat mencetak tahfidz yang tidak hanya mumtaz 30 juz tetapi juga memiliki mutqin (kuat dan benar) menghafal. Penelitian ini bertempat di Pondok Pesantren Al-Munawwir, Kompleks Madrasah Huffadh II Krapyak Yogyakarta. Teknik pengumpulan data adalah teknik dokumentasi, wawancara, dan observasi langsung. Analisis data yang digunakan adalah reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Temuan dalam penelitian ini adalah penilaian dilakukan setiap semester. Penilaian hafalan Alquran ini termasuk dalam penilaian keterampilan abstrak. Mekanisme penilaian dilakukan dengan mendengarkan hafalan siswa yang membaca hafalannya dalam satu waktu sambil mengamati aspek-aspek yang dinilai berdasarkan pedoman penilaian yang telah dirumuskan. Teknik penilaian ini termasuk dalam jenis tes kinerja dengan jenis tes identifikasi. Teknik pengolahan hasil penilaian dilakukan dengan menggunakan instrumen non tes berupa rubrik dan menggunakan skala penilaian. Aspek yang dinilai meliputi Adabiah, Muhafazah, dan tajwid. Kelemahan penerapan Imtihan adalah tidak adanya interpretasi atau penilaian dari hasil evaluasi bagi siswa yang tidak memenuhi kriteria penilaian atau siswa yang membaca hafalannya tidak lengkap. Model evaluasi merupakan gambaran bagaimana merumuskan instrumen penilaian keterampilan yang objektif dan menentukan aspek sasaran yang tepat tanpa mengabaikan prinsip-prinsip evaluasi meskipun masih terdapat beberapa kelemahan di dalamnya.
**Kata-kata Kunci**: Penilaian Keterampilan; Pesantren Tahfidz; Pemrosesan Skor; Al-Munawir

## 1. INTRODUCTION

Memorizing is one of the methods for classic scholar to maintain their knowledge (Noer & Rusydiyah, 2019). it includes memorizing Al-Qur'an (Sabiq, Ckamim, & Hidayah, 2020). The tradition began in Rasulullah era, when most people of Arab countries were still illiterate (Badruzaman, 2019). The Prophet's friends interacted with Al-Qur'an by memorizing it (Hidayah, 2018). Al-Qur'an is the only holy book memorized by tens of thousands of people as well as stuck to their hearts (Zulkarnaen, Bustanur, & Zulhaini, 2020). This tradition has been existed hereditarily since the first time Al-Qur'an was revealed to the Prophet Muhammad SAW.

Indonesia has long tradition in memorizing Al-Qur'an. It is usually in forms of boarding school for tahfidz (people who memorize Al-Qur'an), house of tahfidz, or just tahfidz programs, which are inserted in school with a kiai who becomes the supervisor in mushola or in classes (Fatmawati, 2015). Tahfidz institutions has greatly established since 1981, when hifdzil Qur'an was included into Qur'an competition, which was then called MTQ (Noer & Rusydiyah, 2019), which made Tahfidz institutions so favorable (Romdhoni, 2015). The recent phenomenon of Al-Qur'an memorizers can be seen from the number of tahfidz houses, tahfidz cottages

or other names with vision of creating Qur'anic generation (R. Fauziah, Ritonga, & Alrasi, 2020).

While scripture learning in pesantren (Islamic boarding school) is familiar with sorogan and bandongan (Tsuroyya, 2017), pesantren tahfidz in Indonesia is familiar with the method of talaqqi and musyafahah (Umah et al., 2019) and (Faiqoh & Mahfudh, 2015). There are many activities dealing with the process of memorizing Al-Qur'an, some of them are tahsin, halaqah (Mustaqim, Maghfiroh, & Nurhaedha, 2020), ziadah (gaining the memorized verses), (Barri, 2016), muraja'ah (repeating the memorized verses) (Najib, 2018), and munaqosah (examination), that examines the fluency in reciting the memorized verses (Faiqoh & Mahfudh, 2015).

The program of Al-Qur'an memorization must always be updated in the planning, the implementation, and the evaluation (Rohmatillah & Shaleh, 2018). It should be adjusted to the condition of the students' lives, so that the implementation can be more effective and efficient. The evaluation in the tahfidz program is to identify obstacles, if there is any, and its results are used as measuring instrument for improvement (Hewi & Indari, 2021) (Uslan, Basri, & Muh, 2018). The learning target of Qur'an memorization is achieved when the existing problems and obstacles has been fixed. The quality of assessment can be seen from the quality of learning, and vice versa (Rosnaeni, 2021). This is because the results of the assessment are used as consideration for interpreting students' learning mastery in the learning process (Amri & Tharihk, 2018) which becomes one of the motivations for students (Wanner & Palmer, 2015). Each pesantren or house of tahfidz has different technique in evaluating. First, by tasmi'ul Qur'an (reciting without looking at the mushaf with the provisions of the number of juz). The indicators must be achieved are: ability to recite Al-Qur'an properly and correctly, understanding of the tajwid law and sifatul huruf, and fluency (Suryana, Dian, & Nuraeni, 2018) (Umah et al., 2019); second, by controlling students' murja'ah book regularly (Lubis & Ismet, 2019), the technique usually applied in school with tahfidz program; third, by verse continuing (Paridi, 2019) which mechanism is similar with Musabaqah Tilawatil Qur'an (MTQ).

Evaluation steps are carried out periodically at a predetermined time, such as daily evaluations, mid-semester evaluations and end-of-semester evaluations (Pamungkas, 2018). In the scope of assessment, the evaluation of Qur'an memorization is an assessment of the skill domain because the assessment process is in the form of skill achievements obtained through non-test learning activities, activities that require physical movement or actions, or performance (Yusuf, 2017) (Latip, 2018).

Evaluation of psychomotor skills learning outcomes can be done in three stages: observing during the process, after the process, and some time after the teaching and learning process is complete (Nurjanah, 2021). In this psychomotor

domain, there are several aspects that are assessed in the psychomotor assessment: 1) the ability to use tools; 2) Ability to analyze jobs and workflows; 3) work speed, and 4) suitability of criteria with requirements (Qodat, 2020).

Classification of psychomotor domains by level of coordination includes involuntary coordination and ability to train. This classification ranges from simple reflex movements at a lower level to more complex neuromuscular movements at a higher level (Ruwaida, 2019). This is in line with Qur'an memorization, which the competence to be achieved by a hafidz is to memorize all the verses of the Qur'an. Memorizing means something has been entered into memory and can be spoken by heart or without looking at the text. It is a subconscious activity which then becomes a reflex (Habibie, 2019). That is why if a tahfidz is read a verse that they have memorized, they will usually continue the verse spontaneously.

In assessing the field of competence, educators or supervisors must be able to design a continuous assessment system, which means the assessment is carried out when students start the activity, when the activity is in progress, and when the activity is finished (Basuki, 2020).Assessment can be carried out between students as a feedback by educators with rubrics that has been prepared or based on their appearance and production (Rosnaeni, 2021).

In conducting the assessment, the principles that must be possessed are authenticity, education, accountability, objective and have integrity with transparency (Hascan, 2021). An understanding of the principles of correct assessment is very important in education (Fera & Febrian, 2019). According to wanner, "We must reconsider assessment techniques in order to make them more flexible and personalized, with a greater emphasis on assessment for learning and assessment as learning rather than assessment of learning." (Wanner & Palmer, 2015). That is why evaluation criteria is very important in assessing students' abilities (Zeck, Wall, Smith, Wilson, & Walsh, 2012) .

Before discussing on criteria determination, first, we need to explain the difference between grade and score. It is based on the argument that score might be expected to have the same meaning with grade, but it is not always so (Dinata & Reinita, 2020). To obtain a grade, the test score, which basically is a raw score, should first be processed so that it can be converted or changed into standard score or benchmark (Nurbayani, 2012). The evaluation data processing can be said as the process of the the data that has been existed into data that is more interested and can be used.

In learning activities, the criteria are usually based on the objectives of each subject. These skills are generic as they must be translated into measurable and observable metrics. If these criteria are formulated explicitly then only we can interpret the processed numbers as statements or words. The interpretation of the

assessment results is based on certain criteria with the term norm. Norms can be established in a reasonable and systematic way before audit activities are implemented, but can also be determined on the basis of the results obtained during the audit activities.

In fact, the form of the tests that evaluate learning result and learning activities process is still limited compared with the form of test to evaluate learning result and students learning process (Hutapea, 2019). This is because the test tools are easier and more practical to make, and the test tools that are evaluated are limited to the cognitive aspect based on the learning outcomes that have been achieved by students after classroom learning experiences can occur. Metrics, on or off the test, are useful for assessing learning outcomes which are closely related to individual qualities and skills. These individual qualities and skills can only be accurately assessed by performance as the effect of mastery of a skill area in the form of a test.

Moreover, in tahfidz program, the assessment tends to be subjective as the achievement of the competence is abstract. As far as the search by researcher, there has not been tahfidz pesantren which has assessment instrument that can be a scoring reference. The issue of the urgency of non-test performance measurement tools and the difficulty of teachers in using them (Nur'alimah, Hadiana, & Basri, 2020), is still an interesting general issue to study, especially issues related to the use of non-test instruments.

However, those worries did not occur at the Al-Munawwir Islamic Boarding School in the Madrasah Huffadh Complex II. Based on the observations of the researchers, the pesantren, which is well known as the pioneer of Qiraah Sab'ah in Indonesia, already has techniques of assessment, scoring, assessment instruments (Munandar & Junita, 2020) and aspects that must be assessed in determining graduate criteria and in evaluating the students' memorization. This reduces subjectivity and becomes a reference in scoring (Rukayah, Poerwanti, & Syawaludin, 2021). Therefore, whoever the evaluator is, most likely the results will not be much different or maybe the same. This is in accordance with the criteria of an assessment instrument, namely: reliable, valid, focused on competence, comprehensive, objective, and educational (Fadlilah, Sabtiawan, & Widodo, 2021).

The Madrasah Huffadh Complex II, according to the classification of tahfidz pesantren by Noer and Rusydiyah, is included in group 1 and 2, which is tahfidz pesantren focusing only on the tahfidz program and has sanad (a chain) of Al-Qur'an that continues until the Prophet (Noer & Rusydiyah, 2019). The students are divided into two categories: first, takhassus students i.e. students who purely memorize the Qur'an; the second, non-takhassus students i.e. students who have other activities outside the pesantren, such as studying or working.

The research is important because there has been no research on the Qur'an memorization assessment instrument. Researchers try to describe and analyze how the assessment instruments used by the Madrasah Huffadh Complex II in evaluating the memorization of their students. Hopefully the results can be a reference for the community as well as managers of educational institutions.

## 2. METHOD

This study uses a qualitative approach because the purpose of this study is to explain the results of the study by using the theoretical basis as a reference in analyzing the results of the study. The type of research used is a case study because this research focuses on a particular object that is studied as a case.

This research was conducted during the examination process which lasted for 10 days, starting from November 8, 2021 to November 18, 2021. The research subjects were all students of the Al-Munawwir Islamic Boarding School of Madrasah Huffadh Complex II Yogyakarta, which consisted of 9 takhassus students, and 14 non-takhassus students. Data were collected by direct observation during the exam, and by documentation of the results of the Qur'an memorization assessment in the form of an assessment rubric obtained from the assessment team, assessment guidelines, and direct interviews with several committee of the complex related to the selection of the exam itself to the selection of the assessed aspects. The data analysis was as the analysis done by Creswell. In short, this data analysis works in the loop of data display analysis, visualization, description, classification, interpretation, reading, memory, and organization (Creswell, 2014).

## 3. RESULTS AND DISCUSSION

### a. *Imtihan Madrasah Huffadh II*

Based on the results of interviews with the committee of the Madrasah Huffadh Complex II, it is known that in order to be able to assess and measure the success of the tahfidz program they implement, an evaluation is needed. They call it with the term "Imtihan". This imtihan is conducted twice a year in each semester, but the semester program is different from the semester in formal schools because the implementation uses the Hijri calendar. The first Imtihan (Ula) is usually conducted in the month of Rabi'ul Akhir, while the second Imtihan (Tsani) is usually conducted in the month of Sha'ban. The target of memorization that must be achieved by students every semester is at least 5 juz for takhassus students with a target of 3 years of completion, while for non takhassus students is 3 juz with completion target of 5 years.

The aspects assessed are as follows: First, Adabiah, which is done by observing directly the attitude of the students during reciting the Qur'an, such as politeness and the like. The second aspect is Muhafazah. This aspect includes reading tartil and fluency of memorization. The third aspect is the skill of pronunciation or Tajwid, which includes Makharijul Huruf or Sifatul Huruf, and (Arabic) reading laws. Hence, even though the students read a lot, sometimes more than 5 juz or even 30 juz non-stops, which only take a break during prayer and eating, it doesn't mean that the pronunciation may be done carelessly or in a hurry in order to finish quickly. This is because in Arabic, especially the reading of the Qur'an, if the pronunciation is wrong or the reading law is wrong, the meaning will also be different and it will be fatal. Therefore, this point should really be considered.

Students who have not reached the minimum criteria (have not passed yet) are required to make repairs and will be retested when the students are ready with their memorization. It is no later than one month. During the time the students are in the process of improving their memorization, they are not allowed to add his memorization.

b. *The Mechanism of Imtihan*

The mustami' coordinator fills in the minutes containing the implementation time and the testing team, which consists of several musatmi' and one coordinator. Then the coordinator opened the assembly by giving tawasul to the masyayikh of Krapyak and the elders of santri (student) who would carry out the exam. After the opening activity is completed, then the students begin to read their memorization in bil-ghaib as many as juz that had been memorized. The assessment team listens to the students' memorization while observing the aspects assessed based on the table 1 of assessment guidelines that had been formulated. If there is a reading error (laws, lafadz and/or harakat), then what the assessor does is giving a warning once to three times. If it is still wrong, then the assessor guides the participants' memorization. It is counted one mistake. A student gets an A if in 1 juz he/she is considered making less than 10 mistakes, gets a B value if in 1 juz he/she is considered making less than 20 mistakes, and gets a C value if in 1 juz he/she is considered make less than 30 mistakes and so on.

Table 1. Rubric of Madrasah Huffadh II Imtihan Assessment Guidelines

| No. | Assessed Aspects | Score | Criteria | Maximum Score |
|---|---|---|---|---|
| 1. | *Adabiah* | 10 | Politeness | 10 |
| 2. | *Tajwid* | 50 | *Makharijul huruf & Sifatul huruf* | 25 |
| | | | Reading Laws | 25 |
| 3 | *Muhafazah* | 40 | *Tartil* | 20 |
| | | | Fluency | 20 |
| | **Total Score** | 100 | **Total Score** | 100 |

Based on the details of the assessed aspects, we can find that the Ideal Maximum Score (IMS) of the memorization test is = 100. The highest weight on the recitation aspect is 50%, muhafazah with weight of 40%, and the smallest is politeness which only has 10% weight.

In scoring each aspect, they apply the conversion rating of table 2. They use a scale of 5 which is similar to Masidjo's LAP type I (Nurbayani, 2012), which defines the range of subject proficiency with the minimum perceived proficiency of the overall subject fluency, specifically 65% (given a satisfactory value (C). Visually, the conversion value is on a scale (0 – 4) or letters (A, B, C, D or E).

Table 2. Scores Conversion

| No. | Score 10 | | Score 20 | | Score 25 | | Score 100 | |
|---|---|---|---|---|---|---|---|---|
| 1. | A | 10 | A | 18-20 | A | 23-25 | A | 90-100 |
| 2. | B | 8-9 | B | 15-17 | B | 20-22 | B | 80-89 |
| 3. | C | 6-7 | C | 12-14 | C | 16-19 | C | 65-79 |
| 4. | D | 1-5 | D | 1-11 | D | 14-15 | D | 55-64 |
| 5. | E | 0 | E | 0 | E | 0 | E | 0 |

Although the assessment uses a number format and the final result is in the form of letters, the assessment conversion guidelines are formulated to make it easier for the assessment team to score which students are in which scale range. When it is drawn, then the assessment team determines the score between the ranges of the scale.

## c. *Processing of the Assessment Result in Madrasah Huffadh II*

Following is the assessment result of a takhassus student of Madrasah Huffadh II presented in table 3.

Name of Imtihan Participant   : Muhammad Naufal Ammar
Batch of Imtihan              : Ula / Tsani
Date of Imtihan               : November 8, 2021
Memorization Achievement      : 10 Juz
Number of Juz                 : 5 Juz orderly from Juz 6 to Juz 10

Table 3. Assessment Result of Takhassus Student

| No | Aspects of Assessment | Criteria | Score | Juz | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 6 | 7 | 8 | 9 | 10 |
| 1. | *Adabiah* | Politeness | 10 | 7 | 9 | | 9 | 8 |
| 2. | *Tajwid* | *Makharijul Huruf & Sifatul Huruf* | 25 | 23 | 23 | | 23 | 22 |
| | | Reading Laws | 25 | 21 | 21 | | 20 | 20 |
| 3. | *Muhafazah* | Tartil | 20 | 18 | 18 | | 17 | 16 |
| | | Fluency | 20 | 18 | 19 | | 18 | 18 |
| | | **Total Score** | **100** | | 69,6 (70) | | | |

Even though there are juz that are not read, the cumulative results of the students are still considered to have passed based on the minimum competency limit applied by the Madrasah Huffadh complex II. Thus, at Imtihan Ula, student Muhammad Naufal Ammar got a C.

The following is table 4, the assessment result of a non-takhassus student

Name of Imtihan Participant : Zaidan Nazif Muyasar
Batch of Imtihan : Ula / Tsani
Date of Imtihan : November 8, 2021
Memorization Achievement : 4 Juz
Number of Juz : 3 Juz orderly from Juz 1 to Juz 3

Table 4. Assessment Result of Non-Takhassus Student

| No | Aspects of Assessment | Criteria | Score | Juz | | |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 1. | *Adabiah* | Politeness | 10 | 10 | 10 | 10 |
| 2. | *Tajwid* | *Makharijul Huruf & Sifatul Huruf* | 25 | 23 | 23 | 22 |
| | | Reading Laws | 25 | 20 | 20 | 19 |
| 3. | *Muhafazah* | *Tartil* | 20 | 18 | 17 | 16 |
| | | Fluency | 20 | 18 | 18 | 18 |
| | | **Total Score** | **100** | | **87** | |

Based on the cumulative results, the student is considered to have passed the Ula imtihan because his score is above the minimum criteria. Thus, at Imtihan Ula, students on Zaidan Nazif Muyasar got a B.

Based on the above research findings, the determination of the assessed aspects, which include politeness, tajwid, and muhafazah, strengthens the arguments of (Y. N. Fauziah, 2011) and (Umah et al., 2019) in their research on the criteria for the Qur'an memorizers, as well as Faiqoh research (Faiqoh & Mahfudh, 2015) about Islamic boarding schools that become role models about morals.

Imtihan assessment is done by listening to the students' memorization while observing the aspects that are assessed based on the assessment guidelines that have been formulated. This Qur'an memorization assessment is included in the assessment of abstract skills (Latip, 2018). This assessment technique is included in the type of performance test with the type of identification test (Qodat, 2020). This finding is in line with Muri's opinion in his book which states that performance tests can be used to estimate a person's ability to succeed in certain trainings that require special skills (Yusuf, 2017).

Aspects to be assessed that have been determined in advance before conducting the assessment strengthen the argument (Basuki, 2020) (Setyoningsrum & Supriyanto, 2019) and (Qodat, 2020) that in the preparation of psychomotor assessment instruments, the assessor must have an assessment plan such as compiling an assessment grid in the form of questions or statements as a reference. Therefore, whoever does the assessment, the aspects assessed will be the same (Rosnaeni, 2021).

The scoring done by the Madrasah Huffadh complex II uses a non-test instrument (Sahlani & Agung, 2020) in the form of a rubric (Yusuf, 2017) and

uses a rating scale (Qodat, 2020). The assessment team consisting of one coordinator and several members aims to minimize the subjectivity factor and is expected to obtain more accurate results. This finding is consistent with Zainal's statement in his book that the weaknesses in the rating scale assessment are the halo effect, generosity effect, and carry-over effect (Latip, 2018).

Although the evaluation mechanism implemented is comprehensive enough, there is a fatal weakness that the researchers find in the assessment process. The weakness is that there is no interpretation or judgment (Sahlani & Agung, 2020) from the evaluation results for students who do not meet the assessment criteria or students who read their memorization incompletely as in the example of the assessment above. Considering the evaluation function itself, it is still limited to measuring, not at the stage of improvement (Noer & Rusydiyah, 2019). This weakness indicates that the implementation of the imtihan is only a formality and reduces the sacredness of the imtihan. This interpretation is similar to the findings of Faiqoh and Mahfudh's research (Faiqoh & Mahfudh, 2015) regarding the prohibition of submitting ziadah to kyai and being isolated in order to improve the memorization of tahfidz students until they pass the imtihan. In this group activity, the students are isolated at the pesantren administrator's house and are not allowed to go home until the end of their training.

## 4. CONCLUSION

The processing of the results of the assessment of the skill domain in the field of tahfiz conducted by the Madrasah Huffadh Complex II is an illustration of how to formulate an objective skill assessment instrument and determine the right aspects of the target without ignoring the principles of evaluation. Although there is a weakness in its implementation, hopefully it can be used as evaluation material for the next Imtihan. In formulating skills assessment instruments, educators must know the goals and competencies to be achieved. If this has been fulfilled, then it is not difficult to formulate an appropriate instrument and rating scale. Assessments can be given to students as feedback by educators with prepared rubrics or based on the performance and products they produce. In learning activities, the criteria are usually based on the objectives of each subject. Because this competency is general, it must be translated into measurable and observable indicators. Because this research is only limited to one research location, it is recommended that the next researches to be conducted on a wider scope with more heterogeneous research locations to obtain more comprehensive information.

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