



Evaluating the BBAQ Program as a Strategy for Enhancing Quranic Education Quality: A CIPP Model Analysis

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ABSTRACT

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This study aims to evaluate the Bina Baca Al-Qur'an (BBAQ) program at SD Muhammadiyah 5 Samarinda as an effort to improve the quality of Quranic education in elementary schools. The research focuses on analyzing the program's foundation, resource readiness, activity mechanisms, and student outcomes. The study's objects include Quranic teachers, control books, memorization targets per grade level, and the implementation of reading and memorization activities held Monday through Thursday. The study uses the CIPP evaluation model, which assesses the context, input, process, and product through document review and activity observation. The results indicate that the BBAQ program aligns with the school's needs, effectively addressing the variation in students' reading abilities and supporting the school's religious vision. Regarding input, the school has provided adequate supporting components; however, teacher competence and documentation consistency need improvement. The implementation process is routine but inconsistent due to teacher rotation, time constraints, and varying student abilities. In terms of product, the program shows strong memorization outcomes, with many students completing Juz 30, while reading achievements remain uneven due to the lack of clear achievement standards per grade level. Overall, the study confirms the program's effectiveness but highlights the need to strengthen input and process aspects to ensure more consistent, measurable learning outcomes.

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INTRODUCTION

Quranic education plays a vital role in shaping the moral and religious competencies of young learners, particularly at the elementary school level, which serves as the foundation for character development (Irpan et al., 2024; Fatimah, 2024). Given the centrality of the Quran in Islam, ensuring that children

are equipped with the ability to read, understand, and memorize the Quran is a significant societal concern. According to Rahmat & Ambiyar (2025), Quranic literacy not only strengthens religious identity but also enhances cognitive and spiritual growth. Moreover, with the growing emphasis on integrated Islamic education, schools are expected to provide students with a comprehensive understanding of the Quran. Thus, evaluating Quranic education programs, such as the Bina Baca Al-Quran (BBAQ) program, is crucial in determining their effectiveness in achieving these educational goals. This research contributes to improving the quality of Quranic education by identifying key factors that influence program success and proposing actionable solutions for better program implementation.

The quality of Quranic education in elementary schools remains inconsistent, with significant variations in students' abilities to read, memorize, and understand the Quran (Faris et al., 2023; Hayi et al., 202). One of the challenges faced by Islamic schools, particularly those integrating Quranic education into their broader curricula, is the disparity in students' Quranic literacy levels. As noted by Rasyidi et al. (2023), students enter the program with different levels of reading proficiency, which makes it difficult to provide uniform instruction. Additionally, the quality of teaching is often compromised due to the rotation of Quranic teachers and a lack of standardized assessment measures. These challenges hinder the effective delivery of Quranic education and prevent schools from achieving their educational objectives. Consequently, it is essential to evaluate and refine the BBAQ program to enhance its capacity to meet the diverse needs of students and improve the overall quality of Quranic education.

In practice, the implementation of the BBAQ program encounters several obstacles. One of the key issues is the variation in students' initial reading abilities, which leads to uneven learning progress. For instance, some students may struggle to keep up with their peers due to differences in their Quranic literacy levels, creating a gap in learning outcomes (Mundofi, 2024). Furthermore, the competence of Quranic teachers varies, with some instructors lacking proficiency in teaching Quranic recitation (tahsin) and memorization, which further contributes to inconsistencies in student progress (Meylindo et al., 2025). The rotation of teachers, a common practice in schools to ensure broader subject coverage, leads to instability in the teaching process, resulting in less effective guidance for students. Additionally, the absence of clear and measurable benchmarks for reading proficiency exacerbates the challenge, as it becomes difficult to track students' progress and ensure that learning outcomes are consistently met. These challenges indicate a pressing need for a comprehensive evaluation to optimize the program and its outcomes.

Previous studies have examined various aspects of Quranic education programs, including curriculum design, teacher competencies, and student outcomes. For instance, Daulay et al. (2024) explored the integration of Quranic literacy into the broader Islamic curriculum and highlighted the positive impact of such programs on students' religious and moral development. However, while these studies provide valuable insights into the structure and objectives of Quranic education, they often fail to address the specific challenges in the implementation process and the effectiveness of evaluation models. The existing research primarily focuses on the theoretical aspects of Quranic education and lacks a thorough evaluation of program execution. This gap leaves room for further investigation into how Quranic education programs can be systematically evaluated and improved, especially in terms of achieving measurable outcomes in literacy and memorization. The current study aims to fill this gap by applying the CIPP (Context, Input, Process, Product) model to assess the BBAQ program, providing a more comprehensive analysis of its strengths, weaknesses, and potential for improvement.

The novelty of this research lies in its application of the CIPP model for evaluating Quranic education programs, specifically the BBAQ program at elementary schools. While there have been numerous studies on Quranic literacy and education, few have utilized systematic evaluation models like CIPP to comprehensively assess program performance (Mukhdlor et al., 2024). The CIPP model provides a structured framework that examines the context, inputs, processes, and products of a program, offering a more detailed understanding of the factors influencing program success. This research will also contribute new insights into how Quranic education can be adapted to meet the diverse needs of students and improve the effectiveness of teaching strategies. Given the increasing demand for high-quality Islamic education, this study is crucial in advancing the understanding of how Quranic literacy programs can be better designed and implemented to achieve higher educational standards.

This research aims to evaluate the implementation of the BBAQ program at elementary schools using the CIPP evaluation model. The key research question is: How effective is the BBAQ program in improving Quranic literacy among elementary school students, and what factors contribute to its success or failure?. The argument is that by applying the CIPP model, this research can provide a holistic view of the program's strengths and weaknesses, offering valuable recommendations for enhancing Quranic education quality. The study will contribute to the broader field of Islamic education by providing a robust evaluation model that can be applied to other Quranic literacy programs, ultimately promoting a more effective approach to Quranic education in elementary schools.

RESEARCH METHOD

This study employs a descriptive qualitative research design, chosen to deeply understand the implementation of the Bina Baca Al-Quran (BBAQ) program at SD Muhammadiyah 5 Samarinda based on real-world conditions. A qualitative approach is deemed suitable because it allows for an in-depth exploration of the program's context, inputs, processes, and outcomes in alignment with the CIPP evaluation model. This design is focused on capturing the perspectives and experiences of the program's stakeholders, such as teachers, students, and school administrators, to gain a comprehensive understanding of the strengths and challenges of the program in a natural setting.

The research was conducted at SD Muhammadiyah 5 Samarinda, a school that implements the BBAQ program as part of its ISMUBA curriculum. This school was selected due to its commitment to enhancing Quranic literacy and its structured approach to integrating Quranic education into the broader curriculum. SD Muhammadiyah 5 Samarinda is recognized for its active efforts to ensure the quality of its religious education programs, making it an ideal setting for this study. By examining the implementation of BBAQ in this school, the research aims to provide insights that can inform improvements in similar programs at other educational institutions.

Data for this study were collected using three primary techniques: observation, interviews, and documentation. Observation allowed the researcher to directly witness the implementation of the BBAQ program, including teacher-student interactions, classroom dynamics, and the overall atmosphere during Quran reading and memorization activities. Interviews were conducted in an open and flexible manner with key informants, including Quranic teachers, homeroom teachers, the vice-principal for ISMUBA, and students. The interviews aimed to uncover insights regarding teaching strategies, challenges faced, and perceptions of the program's effectiveness. Documentation was used to supplement the findings from observation and interviews, including reviewing BBAQ control books and student progress reports to track developments in reading and memorization skills.

The data were analyzed using a thematic approach, in which patterns and key themes were identified across the various data sources. Thematic analysis allowed for the extraction of meaningful insights from the observations, interviews, and documents, focusing on understanding how the BBAQ program was implemented, the challenges faced, and the outcomes achieved. The analysis was conducted in line with the CIPP evaluation model, enabling a structured examination of the context, inputs, processes, and products of the program. Findings were categorized to reflect the various aspects of the program, providing a comprehensive understanding of its effectiveness and areas for improvement.

RESULT AND DISCUSSION

Result

The BBAQ (Bina Baca Al-Qur'an) program at SD Muhammadiyah 5 Samarinda is a routine activity and is even included as a subject in the ISMUBA curriculum, which is implemented every Monday through Thursday. The program is structured with a fixed schedule: Monday and Tuesday focus on reading the Qur'an, while Wednesday and Thursday are dedicated to memorization activities. This schedule is designed to ensure that students receive a balanced amount of instruction in both reading skills and memorization achievement according to the requirements of each grade level.

In reading activities, students read the Qur'an according to their individual abilities. There is noticeable variation in reading skills, with some students still at the beginning stage, such as learning to pronounce the Arabic letters, while others read fluently but still need improvement in tajwid (pronunciation rules). Some students have more advanced fluency. The Qur'an teachers guide students by correcting misreadings and assisting those who face difficulties. This individualized approach to instruction shows that the BBAQ program is not conducted in a classical manner, but rather through an approach tailored to each student's needs.

In memorization activities, students submit their memorization according to the memorization targets set for each grade level. These memorization targets represent the most structured aspect of the BBAQ program. Memorization begins with shorter surahs in lower grades and progressively increases in complexity in higher grades. Higher grade students are responsible for larger memorization targets and, at the end of the learning period, participate in a tahfidz munaqosah (memorization review).

As part of the evaluation system, teachers use a BBAQ control book to record student progress. This book includes notes on reading fluency, tajwid accuracy, and memorization progress. However, in practice, the use of the control book is not always consistent among teachers. Some teachers fill out the book in detail, while others do not complete it after every session. This inconsistency leads to uneven documentation of student progress.

Additionally, the school applies a reading assessment category based on makhraj (pronunciation of letters), tajwid, and tahsin (improving the beauty of recitation). The assessment uses categories such as *Mumtaz* (Excellent), *Jayid Jiddan* (Very Good), and *Jayid* (Good). This system serves as a guide for teachers in evaluating students' reading quality, although its implementation depends on the individual teacher's attention to detail.

Program Evaluation Using the CIPP Model

The evaluation results of the BBAQ program using the CIPP model provide a comprehensive overview of how the program operates in the school, from its foundational implementation, resource preparedness, in-field execution mechanisms, to its final outcomes. This evaluation aims to assess the extent to which the BBAQ program meets the objectives set, as well as to identify the aspects that have been effective and those that require improvement. Based on data gathered from program documents, control books, and daily activities, each component of the CIPP model—from context, input, process, to product—shows distinct characteristics and offers a richer picture of the quality and effectiveness of the BBAQ program at SD Muhammadiyah 5 Samarinda.

Context

The evaluation results in the context aspect show that the BBAQ program is implemented based on the real needs of the school to improve students' reading and memorization skills. The data collected reveal that students' reading abilities in a single class vary greatly. Some students are still at the beginner stage, while others are already reading fluently but need further improvement in makhraj and tajwid. This variation emphasizes the need for a program that can cater to students' needs gradually and systematically.

Additionally, the school has a strong commitment to fostering religious character development as part of its vision and mission. The BBAQ program emerged as one of the ways to implement these religious values, with Qur'an reading and memorization activities seen as relevant to the school's religious culture. Information in the program documents indicates that strengthening Qur'anic values and habits is one of the school's main goals in running the BBAQ program.

Religious activities that have been carried out previously also support the execution of this program. The school is accustomed to implementing routine religious practices, making the BBAQ program easy to accept and implement. Based on this foundation, the BBAQ program not only addresses the academic need for reading and memorizing the Qur'an but also serves to strengthen character and instill Islamic values within the school environment.

Input

The evaluation of the input aspect shows that the BBAQ program is supported by several key components prepared by the school to ensure the program's sustainability. The main components that make up the program's input include the presence of Qur'an teachers, the BBAQ control book, memorization targets per grade, and the reading assessment instruments used in the learning activities.

Qur'an teachers are a primary resource in this program. They are responsible for guiding students in reading the Qur'an, correcting mistakes, and receiving memorization submissions. However, findings show that the abilities of Qur'an teachers are not entirely uniform. Some teachers possess strong reading and tajwid skills, while others still need improvement in certain aspects. These differences in competence result in varying standards of instruction received by students, depending on the teacher guiding them.

In addition to human resources, the BBAQ program has a control book used as a tool to document student progress. This control book helps track reading frequency, fluency, and memorization progress. Although the presence of this tool is very helpful in monitoring student development, the findings indicate that its use is not entirely consistent across teachers. Some teachers fill out the control book thoroughly, while others only record information sporadically. This inconsistency makes it difficult to evaluate student progress uniformly.

Another key input is the memorization target per grade, which provides a clear structure for the program. Each grade level has a set list of memorization targets that students must complete within one academic year. On the assessment aspect, the school uses a category-based reading evaluation based on makhraj, tajwid, and tahsin. Although the assessment instrument is available, its implementation still relies on the attention to detail of each Qur'an teacher, meaning consistency across classes is not fully achieved.

Overall, the evaluation of inputs shows that while the BBAQ program has several adequate supporting components, there are still imbalances in their utilization and consistency in the field.

Process

The evaluation results in the process aspect show that the program is routinely implemented according to the schedule set by the school, from Monday to Thursday, with reading activities at the beginning of the week and memorization activities in the middle of the week. This routine shows that the program has become part of students' daily activities and is well integrated into the school's culture. Each study group conducts activities in accordance with these guidelines, ensuring that the program's rhythm remains stable from week to week.

In practice, reading activities are conducted with an individualized approach. Students read the Qur'an according to their own ability, and the teacher provides feedback, correcting the pronunciation and assisting students who encounter difficulties. During memorization activities, students submit their memorized surahs or verses according to the targets for each grade level. The

implementation of memorization follows a similar individual submission mechanism, recorded in the control book.

Although the program is routinely implemented, evaluation results reveal dynamics in the quality of the process. One important finding is the difference in teaching standards among Qur'an teachers. Since Qur'an teachers rotate on different days, students receive varying levels of attention to detail. Some teachers are meticulous in correcting tajwid, while others provide more general corrections. This discrepancy in standards causes the learning process to be inconsistent across classes or days.

Additionally, students' varied abilities within the same class require teachers to divide their attention intensively. Students who are still at the beginner stage require more frequent and longer guidance, while more advanced students need reinforcement on specific aspects, such as tahsin. This situation makes it difficult to optimize learning time, particularly when there are more students needing assistance than the available time can accommodate.

The control book as a documentation tool is also part of the process. However, the evaluation shows that its use is not consistent (Rama et al., 2023). Not all teachers fill out the control book at every session. Some teachers record student progress consistently, while others only do so at certain times. This inconsistency means that student progress is not always recorded thoroughly, making it difficult to monitor learning outcomes effectively.

Overall, although the BBAQ program's implementation is routine and has become a positive habit for students, the consistency of its execution still needs strengthening. Variations in teaching standards, differing student abilities, time constraints, and inconsistent documentation are all aspects of the process that emerged in this evaluation.

Product

The evaluation of the product aspect shows that the BBAQ program has achieved different outcomes in two main areas: memorization and reading skills. In memorization, the program has shown strong results. The memorization targets set for each grade level provide clear direction for both teachers and students, enabling them to achieve the memorization goals according to their grade. The tiered structure of memorization targets, from lower to higher grades, clearly outlines the material that must be completed each academic year. Findings indicate that students generally meet the memorization targets set by the school, especially because the memorization process is supported by a routine schedule and an individual submission mechanism conducted each week.

Additionally, findings show that students who complete their education at SD Muhammadiyah 5 Samarinda typically master the memorization of Juz 30

as a result of the ongoing BBAQ program since the lower grades. Some students even go beyond the target, memorizing additional surahs outside the set curriculum. This achievement illustrates that the BBAQ program is not only effective in meeting annual targets but also provides opportunities for students to expand their memorization abilities based on their interests and capacities.

However, in reading skills, the results found were not as strong as in memorization. While students' reading skills showed improvement, this improvement was not consistent across all students. The significant variation in reading abilities made it difficult to objectively track reading progress. The lack of specific reading achievement standards per grade level hindered the school's ability to determine whether the improvement in students' reading skills met the expectations. Because there were no specific indicators set for each grade level, the reading assessment relied on general teacher observations using categories such as makhraj, tajwid, and tahsin. This made the assessment less precise and specific for each grade level.

The use of the control book as a documentation tool also affected the final results. Inconsistent recording in the control book meant that some of the data regarding students' reading and memorization progress were not fully documented. As a result, the evaluation of the overall progress of students was not entirely accurate. When data is inconsistent, the program's results become difficult to assess based on reliable documentation.

Nevertheless, one significant outcome of the program is the formation of positive habits among students. They have become accustomed to reading the Qur'an routinely on BBAQ days, and this has created a religious learning environment within the school. This habit also has non-academic benefits, such as increased discipline, politeness, and respect for the Qur'an. These non-cognitive products are an important part of the program's goals and have been achieved well through the routine activities.

Overall, the product of the BBAQ program shows strong success in memorization and religious habit formation, but there is still a need for reinforcement, particularly in reading skills, including setting clear achievement standards and improving consistency in evaluation.

In conclusion, the evaluation results using the CIPP model indicate that the BBAQ program at SD Muhammadiyah 5 Samarinda is structured effectively and has achieved significant milestones, particularly in memorization development and the formation of religious habits among students. However, the program still faces challenges related to resource management, process consistency, and the precision of reading assessments (Warman et al., 2023). These findings provide a comprehensive picture of the program's current state and serve as a vital foundation for entering the discussion phase, where each

result will be analyzed further to explore implications, strengths, and areas for improvement in the future implementation of the BBAQ program.

Discussion

A discussion of the BBAQ program based on the CIPP evaluation model provides a more in-depth overview of the program's effectiveness and the relationship between context, input, process, and product. The research findings indicate that the program has a strong foundation in terms of school needs and Quranic learning objectives. However, several aspects require attention to ensure optimal implementation and equitable learning outcomes across all levels.

In terms of context, the BBAQ program is a direct response to the varying Quranic reading abilities of students. Field conditions demonstrate that student abilities within a single class vary widely, from those still in the letter recognition stage to those already fluent in reading. This diversity demonstrates the urgent and relevant need for intensive coaching. Furthermore, the objectives of the BBAQ program align with the school's vision, which emphasizes the development of religious character and the strengthening of religious culture. Based on this foundation, BBAQ is not simply a supplementary program but an integral part of the school's identity, striving to strengthen Quranic values in students.

However, input aspects show that the strength of the context has not been fully balanced by the readiness of resources (Turmuzi et al., 2022; Wang et al., 2023). Mentor teachers play a crucial role in the program's success, but findings indicate that teacher competency is uneven (Amrullah, 2023; Suharsongko et al., 2023). Differences in mastery of makhraj, tajwid, and coaching techniques lead to unequal learning standards across classes. This impacts the quality of mentoring students receive. Furthermore, the lack of standard reading achievement standards per level makes it difficult to map reading skill development. While memorization targets are clearly formulated, reading ability lacks specific indicators, so evaluation relies solely on general teacher assessments. Inconsistencies in completing control books also weaken the accuracy of student progress data.

In terms of process, BBAQ is routinely implemented according to schedule, but the stability of its implementation quality is still suboptimal (Yopi et al., 2024). Rotating mentor teachers means students receive different guidance each day, so their development does not always follow the same pattern. Some teachers are more thorough in correcting tajwid, while others focus more on reading fluency. This irregularity creates gaps in the learning process (Nilawati et al., 2025). Variations in student abilities within a class also pose a challenge for teachers to distribute attention equitably. Irregularities in completing control

books weaken the monitoring process because student progress is not uniformly documented.

Furthermore, the dynamics of the process are also influenced by student readiness and engagement in the program (Salsabila et al., 2024; Weng et al., 2025). In some cases, students with lower ability levels require more time to understand teacher guidance, while students who are already fluent sometimes do not receive adequate learning challenges. This imbalance forces teachers to spontaneously adjust coaching methods without standard guidelines, resulting in uneven learning effectiveness. The BBAQ program has been running regularly, but it does not yet fully integrate a learning differentiation mechanism capable of adapting to the needs of each ability group.

Furthermore, the success of the BBAQ program is also significantly influenced by the school's ability to maintain continuity. Although BBAQ is planned to take place every Monday through Thursday, in practice, the duration of the program is sometimes reduced due to unavoidable school schedules. This reduces coaching time and particularly impacts students who require intensive support. Activities that do not run their full duration also reduce the number of opportunities for students to read and memorize, ultimately impacting their progress.

The final results, or product of the program, demonstrated significant success in memorization (Sulkifli et al., 2024). The clear memorization target structure facilitated students' achievement at their respective levels. In fact, some students were able to complete memorization of Juz' 30 by graduation, and some exceeded this target by memorizing additional surahs. These findings indicate that the program is effective in memorization and yields tangible results. However, this success was not fully reflected in the *tilawah* (recitation) aspect. Improvements in reading ability were visible, but uneven and difficult to evaluate due to the lack of standard reading achievement. Without clear indicators, teachers cannot ensure that students' reading skills meet the expectations of their respective levels (Anirowati et al., 2025). Nevertheless, the religious habits formed through this program are important values that contribute to students' character development.

Overall, this discussion demonstrates that the BBAQ program has strong potential as a Quranic development effort in elementary schools. A strong context and high-quality memorization are key factors in the program's success. However, for the program to be more effective and equitable, strengthening of input and process aspects is necessary, particularly in the equitable distribution of teacher competencies, the development of reading achievement standards, and increased consistency in implementation and recording of student progress.

With these improvements, the BBAQ program has the potential to become a more comprehensive, sustainable, and impactful model for Quranic development for all students.

CONCLUSION

Based on the evaluation results using the CIPP model, the BBAQ Program at Muhammadiyah 5 Elementary School in Samarinda has a strong implementation foundation and is relevant to the school's needs in improving students' Quran reading and memorization skills. This program aligns with the school's religious vision and is supported by several input components, such as mentor teachers, control books, memorization targets, and reading assessment instruments. However, the lack of equal teacher competency, consistent recording, and the lack of standardized reading achievement for each level remain weaknesses that require attention.

In terms of process and product, the program is implemented routinely and has fostered positive habits among students. Although variations in reading ability, teacher rotation, and time constraints have made the quality of implementation less stable. The program's product demonstrates good memorization performance, with many students successfully memorizing Juz' 30, but reading achievement has not been measured evenly. Therefore, strengthening both input and process aspects is necessary for the BBAQ program to produce more consistent and equitable development of Quran reading skills across all levels.

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